

**RELATIONSHIP BETWEEN TASK PERFORMANCE,
ORGANIZATIONAL CITIZENSHIP BEHAVIOUR,
ORGANIZATIONAL JUSTICE AND CAREER
ADVANCEMENT AMONG PRIMARY SCHOOL TEACHERS**

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DOCTOR OF PHILOSOPHY

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ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengenalpasti kesan dua angkubah tidak Kajian ini dijalankan adalah untuk mengenalpasti kesan dua angkubah tidak bersandar terhadap peningkatan kerjaya (CA) guru daripada semua sekolah rendah yang terletak di bahagian utara Semenanjung Malaysia, iaitu Kedah. Secara khususnya, kajian ini mengkaji kesan prestasi tugas dan gelagat kewarganegaraan organisasi (OCB) ke atas peningkatan kerjaya ekstrinsik (bilangan kenaikan pangkat) guru; dan peningkatan kerjaya intrinsik (kepuasan kerjaya) guru. Di samping itu, kajian ini juga mengkaji peranan keadilan organisasi (OJ) sebagai moderator dalam hubungan antara prestasi tugas dan OCB terhadap setiap dimensi peningkatan kerjaya guru.

Kajian ini menggunakan teknik persampelan rawak secara mudah. Hal ini adalah untuk memastikan setiap guru daripada semua sekolah rendah di Kedah mempunyai peluang yang sama rata untuk dipilih sebagai sampel. Kajian ini telah menggunakan pendekatan *dyadic*. Oleh itu, dua set soal selidik telah dibangunkan dalam kajian ini. Set soal selidik yang pertama (Set Soal Selidik Guru) telah diedarkan kepada semua guru yang dipilih secara rawak. Manakala set soal selidik yang kedua (Set Soal Selidik Pentadbiran) telah diedarkan kepada semua Guru Besar/Guru Penolong Kanan sebagai wakil bagi pihak sekolah. Data berkaitan peningkatan kerjaya, prestasi tugas guru, OCB guru dan keadilan organisasi diperolehi dari perspektif guru-guru melalui Set Soal Selidik Guru. Pada masa yang sama, data berkaitan prestasi tugas guru dan OCB guru turut diperolehi dari perspektif Guru Besar/Guru Penolong Kanan melalui Set Soal Selidik Pentadbiran. Semua data telah dikumpul melalui kaedah tinjauan mel melibatkan 390 responden berpasangan. Hasil kajian menunjukkan bahawa: 1) penilaian sendiri guru terhadap prestasi tugas guru mempunyai hubungan yang signifikan dengan kepuasan kerjaya guru; dan 2) penilaian 'superior' terhadap OCB guru mempunyai hubungan yang signifikan dengan kepuasan kerjaya guru.

Di samping itu, hasil kajian menunjukkan bahawa penilaian sendiri guru terhadap OCB guru dan penilaian *superior* terhadap prestasi tugas guru tidak mempunyai hubungan yang signifikan dengan peningkatan kerjaya ekstrinsik guru; mahupun terhadap peningkatan kerjaya intrinsik guru. Selain itu, kajian ini mendapati bahawa keadilan interaksi, pengagihan dan prosedur mempunyai interaksi yang signifikan dengan beberapa jenis prestasi kerja guru (prestasi tugas, OCB) dalam menentukan peningkatan kerjaya ekstrinsik dan intrinsik guru.

Hasil kajian ini telah menyumbang kepada pengetahuan semasa bagi meningkatkan kerjaya dari perspektif prestasi kerja. Hasil kajian ini boleh membantu pihak Kementerian Pendidikan Malaysia (KPM) untuk membuat penambahbaikan perancangan kerjaya organisasi dan juga boleh membantu individu dalam menguruskan kerjaya mereka. Akhir sekali, tesis ini turut membincangkan implikasi kajian terhadap teori dan amalan; keterbatasan kajian dan cadangan untuk kajian masa hadapan.

Katakunci: Peningkatan Kerjaya, Prestasi Tugas, Gelagat Kewarganegaraan Organisasi dan Keadilan Organisasi

ABSTRACT

The purpose of this study is to explore the effects of two independent variables on teachers' career advancement (CA) from all primary schools which are located in the northern region of Peninsular Malaysia, which is Kedah. In particular, this study investigated the effect of task performance and organizational citizenship behavior (OCB) on teacher's extrinsic CA (number of promotion); and teachers' intrinsic CA (career satisfaction). In addition, the study also examined the role of organizational justice (OJ) as a moderator in the relationship between task performance and OCB to each dimension of teacher's CA.

This study used the simple random sampling technique. This is to ensure that every teacher from all primary schools in Kedah has a chance or probability of being selected as sample subjects. This study had utilized the dyadic approach. Therefore, two sets of questionnaire had been designed in this study. The first set of questionnaire (Teachers Survey Set) is addressed to the randomly selected teachers. Meanwhile, the second set of questionnaire (Management Survey Set) is specifically addressed to Headmasters/Senior Assistants as the school's representatives. Data on CA, teachers' task performance, teachers' OCB and OJ were obtained from teachers' perspective through the Teachers Survey Set. At the same time, data on the teachers' task performance and teachers' OCB were obtained from the perspective of Headmaster/Senior Assistant through the Management Survey Set. All data was gathered through mail survey method from 390 paired respondents. Results show that: 1) self-ratings of teachers' task performance was significantly related to teachers' career satisfaction; and 2) superior-ratings of teachers' OCB was significantly related to teachers' career satisfaction.

In addition, the findings indicate that self-rating of teachers' OCB was not significantly related to teachers' extrinsic CA (number of promotion) as well as teachers' intrinsic CA (career satisfaction). Also, the findings show that superior-ratings of teachers' task performance was not significantly related to teachers' extrinsic CA (number of promotion) as well as teachers' intrinsic CA (career satisfaction). Apart from that, this study finds that interactional justice, distributive justice and procedural justice were significantly interacted with certain types of teachers' performance (task performance, OCB) in determining teachers' extrinsic and intrinsic CA.

The findings of this study have contributed to current knowledge of CA from job performance perspective. The results of this study may help the Ministry of Education (MOE) to improve the organizational career planning and also can help individuals to manage their career. Finally, the thesis discusses the implications of the study to theory and practice; limitations, and recommendations for future research.

Keywords: Career Advancement, Task Performance, Organizational Citizenship Behaviour, Organizational Justice

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LIST OF ABBREVIATIONS

AWPR	Annual Work Performance Report
<i>BKUN</i>	<i>Bidang Keberhasilan Utama Negara</i>
CA	Career Advancement
EDMP	Education Development Master Plan
ELA	Efficiency Level Assessment
ERB	Extra-role Behavior
<i>GMGBM</i>	<i>Gabungan Majlis Guru Besar Malaysia</i>
<i>GPMS</i>	<i>Gabungan Pelajar Melayu Semenanjung</i>
I-O	Industrial-Organizational
<i>JPN</i>	<i>Jabatan Pelajaran Negeri</i>
KBSR	<i>Kurikulum Baru Sekolah Rendah</i>
KMO	Kaiser-Meyer-Olkin
KPA	Key Performance Appraisal
<i>KSSR</i>	<i>Kurikulum Standard Sekolah Rendah</i>
<i>KUP</i>	<i>Khas untuk Penyandang</i>
LINUS	Literacy and Numeracy
<i>LNPT</i>	<i>Laporan Nilai Prestasi Tahunan</i>
LMX	Leader-member Exchange
MOE	Ministry of Education
MRS	Malaysian Remuneration System
NCPS	New Curriculum for Primary Schools
NEP	National Educational Philosophy

NHEFC	National Higher Education Fund Corporation
NKRA	National Key Results Area
NPSNS	New Public Service Numeration System
NRS	New Remuneration System
NUTP	National Union of the Teaching Professions Malaysia
OCB	Organizational Citizenship Behavior
OCBI	Organizational Citizenship Behavior Individual
OCBO	Organizational Citizenship Behavior Organization
OCBSS	Organizational Citizenship Behavior School Scale
OJ	Organizational Justice
<i>PBS</i>	<i>Pentaksiran Berasaskan Sekolah</i>
PCA	Principle Component Analysis
<i>PDRM</i>	<i>Polis DiRaja Malaysia</i>
PHEI	Private Higher Education Institutions
<i>PIPP</i>	<i>Pelan Induk Pembangunan Pendidikan</i>
<i>PPPLD</i>	<i>Pegawai Perkhidmatan Pendidikan Lepas Diploma</i>
<i>PPPM</i>	<i>Pelan Pembangunan Pendidikan Negara</i>
<i>PPPS</i>	<i>Pegawai Perkhidmatan Pendidikan Siswazah</i>
PSAT	Primary School Achievement Test
PSDM	Public Service Department Malaysia
<i>PTK</i>	<i>Penilaian Tahap Kecekapan</i>
<i>PTPTN</i>	<i>Perbadanan Tabung Pendidikan Tinggi Nasional</i>
SBA	School Based Assessment

SCCT	Social Cognitive Career Theory
SCPS	Standard Curriculum for Primary Schools
SET	Social Exchange Theory
SME	Small and Medium Enterprise
SPSS	Statistical Package for the Social Sciences
SSBPA	<i>Sistem Saraan Baru Perkhidmatan Awam</i>
SSM	<i>Sistem Saraan Malaysia</i>
TBBK	<i>Time Based Berasaskan Kecemerlangan</i>
UMNO	United Malays National Organization
UPSR	<i>Ujian Penilaian Sekolah Rendah</i>
UUM	<i>Universiti Utara Malaysia</i>

CHAPTER ONE

INTRODUCTION

There are several reasons for the growing interest in career research. Career provides the opportunity for social meaning in an individual's action (Patton & McMahon, 2006). It involves the interconnection between all the actions and all the processes of action in operating in both feedforward and backforward ways (Young & Valach, 1996). Young and Valach (1996) acknowledge that the term people use to refer to career may vary. Career, therefore, has a rich ambiguity (Watts, 1981b), and makes it very challenging to study.

In a new work structure, career scholars should embrace and integrate perspectives to create a more complete picture of critical issues in career research (Collin, 1998). Following these challenges, the present study explores one of the most current research topics that is, career advancement (CA). Zhao and Zhou (2008) indicated that CA is one of the objectives that all employees are looking forward throughout their career. CA can be categorized into extrinsic and intrinsic (Judge & Bretz, 1994). According to Judge, Cable, Boudreau and Bretz (1995), extrinsic CA comprises several visible outcomes such as pay, promotion and ascendancy; whereas intrinsic CA comprises several invisible outcomes such as career satisfaction, life satisfaction and job satisfaction.

Apart from that, performance appraisal is defined as a periodic evaluation of the output of an individual measured against certain expectations (Yong, 1996). Clearly, one important dimension of job performance which is taken into consideration in appraisal decisions is

task performance. Also, another important dimension which may be taken into consideration is the term organizational citizenship behaviour, or OCB (Christensen & Whiting, 2009). The output of performance appraisal becomes very important because it could link to CA. Performance appraisal may provide the basis for pay and promotion (Grubb, 2007). Thus, it would have very much affect rewards and career path (Yee & Chen, 2009).

There are many complaints on dissatisfaction of employees regarding the progress of their CA. In a more specific context, there are many complaints against Ministry of Education (MOE) concerning teachers' CA as reported by media which will be discussed in the next section. Tan Sri Muhyiddin Yassin promised that the government will appoint a special committee to study the process of teacher's career (*Utusan Malaysia*, 2 April 2010). This is to ensure that a transparent process will be implemented. He suggested that the delegation of task should be fairly made; so that the burden would not be given to the same group of teachers (*Berita Harian*, 16 May 2010).

Other than that, empirical investigations also supported that there were dissatisfactions regarding teachers' CA in Malaysia (Ahmad Kamil, 1991; Ismail, 1996; Malakolunthu & Malek, 2008; Mohd Shahrom, 2009; Muda & Omar, 2006). For example, Muda and Omar (2006) stated that the issue of job satisfaction became important after it received a lot of complaints from teachers particularly in terms of promotion and salary increment. Previous researchers (Ahmad Kamil, 1991; Ismail, 1996) found that Malaysian teachers were not satisfied with their career progress (Muda & Omar, 2006). Moreover, Mohd Shahrom (2009) supported that most teachers felt that their salary was quite low, and CA

under MOE was quite limited. More empirical works on teachers' dissatisfaction against CA will be discussed in the next section.

Since organizational justice (OJ) will enhance teachers' satisfaction in performance appraisal (Muda & Omar, 2006), and also, that teachers' performance appraisal will provide the basis for teachers' CA under MOE (Malakolunthu & Malek, 2008); this leads to the assumption that the presence of OJ will enhance teachers' satisfaction in their CA. Apart from that, employees who perceive higher level of justice tend to manifest higher level of task performance (Williams, 1999), and demonstrate more OCB (Konovsky & Pugh, 1994); thus, this study proposes that higher level of justice may increase the level of teachers' task performance as well as teachers' OCB. This study is carried out to examine the impact of job performance factors (e.g. task performance, OCB) on CA, particularly in the context of the Malaysian teachers. In addition, the role of OJ as a moderator will be tested in this study.

1.1 BACKGROUND OF THE STUDY

Teachers are part of the back bones for national education transformational plan in producing and building a highly civilized society. This education transformational plan aims to equip every student in our country with the new skills they need to seize the opportunities and take the challenges towards the 21st century (*Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025*, Ministry of Education [MOE], 2012). The roles of teachers in Malaysia become tougher due to the changes and reformation in educational institutions (*Utusan Malaysia*, 15 Januari 2003). Teachers exhibit different

needs at different times in their professional lives, and these need a different approach to their overall perceptions of career development; hence a satisfying teaching career can help teachers to perform their duties effectively which may help students to learn better and achieve better results (Mohd Shahrom, 2009).

Moreover, teachers are the important assets to our nation in realizing the Education Development Master Plan (EDMP) or *Pelan Induk Pembangunan Pendidikan (PIPP)* 2006-2010 (MOE, 2006). The Malaysian Government launched EDMP in 2006. EDMP 2006-2010 highlighted its six thrusts namely nation building, developing human capital, strengthening national schools, bridging the educational gap, enhancing teaching profession and accelerating excellence of educational institutions (MOE, 2006). This educational plan appears as an important agenda in the Ninth Malaysia Plan 2006-2010 towards the development of the first class of human capital in realizing the 2020 Vision. Since the policy of the second thrust is to develop human capital with knowledge, skills and good values, EDMP aims to inculcate the desire for knowledge, skills and competency, foster positive values, morals and attitudes as well as discipline among students. Since teachers are the important assets in realizing EDMP; the aspect of teachers' CA should be taken into consideration. This is because teachers have made a major contribution to the human capital development in our country.

In Malaysia, teachers' performance is very important because it is the primary criteria that will be taken into consideration in determining teachers' CA (PSDM, 2002). According to the previous researchers (Borman & Motowidlo, 1993); performance factor was separated into two domains; task performance and OCB. Therefore, both task

performance and OCB may become essential in expressing the performance factor of teachers in Malaysia.

This is because in realizing Malaysia's aspiration towards the development of its first class human capital, all Malaysian teachers are expected to perform not only the tasks as prescribed in their job requirements (e.g. task performance), but they are also expected to demonstrate the voluntary behaviours (e.g. OCB) that are not part of their formal job. This was supported by DiPoala and Tschannen-Moran (2001) who claimed that the success of school fundamentally depends on teachers who are willing to go beyond role expectations voluntarily. Therefore, this study would like to investigate the impact of both task performance and OCB on teachers' CA particularly in the Malaysian context.

There is a need to investigate both components of teachers' CA. Based on the existing literature, there are differences between the extrinsic and intrinsic CA. To date, extrinsic CA consists of tangible outcomes that can be observed easily such as salary increment and promotion; while intrinsic CA consists of intangible outcomes and is more subjective such as the perception of career satisfaction (Judge *et al.*, 1995). According to Hall (2002), receiving high pay and promotion do not necessarily make people feel proud or satisfyingly successful. Thus, individuals who achieve the extrinsic CA (e.g. promotion) may or may not achieve the intrinsic CA (e.g. career satisfaction). This is because the perception of intrinsic CA is based on the accumulative experience of individuals.

Although there are five channels for teachers to enhance their career (*Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan* [MOE], 2009); there are still many

complaints regarding teachers' dissatisfaction towards their career achievement as reported by media (*Berita Harian*, 7 June 2012; 28 March 2011; 18 May 2011; 16 July 2007; *Utusan Malaysia*, 2 Disember 2013; 10 September 2013; 30 August 2012; 9 November 2009). It leads to the assumption that all these complaints may show that Malaysian teachers have not achieved the intrinsic CA (e.g. career satisfaction) although they already obtained the extrinsic CA (e.g. promotion, number of promotion). Hence, both components of extrinsic (e.g. promotion, number of promotion) and intrinsic (e.g. career satisfaction) measures are useful in understanding the factors that underlie teachers' CA. As suggested by the previous career scholars, this study will be designed to focus on both components of teachers' CA.

1.1.1 THE PATH OF TEACHERS' CA IN MALAYSIA

In Malaysia, there are two categories of teachers; namely the non-graduate teachers and the graduate teachers. Usually, the non-graduate teachers are placed in the primary schools; whereas the graduate teachers are placed in the secondary schools. According to *Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan* (MOE, 2009), there are four grades available for promotion for the non-graduate teachers and more than five grades available for promotion for the graduate teachers. Thus, it seems that CA for the primary school teachers is more limited compared to the secondary school teachers. This is because basically there are only four grades of teachers' promotion for primary school namely DG29, DG32, DG34 and DG38. However, for the secondary school there are more than five grades of teachers' promotion namely DG41, DG44, DG48, DG52, DG54 and the Special Grade (VU7).

In the primary schools, the minimum grade for the position of the Senior Assistant is DG32; and the minimum grade for the position of Headmaster is DG34. Since there is only one position available for each Senior Assistant and Headmaster in the primary schools; the other way for DG29 teachers (the non-graduate teachers) to get their advancement is through the time-based promotion. This means that all DG29 teachers may apply for the grade of DG32 through the time-based promotion after they completed 10 years of service (*Pelan Laluan Kerjaya Pegawai Pendidikan Pendidikan*, [MOE], 2009). However, the time-based promotion is not automatically given to all teachers who have served the institution for 10 years. Teachers are still subjected to fulfill several conditions as listed in Table 1.1.

As indicated in Table 1.1, it shows that one of the important conditions that have to be fulfilled by all DG29 teachers in order to get the time-based promotion is to excel in the Annual Work Performance Report (AWPR) or *Laporan Nilai Prestasi Tahunan (LNPT)*.

Table 1.1
Eight Conditions for Teachers' Promotion

No.	Descriptions
1	Have been confirmed in their position.
2	* Achieved the required Annual Work Performance Report (AWPR) percentage.
3	Passed the related Efficiency Level Assessment (ELA).
4	Passed the integrity screening from Malaysian Anti-Corruption Commission.
5	Free from being listed in any disciplinary action.
6	Free from being listed as the borrowers with unsettled National Higher Education Fund Corporation (NHEFC) loan.
7	Have made the asset declaration.
8	Obtained acknowledgement from the Head of Department.

Source: *Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan* (MOE, 2009).

As stated in *Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan* (MOE, 2009), the minimum percentage of AWPR evaluation for three years for all candidates (teachers) to apply for a higher grade promotion is 80%. Therefore, all teachers (including the DG29 teachers) have to ensure that their performance at the minimum standard. This means that all teachers have to ensure that they should at least achieve 80% of AWPR evaluation in order to be promoted to a higher grade. There are four categories of performance which contribute to 100% of the total percentage of employees' evaluation in AWPR Form (Appendix A). The performance categories comprise the aspects of 'Job Output' (50%), 'Knowledge and Skill' (25%), 'Personal Quality' (20%) and 'Activities and Contributions Excluding the Official Duties' (5%).

According to Williams and Anderson (1991), task performance involved the completion of tasks or activities which are specifically fulfill the written job requirements or descriptions. Therefore, task performance of the Malaysian teachers may involve all the aspects written in the AWPR Form. Hence, all the activities listed under these four (4) aspects are considered as tasks that are expected to be fulfilled by all teachers. Therefore, all these aspects are specifically needed to fulfill the job requirements of all teachers in order to accomplish the central task of the organization (school). This was supported by Van Scotter, Motowidlo and Cross (2000) who claimed that when employees use technical skills and knowledge to accomplish a task, they are engaging in task performance. Therefore, when teachers use the technical skills and knowledge to perform the four required aspects as listed in the AWPR Form, they are engaging in task performance.

Referring to task performance and OCB definitions as stated by the previous researchers (Borman & Motowidlo, 1993; DiPoala, Tarter & Hoy, 2004; Williams & Anderson, 1991); both aspects of 'Job Output'; and 'Knowledge and Skill' could present the elements of task performance. By taking Organ's (1988) definition of OCB who stated that OCB referred to discretionary behaviour which is not stated formally in job description (Organ, 1988); hence, all aspects of 'Job Output', Knowledge and Skill', 'Personal Quality' and 'Activities and Contributions excluding the Official Duties' which are stated formally in the AWPR Form could be referred as task performance of teachers in this study.

Although the aspects of 'Personal Quality' and 'Activities and Contribution excluding the Official Duties' may be close to the OCB explanation; both of these aspects were expected by the management and will be evaluated during the performance appraisal process. Therefore, both aspects will also be referred as teachers' task performance in this present study. In other words, there is a clear and written expectation from the management towards teachers regarding these four aspects of performance (e.g. 'Job Output', Knowledge and Skill', 'Personal Quality' and 'Activities and Contributions excluding the Official Duties') as stated in AWPR Form. Therefore, all of these four aspects will be referred as task performance of teachers in this study.

Table 1.2 presents the four (4) aspects of task performance that are evaluated in AWPR Form.

Table 1.2
Aspects of Task Performance in AWPR Form

Aspects	Weightage	Descriptions
Job Output	50%	<p>Quantity of Work Quantity of work such as the amount, number, rate, frequency, etc. compared to the target set quantity of work.</p> <p>Quality of Work Assessed in the terms of completeness, orderly and neatness and evaluated in terms of effort and initiative to achieve the perfection of workmanship.</p> <p>Timelines Ability to work or perform tasks in the stipulated time frame.</p> <p>Effectiveness of Works Assessed in terms of fulfilling the requirements of ‘stake-holder’ or customers.</p>
KNOWLEDGE AND SKILL	25%	<p>Knowledge and Skills in the Field of Works Having the knowledge and skills / expertise in producing work including the ability to identify, analyze and solve problems</p> <p>Implementation of Policies, Regulations and Administrative Instructions Ability to assimilate and implement policies, regulations and administrative instruction relating to its terms of reference.</p> <p>Effectiveness of Communication Ability to express opinions, views or understanding spoken and written instructions related to the job including oral proficiency and writing and using good grammar and presentation.</p>
PERSONAL QUALITY	20%	<p>Leadership Have the vision, commitment, ability to make decisions, mobilize and motivate officers towards achieving organizational objectives.</p> <p>Ability to Manage Ability to mobilize resources within its control such as finance, human resources, equipment and information to plan, organize, distribute and operate a task to achieve organizational objectives</p> <p>Discipline Have the self control including compliance with rules, punctuality, keeping promises and patience.</p> <p>Proactive and innovatives Ability to anticipate potential, creative and productive and innovative to improve the quality and productivity of the organization</p>

Table 1.2 (continue)

		Relations and Cooperations Ability in creating the harmony and friendly cooperation, and adaptable in all circumstances.
ACTIVITIES EXCLUDING OFFICIAL DUTIES	5%	Contribution of Officers Contribution in Sports/ Societies/Creativity in the Community/Department/District/State/National/ International.

Source: *Panduan Pelaksanaan Sistem Penilaian Prestasi Pegawai Perkhidmatan Awam Malaysia (Jabatan Perkhidmatan Awam [JPA], 2002)*

According to Malakolunthu and Malek (2008), the two major aspects in measuring teachers' performance are particularly based on 'Job Output' (which contribute a total of 50%), plus 'Knowledge and Skill' (which contribute a total of 25%). Thus, this shows that the total of 75% of teachers' performance is based on these two aspects (e.g. job output, knowledge and skill). Furthermore, as stated by Malakolunthu and Malek (2008) both of these aspects require teachers to focus on their core business which are related to teaching and learning in the classroom. Since teaching and learning are the core business for the Malaysian teachers (Malakolunthu & Malek, 2008); it may suggests that both aspects of 'Job Output' and 'Knowledge and Skill' that involved teachers in teaching and learning process are the dominant criteria in measuring teachers' task performance in the Malaysian educational setting.

To the researcher knowledge, there was no written job description for all teachers under MOE to be referred as the official guide line. However, the core business for the Malaysian teachers is to engage with teaching and learning in the classroom (Malakolunthu & Malek, 2008). Therefore, teaching and learning can be the important factor in measuring teachers' task performance. Since schools cannot anticipate through a

formally stated in-role job description (George & Brief, 1992); this may explain why there is no specific job description which addressed to all teachers. As stated by Rowan, Raudenbush and Cheong (1993), professional behaviour (e.g teaching and learning) cannot be readily routinized into a set of predetermined activities due to its complexity where the situation requires more judgement. Therefore, based on the existing literature (George & Brief, 1992; Malakolunthu & Malek, 2008; Rowan, Raudenbush & Cheong, 1993) researcher suggests that 'Job Output' and 'Knowledge and Skill' may become the main criteria to measure task performance of teachers in the Malaysian context.

Since the Malaysian teachers are also expected to be knowledgeable, skillful and dynamic in action as resource managers, facilitators in learning and engaging students in good moral behaviours (Mohd Syahrom, 2009); OCB may be vital to assist all Malaysian teachers to accomplish their task performance (e.g. teaching and learning). For example, teachers with high level of OCB will not waste the class time in marking or evaluating the students' work. The high level OCB teachers will make use the class time to evaluate or mark the students' work in the classroom. Then, those teachers may have extra time in the classroom to let the students know about the evaluation of their work (e.g. whether the students need to do corrections or not). Teachers with high OCB may also guide their students to do the corrections in the classroom. Hence, the voluntary behaviour of teacher (e.g. not wasting the class time) may increase the level of students' performance and finally, create the positive impact on the school effectiveness.

Although teacher's task performance may be referred to the activities that engaged teachers with teaching and learning in the classroom, the voluntary behaviour of teachers

in accomplishing the teaching and learning process (e.g. make use all the class time) is a matter of personal choice of teachers and is not an enforceable requirement. This is consistent with DiPoala *et al.* (2004). According to DiPoala *et al.* (2004), OCB is a useful term to describe the voluntary teacher behaviours that go the 'extra mile' to help students and colleagues succeed and that are not performance expectations of their official role (p. 2). As stated by DiPoala *et al.* (2004) OCB is a matter of personal choice. Therefore, teachers' OCB may become very essential to be combined with teachers' task performance which requires all teachers to engage with the process of teaching and learning. Finally, the combination of task performance (e.g. as required under AWPR process) and the additional elements of OCB may be very important in ensuring that teachers to be outstanding in performing their tasks.

As stated by Johari, Yahya and Omar (2009), the Malaysian public servants are evaluated based on several aspects such as task performance and OCB. Therefore, it may suggest that OCB is essential to be practiced by all the Malaysian public servants. Since teachers under MOE are categorized as the Malaysian public servants, all the Malaysian teachers are subjected to be evaluated on their OCB elements indirectly.

According to *Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan* (MOE, 2009), the results of teachers' AWPR evaluation will be considered as one of the important conditions in determining teachers' CA under MOE. As stated by Greenhaus and Callanan (1994), accomplishing assigned task effectively is generally considered to be necessary but an insufficient condition for attaining most career goals. Hence, the implied presumption is that an individual must go beyond the specified requirements of their task

to achieve a valuable career outcome. Therefore, they must perform some discretionary behaviours or OCB.

According to Sutton (2005), individuals who perform effectively in both task performance and OCB will receive higher career rewards than those who excel in only one. Thus, the empirical evidence supported that employees may derive a number of positive career outcomes from the combination of both task performance and OCB. Moreover, OCB is an alternative that can be used by the management to compare the level of performance between two or more employees who fulfilled the requirement of task performance. Thus, OCB will become the benchmark in evaluating employees who produce the similar level of task performance outputs. Since Sutton (2005) claimed that individuals who perform effectively in both task performance and OCB will receive higher career rewards than those who excel in only one, this may lead to the assumption that task performance (e.g. teaching and learning) alone may not be sufficient for the Malaysian teachers to enhance their career achievement. Hence, this study assumes that the combination of both task performance and OCB may become essential in creating more influence on teachers' CA in the Malaysian context.

However, if this study reveals that task performance is the only factor that may create impact on teachers' CA, it seems that OCB factor may create the negative impact on teachers' CA in the Malaysian context. As stated by Bergeron (2005), OCB maybe harmful to individual outcomes. This may lead to the assumption that individual with high level of OCB maybe expose to the low level of individual outcome. Hence, conducting a research to empirically investigate the impact of both task performance and

OCB on teachers' CA is necessary in order to obtain more information regarding CA domain. Therefore, in this study, the researcher would like to investigate the contribution of both task performance and OCB in determining teachers' CA in the Malaysian educational setting.

1.1.2 THE ISSUES OF CAREER ADVANCEMENT (CA) AMONG PRIMARY SCHOOL TEACHERS IN MALAYSIA

CA for the Malaysian school teachers is special because there are five paths for teachers to enhance their career (*Laluan Kerjaya Pegawai Perkhidmatan Pendidikan*, [MOE], 2009). The available career paths for teachers under MOE are: a) promotion to fill the vacancies; b) promotion via exclusive appointment; c) time-based promotion; d) promotion for principal/headmaster for outstanding performance; and e) promotion for teachers for outstanding performance. Although there are several paths for teachers to enhance the career, the issue of teachers' CA still appears as the 'hottest' topic because it always receives a lot of complaints.

For example, there was a complaint from teachers who were not satisfied because their promotion from DG29 to DG32 grade was delayed for more than six months (*Tranung Kite*, 18 May 2010). According to *Pekeliling Perkhidmatan Bilangan 11 Tahun 2007*, all DG29 teachers are entitled to get the time-based promotion to DG32 after they have completed 10 years of service and fulfilled several conditions. Based on *Sifir Gaji Pegawai Perkhidmatan Pendidikan*, the basic salary for DG29 teachers who have served the institution for 10 years is at P1T10, which equals to RM 1,991.07. The DG29 teachers

are entitled to be promoted to a higher grade which is DG32 at P1T1, with the basic salary that equals to RM 2,416.06. Hence, it shows that this group of teachers has lost more or less about RM 424.99 per month when the school management fails to take the appropriate action towards the teachers' advancement. This may appear as an evidence for the injustice scenario in the Malaysian educational context.

Therefore, MOE took its initiative and issued the official letter dated 27 January 2011 which was addressed to all Head of Departments. In this letter, all Head of Departments (e.g. Headmasters) are asked to manage the task regarding the candidates (teachers) who missed the opportunity to be promoted to a higher grade (Appendix B1). Based on the informal interview session with Mr. Md. Roslan Zainol from *Jabatan Pelajaran Negeri (JPN)* Kedah, there are several cases that involved with the candidates who failed to be promoted in 2011. These cases may provide the evidence regarding the dissatisfaction of teachers concerning the issue of their promotion in Kedah. Again, the similar kind of letter had been issued from the MOE dated 12 March 2014 regarding the miss candidates who were not got their promotion in 2013 (Appendix B2).

The other path for DG29 teachers (non-graduate teachers) to get their advancement is through the appointment after obtaining their first degree. However, the dissatisfaction of the ex DG29 teachers who take the challenge to further their study and obtain the first degree continues to occur for several years (*Utusan Malaysia*, 9 November 2009). According to the Ninth Malaysia Plan 2006-2010, *Program Khas Pensiswazahan Guru* appeared as one of the special programmes which helped the Malaysian teachers to further their study (Economic Planning Unit [EPU], 2006). The Malaysian Government

aimed to increase the percentage of graduate teachers up to 100% in secondary schools, and up to 25% in primary schools by the year 2010.

This group of ex DG29 teachers claimed that the new salary scheme for them after graduating (e.g. DG41) was only at RM 2,419.42. This figure was low compared to the new salary scheme for the non-graduate teachers (DG32) who get the time-based promotion which equalled to RM 2,907.61. Thus, it clearly showed that the salary scheme for the graduate teachers (DG41 grade) was lower than the salary scheme for the non-graduate teachers (DG32 grade). This group of DG41 teachers (the ex DG29 teachers) also claimed that it was not fair since their previous performance and experience as the ex DG29 teachers was not considered although some of them have served the institution for almost 10 years. Not only that, this group of teachers also claimed that they have lost their seniority and have to face with the unsettled education loan. Unfortunately, they have been given less benefit by the Malaysian Government. As a response to this injustice, the National Union of the Teaching Professions Malaysia (NUTP) or *Kesatuan Perkhidmatan Perguruan Kebangsaan (KPPK)* suggested for a revision of the salary scheme for DG41 teachers (*Berita Harian*, 16 July 2007).

A complaint from *Gabungan Majlis Guru Besar Malaysia (GMGBM)* that some incentives announced during 2011 Teacher's Day Celebration was unfair to all teachers from both primary and secondary schools (*Berita Harian*, 18 May 2011). This is because those incentives (e.g. the position of ordinary teacher, senior teacher, credible teacher and luminary teacher which start from DG48 grade and onwards) are only relevant for teachers from the secondary schools. *GMGBM* claims that it is unfair since there is no

incentive to the primary schools teachers even though they contribute to the nation by teaching young children.

Also, the issue of teachers' promotion had been brought up by the Secretary of *Gabungan Pelajar Melayu Semenanjung (GPMS)*, Mr. Zambri Mohd Isa to MOE during *Perhimpunan Agung UMNO 2013* which was held from 4th until 7th December 2013 (*Utusan Malaysia*, 2 Disember 2013). Moreover, the President of NUTP, Mr. Hashim Adnan hope that the Government will review the promotion process for 10,000 senior teachers who were not get their advancement from DG32 to DG34 although they served the institution for more than 10 years. He stated that it was unjust for them when the implementation of *Time Based Berasaskan Kecemerlangan (TBBK)* made their salary was lower than the salary for the new and young teachers. He added that some of these senior teachers were almost retire. Hence, NUTP asked the Government to give an extra attention towards the improvement of the promotion process for this group of teachers (*Berita Harian*, 7 June 2012). *TBBK* was the new career path for teachers to replace the time based promotion which had been introduced in 2009. For example, a shorten period of time had been given to DG29 teachers to be promoted to DG32 teachers under this career path. Under *TBBK*, DG29 teachers are entitled to apply for a higher grade of DG32 when they completed 8 years of teaching experience and had fulfilled several requirements (moe.gov.my).

As a conclusion, by complaining in the newspaper in the above paragraph, it may reveal the unjust perceptions, especially from the primary schools teachers against their CA in

the Malaysian educational setting. This is why most of the primary school teachers are not satisfied with the progress of their CA.

Several empirical works also supported that there are dissatisfaction concerning the issue of teachers' CA. Previous scholars (Mohd Kosnin, Abu Bakar & Ahmad, 2007) also argued that teachers' satisfaction in the Malaysian schools was much depended on teacher's perception on their advancement towards the promotion and salary increment. A study by Mohd Kosnin *et al.* (2007) presented that both aspects of promotion and salary increment were at a moderate level to influent job satisfaction among headmasters. Other Malaysian researchers (Sihes & Shaari, 2008) found that the aspect of promotion was at a high level affect teachers' satisfaction; while the aspect of salary increment was at a moderate level affect teachers' satisfaction. Furthermore, Muda and Omar (2006) also revealed that teachers from Terengganu had a low level of satisfaction due to the dissatisfaction towards both aspects of promotion and salary increment. Thus, results from previous works (Mohd Kosnin *et al.*, 2007; Muda & Omar, 2006; Sihes & Shaari, 2008) suggested that the Malaysian teachers are not satisfied with the aspects of promotion and salary increment.

Since promotion and salary increment are categorized as the extrinsic component of CA (Judge *et al.*, 1995); it may suggest that Malaysian teachers are not satisfied with their extrinsic CA. Furthermore, since several studies (Seibert, Crant & Kraimer, 1999; Tu, Forret & Sullivan, 2006) supported that extrinsic CA relates to intrinsic CA (Mohd Rasdi *et al.*, 2009b); it may suggest that Malaysian teachers are not satisfied with their intrinsic CA as well. This is because based on the existing literature, the intrinsic CA comprises

several invisible outcomes such as life satisfaction, job satisfaction and career satisfaction; whereas, the extrinsic CA comprises several visible outcomes such as salary, promotion and ascendancy (Judge *et al.*, 1995).

Moreover, according to *Senarai Perjawatan di Jabatan Pelajaran Kedah dalam Anggaran Perbelanjaan Persekutuan bagi Maksud Bekalan* (MOE, 2011), the highest grade for teachers in the secondary school is the Special Grade (VU7). There are two positions of Special Grade (VU7) which are available for secondary school teachers in 2011. However, the highest grade that is available for teachers from the primary schools in 2011 is only at DG41. Table 1.3 presents the total number of available grades for teachers from both secondary schools and primary schools in Kedah.

Table 1.3
Grades Available Personnel Department, JPN Kedah for Year 2011

Grades Available According to Personnel Department, JPN Kedah for Year 2011										
	VU7	DG54	DS52	DG48	DG44	DG41	DG38	DG34	DG32	DG29
Secondary School	2	-	129	699	1,564	8,476	-	-	-	-
Primary School	-	-	-	-	-	4,529	3	444	4,707	6,349

Source: *Senarai Perjawatan di JPN Kedah dalam Anggaran Perbelanjaan Persekutuan bagi Maksud Bekalan* (MOE, 2011)

Based on the data given in Table 1.3, the most common grade available for the primary school teachers is the lowest grade; which is DG29. However, the most common grade available for the secondary school teachers is DG41. In addition, the Special Grade such as VU7 is only available for teachers from secondary school. Hence, this may also

provide the evidence that CA for the primary school teachers is more limited compared to the CA for the secondary school teachers.

Moreover, there are several administrative positions in the secondary schools such as *Guru Kanan Bahasa, Guru Kanan Vokasional dan Teknik, Guru Kanan Sains* and *Guru Kanan Kemanusiaan*. The minimum grades for all these administrative positions are DG44; and the positions are substantive and not 'exclusively appointed'. However, there are no such administrative positions available for teachers in the primary schools. The substantive positions in the primary schools are only for the Headmaster and Senior Assistants. Since there is only one available position for Headmaster and each Senior Assistants in the primary school; there are less chances for the primary school teachers to be promoted to the administrative position. This is because the administrative positions such as *Guru Kanan Bahasa, Guru Kanan Vokasional dan Teknik, Guru Kanan Sains* and *Guru Kanan Kemanusiaan* are not available for teachers in the primary schools. Therefore, this may provide other evident that CA for the primary school teachers is more limited compared to the secondary school teachers.

Although DG29 teachers may apply for a higher grade such as DG32 in less than 10 years (if they showed the extra-ordinary performance); it is very rare based on researcher personal observation (through the informal interview session with a few staffs from *JPN* Kedah and teachers from several primary schools). Therefore, the available career path for the primary school teachers is just waiting for the time-based promotion only if they fulfilled all conditions required. If not, they have to further their study and obtained the first degree to be appointed to a higher grade (e.g. DG41 grade). However, these groups

of teacher (ex DG29 teacher who obtain the first degree) still have to fight for a higher salary grade after graduating. This raises the issue of the CA dissatisfaction among the primary school teachers. Therefore, it leads to the conclusion that there are dissatisfactions concerning teachers' CA in the primary schools under MOE. This may occur due to CA for teachers in the primary schools is more limited compared to the CA for teachers in the secondary schools.

Apart from that, there is also a need to investigate the existence of OCB among the primary school teachers in Kedah. According to the Tenth Malaysia Plan 2011-2015, the Malaysian Government highlighted that mastering the literacy and numeracy at primary education is very essential because without this kind of skills, the students will face difficulties in their learning process (Economic Planning Unit, 2011). Therefore, a new literacy and numeracy (LINUS) program is introduced in National Key Results Area (NKRA) or *Bidang Keberhasilan Utama Negara (BKUN)*. The objective of LINUS is to ensure that all students acquired the basic literacy and numeracy skills after the first three years of learning in the primary school (News Straits Times, 24 September 2010).

In order to ensure that students acquired the basic literacy and numeracy skills, *JPN* Kedah has targeted to increase the percentage of mastering the literacy skills from 99.0% to 100.0%; and the percentage of mastering the numeracy skills from 92.0% to 95.0% by the end of year 2012 in the development of its Strategic Planning Plan for 2011-2013 (*JPN* Kedah, 2011). Apart from that, in order to continuously improve the students' academic achievement, *JPN* Kedah has targeted to increase the percentage of students' pass in Primary School Achievement Test (PSAT) or *Ujian Penilaian Sekolah Rendah*

(*UPSR*) exam with the minimum level from 69.2% in year 2011, 70.2% in year 2012 and 73.0% in year 2013. Not only that, the percentage of students' failing *UPSR* is also targeted to be decreased from 2.0% in year 2011, 1.8% in year 2012 and 1.5% in year 2013. Therefore, it may suggest that task performance alone may not be enough for all primary school teachers in Kedah to achieve this strategic planning target. Thus, it may lead to the assumption that OCB may appear as a required behaviour which may assist them to realize the targets of *JPN* Kedah.

According to Belogolovsky and Somech (2010), the success of schools fundamentally depends on teachers who are willing to go above and beyond the call of duty. Thus, OCB in teachers from all primary schools in Kedah may appear as necessary to realize the goals of *JPN* Kedah strategic action plan. This study would like to focus on both components of teachers' task performance and OCB from the primary schools in Kedah. Also, this study would like to investigate the impacts of both task performance and OCB on teachers' CA.

1.1.3 THE ROLE OF ORGANIZATIONAL JUSTICE (OJ) TOWARDS TEACHERS' CA DECISION

The topic of justice is not new in the administrative literature (Beugre, 1998; Cohen & Greenberg, 1982; Greenberg & Lind, 2000). In the Malaysian context, several researchers (Abdullah, Ngang & Ismail, 2007; Annamalai, Abdullah & Alazidiyeen, 2010; Malakolunthu & Malek, 2008; Mohd Kosnin *et al.*, 2007; Shaari, Yusof, Jamal Khan,

Mei & Teong 2008; Sihes & Shaari, 2008) suggested that there is a link between OJ and teachers' CA.

As reported by Shaari *et al.* (2008) teachers who hold heavy responsibilities should be fairly evaluated by giving the appropriate rewards and advancement. Thus, Shaari *et al.* (2008) claimed that if teachers' performance is not fairly evaluated, then Malaysia may face a demotivated teaching force. Shaari *et al.* (2008) study showed that teachers' perception towards fairness in performance appraisal was at the moderate level. Recently, Annamalai *et al.* (2010) presented that OJ has a positive influence on teacher's performance appraisal in Malaysia. Thus, results from the previous works (Annamalai *et al.*, 2010; Shaari *et al.*, 2008) suggested that OJ has a positive influence on teachers' performance appraisal. Given that teacher's performance appraisal will create an impact on teacher's CA (Malakolunthu & Malek, 2008), OJ may have a positive influence towards teacher's CA as well.

Apart from that, the previous Malaysian study presents that OJ can improve teachers' satisfaction in performance appraisal and job satisfaction (Annamalai *et al.*, 2010). According to Malakolunthu and Malek, (2008), one of the important outcomes which may derive from teachers' performance appraisal is promotion. Promotion is categorized as the extrinsic component of CA (Judge *et al.*, 1995). Hence, it may suggest that OJ may improve teachers' satisfaction in extrinsic CA. In addition, job satisfaction is categorized as the intrinsic component of CA (Judge *et al.*, 1995). Given that, it may suggest that OJ may improve teachers' satisfaction in intrinsic CA as well.

Moreover, Abdullah *et al.* (2007) study found that OJ has successfully become the significant predictor towards teachers' OCB in the dimension of altruism. OCB is included as a facet in job performance domain as created by Boorman and Motowidlo (1993). Given that OCB is a part of job performance (e.g. Boorman & Motowidlo, 1993), OJ may become the significant predictor towards teachers' job performance as well.

Since individuals' job performance has a strong influence of individuals' CA (Judge *et al.*, 2004), this study assumes that OJ may become the significant predictor towards teachers' CA as well. The empirical works regarding the relationship between OJ and several variables such as performance appraisal, job satisfaction and job performance in the above paragraphs (Abdullah *et al.*, 2007; Annamalai *et al.*, 2010; Malakolunthu & Malek, 2008; Mohd Kosnin *et al.*, 2007; Muda & Omar, 2006; Shaari *et al.*, 2008; Sihes & Shaari, 2008) showed that there are solid evidences that OJ may relates to teachers' CA in the Malaysian context. Therefore, in this study the impact of OJ on teachers' CA had been investigated.

As recommended by the Malaysian justice researchers (Hassan & Noor, 2008), the four dimensions of Colquitt (2001) justice (e.g. distributive, procedural, interpersonal, informational) would yield the best fit when compared to the three, two and one dimensional models across the sample. In this study, the four dimensions of justice may also relevant to be applied in the Malaysian educational context with several assumptions. First, this study assumes that when outcome such as CA is allocated in line with teacher's expectations, he perceives the distributive justice. Second, when a teacher is involved in the career decision-making process and when the career decision-making

process is based on a consistent and unbiased process, the teacher perceives the procedural justice. Third, when a teacher receives the same interpersonal treatment during the career decision-making process, the teacher perceives the interpersonal justice. Fourth, when a teacher gets the clear information related to the career decision process made by the schools, the teacher perceives the informational justice.

Although there are several career path for teachers according to *Laluan Kerjaya Pegawai Perkhidmatan Pendidikan* (MOE, 2009), the ways teachers perceive each dimensions of justice may influence the achievement of teachers' CA. Since the four dimensions of Colquitt (2001) justice are important to be examined in the Malaysian educational context, it motivates the researcher to empirically investigate each dimension of OJ factor in this study.

On the basis of theoretical linkage, when the teachers perceive that the element of OJ is high, teachers who demonstrate the appropriate task performance and OCB may have more chances to gain the desired CA. In contrast, when teachers perceive that the element of OJ is low, then teachers who demonstrate the appropriate task performance and OCB may have less chance to gain the desired CA. Given the above empirical evidences, the researcher assumes that the extent to which teachers will obtain CA may depend on the role of OJ. Therefore, OJ appears as an essential aspect in determining teachers' CA.

1.2 PROBLEM STATEMENT

This study is designed to investigate the effect of task performance and OCB on teacher's CA. Comprehensively, the role of OJ as a moderator in the relationship between task performance and OCB to the level of teacher's CA had been investigated in this study.

The research on the empirical works reveals different predictors of CA such as gender roles (Akhtar, 2010; Tharenou, 1999), mentoring (Okurame & Balogun, 2005), career commitment (Ballout, 2009), career aspiration (Feldman & Bolino, 1996), cognitive ability (Dreher & Bretz, 1991), acquisition of social capital (Metz & Tharenou, 2001), political behaviour (Judge & Bretz, 1994) and job performance factor (Bergeron, 2005; Carmeli, Shalom & Weis, 2007) as predictors of CA. Although previous studies confirmed that task performance was significantly related to CA, however the link between OCB and CA was inconsistent from one to another (Bergeron, 2005; Carmeli *et al.*, 2007). The inconsistent results regarding the relationship between OCB and CA do not permit much knowledge to the existing literature; thereby, warranting a further empirical exploration.

There are few empirical investigations addressing CA in Malaysia (Ismail, Jui & Shah, 2011; Ismail & Arokiasamy, 2007; Mat Zin, Ngah, Ismail, Ahmad Tajuddin, Abdullah & Salleh, 2010; Mohd Rasdi *et al.*, 2009a; Mohd Rasdi, Ismail, Uli & Mohd Noah, 2009b; Poon, 2004; Zainal, 2009). However, these studies focus on gender roles, mentoring, career commitment, career aspiration, Social Cognitive Career Theory (SCCT), upwards influence tactics and ingratiation as the predictors of CA. Thus, there is still lack of

evidence regarding the influence of job performance factor (e.g. task performance, OCB) on individuals' CA especially in the Malaysian context. Previous researchers (Bergeron, 2005; Carmeli *et al.*, 2007) examine the impact of job performance factor on employee's CA in United Kingdom and Israel; however to the best of researcher knowledge there is lack of research which has been conducted in Malaysia to examine the factor of employees' performance and its relationship with employees' CA even though employees' performance become the key factor in determining employees' CA in Malaysia (PSDM, 2002). Thus, there is a need to investigate the relationship between employees' performance and employees' CA in the Malaysian context.

For example, teaching is one of the professions that requires employee to display the voluntary behaviour or OCB in order to help students and colleagues. In Malaysia, teachers are responsible to manage the works regarding curriculum and co-curriculum; they are also expected to spend extra time guiding students after school (*Harian Metro*, 30 September 2010). Thus, it may show that teachers need to perform more than what they have been assigned. This means that task performance alone may not be enough for teachers to fulfill their job requirements. Hence, some of voluntary works such as OCBs appear as necessary for them to be performed beyond the formal job requirements. As stated by DiPoala *et al.* (2004), teaching is a complex activity that requires professional discretion; thus, OCB is a useful term to describe voluntary teachers' behaviours that go the 'extra mile' to help students and colleagues to succeed and those behaviours are not the performance expectation of their official roles.

In the Malaysian context, although the core business for teachers is based on teaching and learning (Malakolunthu & Malek, 2008), teachers are often expected to be knowledgeable, skillful, and dynamic in action as resource managers, facilitators of learning and guidance to good moral behaviour (Mohd Shahrom, 2009). Thus, teachers' roles may not limit to perform the core business such as teaching and learning (e.g. task performance) since teachers are also expected to guide students to behave in good manners during and after school (e.g. OCB). Hence, the combination of both task performance and OCB is essential to fulfill the National Educational Philosophy (NEP). Given that NEP is designed to produce the Malaysian students who are responsible and capable of achieving high level of personal well-being, hence the level of both teachers' task performance and OCB and how they may assist the government's aspiration to fulfill its philosophy goals may important to be examined.

Although OCB may not be the main criteria in determining the extrinsic CA among teachers in Malaysia, however Bergeron (2005) provides evidences that a few dimension of OCB is very close in predicting CA among academicians in UK. Given that DiPaola *et al.* (2004) call for a study to look on how OCB can be rewarded in the school context, this study attempts to focus on how OCB can be rewarded particularly in the Malaysian educational setting.

Previous studies which are conducted to examine the link between employees' performance and CA highlighted more on the component of extrinsic CA (Bergeron, 2005; Carmeli *et al.*, 2007). Although Carmeli *et al.* (2007) investigated promotion prospect as the indicator for intrinsic CA, it only consisted of one item and the data is

obtained from the employers' perspectives. Hence, we have limited knowledge regarding the impact of intrinsic CA from the employees' perspectives. Therefore, the most popular measurement of intrinsic CA, is career satisfaction (Hofmans, Dries & Pepermans, 2008) which consists of five-item measures had been used in this study, and had been obtained from the perspectives of teachers.

Since there were limited information regarding the multiple sources of ratings on individuals performances as presented by the previous works (Bergeron, 2005; Carmeli *et al.*, 2007), this study had utilized the dyadic approach. Thus, the data regarding teachers' performance had been obtained from the perspective of teachers (self-ratings); and from the perspective of management representatives (superior-ratings). Hence, the broader knowledge on the ratings of teachers' task performance as well as teachers' OCB had been revealed in this study.

Previous studies (Bergeron, 2005; Carmeli *et al.*, 2007) did not investigate any moderating effects in the relationship between job performance and CA. Since OJ should be made as a main agenda in schools (Shaari, Tamuri & Mohd Hamzah, 2010), this motivates the researcher to examine the role of OJ as a moderator in this study. In addition, previous researchers (Bergeron, 2005; Carmeli *et al.*, 2007) did not refer to any theory in their previous studies. Therefore, in examining the influence of OJ on teachers' job performance as well as on teachers' CA, this study attempts to refer to the Social Exchange Theory (SET). Relying on SET, previous researchers (Cohen-Charash & Spector, 2001) suggested that the influence of OJ may create an impact on employees'

task performance, OCB and CA. Therefore, based on the empirical works, the role of OJ may affect the relationship between teachers' performance and CA based on SET.

1.3 RESEARCH QUESTIONS

Due to the lack of research regarding the relationship between task performance and OCB on the effects of CA, a further exploration needs to be conducted. Given that, the specific research questions addressed are:

1. What is the level of task performance, OCB, OJ and CA among primary school teachers in Kedah?
2. Do self-ratings of task performance and OCB significantly related to extrinsic CA (number of promotion)?
3. Do self-ratings of task performance and OCB significantly related to intrinsic CA (career satisfaction)?
4. Do superior-ratings of task performance and OCB significantly related to extrinsic CA (number of promotion)?
5. Do superior-ratings of task performance and OCB significantly related to intrinsic CA (career satisfaction)?
6. Does OJ moderate the relationship between self-ratings of task performance and OCB to extrinsic CA (number of promotion)?
7. Does OJ moderate the relationship between self-ratings of task performance and OCB to intrinsic CA (career satisfaction)?
8. Does OJ moderate the relationship between superior-ratings of task performance and OCB to extrinsic CA (number of promotion)?

9. Does OJ moderate the relationship between superior-ratings of task performance and OCB to intrinsic CA (career satisfaction)?

1.4 RESEARCH OBJECTIVES

The principle aim of this research is to investigate the effect of task performance and OCB on employee's CA. The second aim of this research is to examine the moderating effect of OJ for each of those expected relationships. The specific aims are as follows:

1. To investigate the level of task performance, OCB, OJ and CA among primary school teachers in Kedah.
2. To investigate the relationship between self-ratings of task performance and OCB to extrinsic CA (number of promotion).
3. To investigate the relationship between self-ratings of task performance and OCB to intrinsic CA (career satisfaction).
4. To investigate the relationship between superior-ratings of task performance and OCB to extrinsic CA (number of promotion).
5. To investigate the relationship between superior-ratings of task performance and OCB to intrinsic CA (career satisfaction).
6. To investigate the role of OJ as a moderator in the relationship between self-ratings of task performance and OCB to extrinsic CA (number of promotion).
7. To investigate the role of OJ as a moderator in the relationship between self-ratings of task performance and OCB to intrinsic CA (career satisfaction).
8. To investigate the role of OJ as a moderator in the relationship between superior-ratings of task performance and OCB to extrinsic CA (number of promotion).

9. To investigate the role of OJ as a moderator in the relationship between superior-ratings of task performance and OCB to intrinsic CA (career satisfaction).

1.5 SIGNIFICANCE OF STUDY

This study contributes to the existing literature in several ways. First, this study extends beyond previous research by investigating the job performance factor as a predictor of CA study in Malaysia. This study goes a step further by including another dimension of intrinsic CA domain; that is, career satisfaction in the perspective of employees. CA is defined as the real or perceived achievements individuals have accumulated as a result of their work experiences which consist of the extrinsic and intrinsic component (Judge *et al.*, 1995).

However, previous scholars (Bergeron, 2005; Carmeli *et al.*, 2007) concentrated more on the extrinsic CA such as promotion, speed to CA and career mobility. Although Carmeli *et al.* (2007) investigated promotion prospect as the intrinsic CA, the information was obtained from the managerial side. Therefore, this study is different with the previous studies because both components of CA (e.g. extrinsic and intrinsic) had been obtained from the perspective of employees.

In this study, several items which reflect on teachers' rank and number of teachers' promotion had been tested as the extrinsic CA; meanwhile, the information on teachers' career satisfaction had been revealed as the intrinsic CA. The five-item measures as developed by Greenhaus, Parasuraman and Wormley (1990) had been used to identify the

career satisfaction of teachers in this study. Although promotion may appear as a major indicator for measuring the extrinsic component of CA (Carmeli *et al.*, 2007), career satisfaction which is equally important has become the most popular measure for the intrinsic component of CA (Hofmans *et al.*, 2008). In addition, as stated by Judge, Higgins, Thoresen and Barrich (1999) items that fit under career satisfaction will ask respondents to directly indicate how they feel about their careers in general, whether they believe that they have accomplished the things that they want in their careers, or whether they believe that their future prospects in their careers are good. Since both criteria of promotion and career satisfaction are essential to be investigated, this study is expected to create more value in understanding both components of CA scenario, particularly in the Malaysian context.

This study makes a second contribution to the current literature by including OJ as a moderator in the relationship between task performance and OCB to CA. The richer perspective regarding the four dimensions (e.g. distributive, procedural, interpersonal, informational) of justice as introduced by Colquitt (2001) had been revealed in this study. The influence of each dimension of justice and how it link to performance (e.g. task performance, OCB) and CA provided valuable insights into teachers' CA. At the same time, the empirical evidence of OJ and its relationship between task performance and OCB to teachers' CA could be used as a guide for the managerial interventions. Researchers (Colquitt, Conlon, Wesson, Porter & Ng, 2001) have implied the presumption that OJ is in the domain of the supervisor or organization; therefore, the only source of justice that can influence employees' behaviours and attitudes must come from the organization or its agents (e.g. supervisors, school managements). Hence, this study

provided practical values for school management regarding the presence of OJ in school environment when they were responsible to provide the base for the appearance of OJ.

Apart from that, this study assumes that teachers should receive CA based on their performance (e.g. task performance, OCB). Teachers should be fairly evaluated by the representative of the school; and the evaluation should be based on teacher's performance. The same approach and information of appraisal process should be applied to all teachers. Teacher who receives the extrinsic CA (e.g. promotion) should be seen as a person who can perform well. However, if the evaluation which is made lead to a poor CA for one particular teacher (although the teacher perceives that he is entitled to get the desired CA based on his performance), then the factors of perceived OJ may play some sort of roles in the relationship between teacher's performance and teacher's CA. To date, since justice is one of the critical factors that is significant to the excellence of teachers in the Malaysian schools (Shaari *et al.*, 2010), the school management should be alert and take all the necessary measures to improve the practice of justice in school, particularly when making decision on teachers' CA.

This study makes a third contribution to the existing research by using the measurement of OCB as introduced by DiPoala *et al.* (2004). Although previous researchers introduced a five-factor (Organ, 1988) and a two-factor (Skarlicki & Latham, 1995; Williams, 1988) structure that underlies the concept of OCB, DiPaola and Tschannen-Moran (2001) found that there were not five separate dimensions of the construct, or even two for that matter, but rather a single dimension that captured all aspects of OCB in schools. Thus, the twelve items of Organizational Citizenship Behaviour School Scale (OCBSS) as

developed by DiPoala *et al.* (2004) forms a single integrated concept. In addition, the OCBSS may relate to the Malaysian context since the Malaysian teachers may also display the voluntary behaviours and go out of their ways to help students, colleagues and organization as they engage in teaching and learning. As stated by DiPoala *et al.* (2004), the twelve items of teachers' OCBSS works well for various levels of schools (e.g. elementary school, middle school, high school) in Ohio and Texas; and also the construct validity is supported in all those three samples. The reliability coefficients in the elementary and middle school samples were the same .93, and in the high school sample was .86. Therefore, the use of OCBSS as developed by DiPoala *et al.* (2004) became more informative on the direct identification of OCB activities in the school context.

This study makes a fourth contribution to the current literature if the findings from this study complement the findings which were presented in the previous studies. To date, Bergeron (2005) demonstrated that certain dimensions of OCB such as research OCB and professional service OCB are significantly related to academicians' CA; however, Carmeli *et al.* (2007) found that there is no significant relationship between OCB and CA among employees from both public and non-public sectors. Although previous studies (Bergeron, 2005; Carmeli *et al.*, 2007) present a clear relationship between task performance and CA, Greenhaus and Callanan (1994) claimed that task performance alone is not sufficient for attaining most of the career goals. Furthermore, based on the empirical works, there is lack of evidence regarding the impact of task performance and OCB on teachers' CA particularly in the Malaysian context. Since individuals who perform effectively in both task performance and OCB will receive higher career rewards than those who excel in only one (Sutton, 2005), this study expects that the combination

of task performance and OCB may become essential in creating influence on teachers' CA. Therefore, if the findings in this study confirm that both task performance and OCB are significantly related to teacher's CA; then MOE will need to pay close attention and learn to reinforce task performance and OCB appropriately.

Finally, SET views organization as arenas for long term and mutual social transactions between the employees and the organization (Cropanzo & Prehar, 1999); thus, SET is important in understanding the role of OJ and how it relates to employees' task performance, OCB and CA. Basically, this favor of goodwill (e.g. justice) on the part of the organization or its agents (e.g. supervisors, school managements) engenders an obligation on the part of employees to reciprocate the good deeds to the organization (Aryee, Budhwar & Chen, 2002). Hence, this study can also be the foundation for the school management to fairly recommend teachers who deserve CA. In addition, the school management may also gain knowledge in helping teachers to improve their performance by getting them involved with the appropriate tasks performance and OCB activities. This encouragement may increase teachers' performance and their chances to enhance the career; and may further increase the performance and effectiveness of the schools.

1.6 SCOPE OF RESEARCH

This study is designed to investigate task performance and OCB as the predictors of CA in the primary school. The population for this study is all teachers from the primary schools located in the northern region of Peninsular Malaysia, which is Kedah. Based on

the secondary data from *JPN* Kedah, the total population of this research is equal to 17,467 teachers who come from 539 primary schools in Kedah. There are eight districts in Kedah which are known as the District of Baling/Sik, Kota Kuala Muda, Kota Setar, Kubang Pasu, Kulim/Bandar Baru, Langkawi, Padang Terap, and Pendang. A two-factor model of CA which consists of extrinsic and intrinsic CA had been tested in this study. In addition, this study investigated the factor of OJ as a moderator in the relationship between task performance and OCB to teacher's CA.

This study adopted the cross-sectional quantitative approach with a survey questionnaire as the main instrument for data collection. This study utilized the dyadic approach. Therefore, this study used the self-reported data for all variables (e.g. task performance, OCB, OJ, CA) under investigation. At the same time, this study also obtained the superior-reported data for the variables of teachers' task performance and OCB. Finally, this study assumed that the respondents answered the questionnaire truthfully and honestly.

1.7 DEFINITION OF KEY TERMS

1.7.1 Career Advancement (CA)

CA is defined as the accumulative positive works and psychological outcomes resulting from one's work experiences (Seibert & Kraimer, 2001). The first variable referred as the extrinsic CA. Extrinsic CA include indicators of CA that can be seen and therefore can be evaluated objectively by others, such as salary increments, promotion and the number of promotion in one's career (Bergeron, 2005; Judge *et al.*, 1995). Intrinsic CA captures

individual's subjective judgments about their career attainments, such as career satisfaction (Ishak, 2011; Judge *et al.*, 1995).

1.7.2 Task Performance

Task performance involved with the completion of tasks or activities that specifically fulfilled the written job requirements or descriptions (Williams & Anderson, 1991).

As defined by Borman and Motowidlo (1993), task performance is referred to the core behaviour that includes activities which have to be done to accomplish the central task of the organization.

1.7.3 Organizational Citizenship Behaviour (OCB)

OCB is a useful term to describe voluntary and discretionary teachers' behaviours that go the 'extra mile' to help students and colleagues to succeed which are not the performance expectations of their official role; OCB is a matter of personal choice and not an enforceable requirement of the role (DiPoala *et al.*, 2004). As defined by Borman and Motowidlo (1993), OCB referred to the non-core behaviours that include activities which do not directly support the technical core, but rather support the organizational, social and psychological environment in which the technical core must function.

1.7.4 Organizational Justice (OJ)

OJ is defined as an individual's perception of and reactions to fairness in an organization (Greenberg, 1987). OJ is referred to perceived fairness of interactions between employees and the organization (Colquitt, 2001).

Distributive justice refers to employee's perception towards the rewards that he/she receives including promotion and incentives (Adams, 1965). Procedural justice refers to the perceptions of the employees regarding the procedures and process of gathering rewards (Thibaut & Walker, 1975). Interpersonal justice refers to employee's perception towards the interpersonal treatment that he/she receives during the procedure of gathering incentives (Bies & Moag, 1986). Finally, informational justice refers to the perceptions of employees about the clear information related to a decision that made by the organization (Bies, Shapiro & Cummings, 1988).

1.8 SUMMARY

Chapter 1 presents the introduction, problem statement, research questions and objectives, teachers' CA in Malaysia, significant of the study, scope of research and definitions of key terms. Chapter 2 consists of review of literature to the related problem which is being investigated, followed by the conceptual consideration which is being proposed. All methods regarding the research design and procedure are presented in Chapter 3. The results of analysis and findings emerging from the study are presented in Chapter 4. Chapter 5 contains a summary of the study and findings, discussions, conclusions and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

This chapter begins by explaining the important conceptual aspects of CA which consists of two components of CA (e.g. extrinsic and intrinsic) and several studies which have been done on the antecedents of CA. Next, empirical studies on job performance which consist of task performance and OCB are discussed. OJ as the proposed moderator is discussed in this chapter; and how it is linked to the predictor variables (task performance and OCB) as well as the criterion variable (CA). Finally, the underpinning theory is also presented in detail.

2.1 PRIMARY SCHOOL EDUCATION SYSTEM IN MALAYSIA

The education system in Malaysia is overseen by the MOE. Malaysian education can be obtained from government school, private school or on their own. A centralized education system, particularly for primary and secondary schools had been implemented in Malaysia. The state government has no authority in education curriculum and other aspects of primary and secondary school, but is determined by the MOE.

Primary education system starts from Standard 1 to Standard 6; which enrolls students from ages 7 to 12 years. Meanwhile the secondary education system starts from Form 1 to Form 6, which enrolls students from ages 13 to 18 years. Malay and English are the compulsory subjects in the Malaysian education system. In addition to reading, writing

and arithmetic, children will be exposed to other subjects such as science, physical education, Islamic and moral education.

At the end of the primary school, a standard examination is conducted to evaluate the performance of the students. The standard examination, namely *UPSR* has to be sat by all Year 6 students before they are allowed to pursue the Secondary Education. It will test mastery of comprehension, writing and oral for Malay and English; mastery of mathematical skills and mastery of science concepts (moe.gov.my).

The development of the education system in Malaysia is parallel to the development of national policy. Each of the policies implemented will be followed by changes in the education system to meet the national policy. For example, NEP is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.

In order to realize the NEP, New Curriculum for Primary Schools (NCPS) or *Kurikulum Baru Sekolah Rendah (KBSR)* was implemented in 1982. The Standard Curriculum for Primary Schools (SCPS) or *Kurikulum Standard Sekolah Rendah (KSSR)* was introduced to replace the KBSR in 2011. Recently, the implementation of School Based Assessment

(SBA) or *Pentaksiran Berasaskan Sekolah (PBS)* was introduced in the Malaysian primary schools to replace the *KSSR*. Under *PBS* there are two components of students' assesment, namely the academic and the non-academic. School Assessment and Center Assessment are categorized under the academic component; whereas Psychometric Assessment and Physical Activity, Sport and Co-curricular Assessment are categorized under the non-academic component.

The implementation of *KBSR*, *KSSR* and *PBS* require all teachers to work hard in order to make it happen. Therefore, teachers are responsible to play many types of roles. In carrying out their duties as educators; teachers should plan lessons, prepare teaching tools, check students' book, mark examination papers, and also to attend meetings and courses. In addition, teachers carry out some clerical duties such as manage the textbook for students; arrange the matters that relate to students' welfare and discipline. Apart from that, teachers also have to keep updating the class and association accounts data.

In addition, teachers also need to be involved with matters that relate to the management of sports and extra-curricular activities in school. The implications of too much workload sometimes make teachers need to work overtime. Teachers also get less rest time during off day when they need to conduct the curriculum activities during Saturday. These heavy workloads create a lot of stress among teachers (Mohd Noor, 2001; Payne & Furnham, 1987; Shaari, Romle & Kerya, 2006). Thus, the ideal career path system should be carry out by the government in order to appreciate teachers' who are well performed in their duties. This may ensures that teachers can present the best quality teaching to all students

and may assist the national aspiration to provide students who are highly knowledgeable and competent to possess such high moral standards.

2.2 THE CONCEPT OF CAREER ADVANCEMENT (CA)

The general topic of career has been studied extensively for many years (Blau, 1985). Career has attracted a lot of attention among academicians and practitioners since employees are motivated to strive for better achievement in their life. People are encouraged to manage their own future and building their own career (Bridges, 1995). The study of CA is becoming important either in the individual or organizational context. In the individual context, CA can be achieved once an individual has access to higher resources or to higher status in society. Individuals' CA may evolve either in organization or by changing the organization.

According to Young and Valach (2000), career is defined as a construct that people use to organize their behaviour over the long term. In their review of the evolution of career concept, Callanan and Greenhaus (1999) noted that a career is normally defined as a pattern of work experiences spanning the course of person's life and is usually perceived in terms of series of stages reflecting the *passage* from one life phase to another. To date, there are two components of career according to the previous career scholars which consist of the extrinsic career and the intrinsic career (Judge *et al.*, 1995; Mohd Rasdi *et al.*, 2009a; Nabi, 1999).

Career tends to be defined according to the nature and the purpose of a study; thus, there are a wide range of definitions for career used by various researchers (Zainal, 2009). Career success (advancement) is defined by Judge *et al.* (1995) as the real or perceived achievement of individuals that have accumulated from their work experiences. However, some researchers (Bergeron, 2005; Carmeli *et al.*, 2007; Ismail & Arokiasamy, 2007; Zainal, 2009; Zhou & Zhou, 2008) used CA as the term to replace career success in their previous studies. For example, Bergeron (2005) specifically refers CA into promotion and speed to CA in the previous study. While, according to Carmeli *et al.* (2007), CA is the assessment of an employee's career movement, either via hierarchical advancement or horizontal mobility.

Other researchers (Ismail & Arokiasamy, 2007) referred CA as the processes that individual undergoes toward changes in performance, job position, promotion, and a better relationship with management in any organization. Apart from that, Zhao and Zhou (2008) indicated that CA is one of the objectives that any employee is looking forward throughout their career path. In a local study, Zainal (2009) claimed that employees will seek opportunity to achieve their own satisfaction through CA; therefore CA requires a proactive effort from employees. Table 2.1 shows career definitions as given by the previous researchers.

Table 2.1
Definitions of Career

Authors (Year)	Career Definitions
Judge <i>et al.</i> (1995)	Real or perceived achievement of individuals that have accumulated from their work experiences.

Table 2.1 (continue)

Callanan & Greenhaus (1999)	A pattern of work experiences spanning the course of person's life and is usually perceived in terms of series of stages reflecting the <i>passage</i> from one life phase to another.
Seibert & Kraimer (2001)	Accumulative positive works and psychological outcomes resulting from one's work experiences.
Young & Valach (2006)	A construct that people use to organize their behaviour over the long term.
Carmeli <i>et al.</i> (2007)	Assessment of an employee's career movement, either via hierarchical advancement or horizontal mobility.
Ismail & Arokiasamy (2007)	Processes that individual undergoes toward changes in performance, job position, promotion, and a better relationship with management in any organization.
Zhao & Zhou (2008)	Objectives that any employee is looking forward throughout their career path.

Most researchers (Blansett, 2008; Ferris & Judge, 1991; Gattiker & Larwood, 1988; Jaskolka, Beyer & Trice, 1985; Judge & Bretz, 1994; Judge *et al.*, 1995; Korman, Wittig-Berman & Lang, 1981; Mohd Rasdi *et al.*, 2009a; Nabi, 1999; Poole, Langan-Fox & Omodei, 1993; Wayne, Liden, Kraimer & Graf, 1999) have divided CA into the extrinsic and intrinsic components. According to Judge and associates (Ferris & Judge, 1991; Judge & Bretz, 1994; Judge *et al.*, 1995), extrinsic CA refers to visible outcomes such as salary, promotion and ascendancy; whereas, intrinsic CA refers to individuals' subjective appraisal of their success such as job satisfaction, life satisfaction and career satisfaction. More empirical support regarding the importance of studying both components of extrinsic and intrinsic CA will be discussed in the next sub section.

Understanding the CA for individuals require us to understand the context of the organization first (Bergeron, 2005). For example, all teachers under MOE are categorized as the Malaysian public servants; thus teachers' CA under MOE is based on the evaluation through Key Performance Appraisal (KPA) process. KPA is used to measure the job performance level of all Malaysian public servants. This appraisal process will

have a direct influence on employees' CA such as promotions and salary increments (Mohd Rasdi *et al.*, 2009b). Thus, the Malaysian teachers' CA is greatly determined by the levels of teachers' job performance. Since previous scholars (Judge *et al.*, 1995) have categorized promotions and salary increments as the extrinsic CA, it is expected that teachers' job performance may have influences on teachers' extrinsic CA. In addition, previous studies (Ng, Eby, Sorensen & Feldman, 2005; Seibert *et al.*, 1999; Tu *et al.*, 2006) demonstrated that extrinsic CA relates to the intrinsic CA (Mohd Rasdi *et al.*, 2009b). Thus, it is expected that teachers' job performance may have influences on teachers' intrinsic CA as well. Review on literature regarding the relationship between job performance factors and CA will be discussed in the next section.

2.2.1 The Importance of Studying the Extrinsic and Intrinsic CA

As stated by Ferris and Judge (1991), the process of career movement (whether it is horizontally promoted or hierarchically promoted) is referred as an extrinsic success. However, how people perceive and evaluate the concept of career attainment within themselves; and how people perceive the expectation of other people on them is known as an intrinsic success (Ferris & Judge, 1991). Apart from that, Nabi (1999) used the terms of objective and subjective CA to replace the terms of extrinsic and intrinsic CA. According to Nabi (1999), objective (extrinsic) CA is measured in terms of society's evaluation of achievement with reference to extrinsic measures such as salary and managerial level; however, subjective (intrinsic) CA is measured in terms of individuals' feelings of success with reference to intrinsic indices such as perceptions of career accomplishments and future prospects.

Extrinsic success is relatively objective, observable, and typically consists of highly tangible outcomes such as pay and ascendancy (Jaskolka *et al.*, 1985). Blansett (2008) stated that extrinsic measures are quantifiable (e.g. number of promotions) or a descriptive of the individual's status (e.g. pay grade, title) in the organization. Thus, extrinsic measures are more concrete, specific, measurable, and can be easily observed by others (Wayne *et al.*, 1999). Conversely, intrinsic success is defined as individuals' subjective appraisal of their success which is most commonly expressed in terms of job satisfaction, and career satisfaction (Judge *et al.*, 1995).

Job satisfaction is often closely related to career satisfaction, but there are some important differences. Particularly, job satisfaction is directed around one's immediate emotional reactions to one's current job; whereas, career satisfaction is a broader reflection of one's satisfaction with both past and future work history taken as a whole. The items that fit under career satisfaction ask respondents to directly indicate how they feel about their careers in general, whether they believe that they have accomplished the things that they want in their careers, or if they believe that their future prospects in their careers are good (Judge *et al.*, 1999; Seibert & Kraimer, 2001). Thus, intrinsic indices such as job satisfaction and career satisfaction are intangible, as they cannot be readily measured or identified by observers (Wayne *et al.*, 1999).

When other people have no knowledge of an individual's satisfaction level or personal standards for achievement, their judgement about the individual's success are typically based on metrics that are easily recognizable (Jaskolka *et al.*, 1985); such as money (e.g. salary) and organizational status (e.g. promotion). However, there is also evidence that

employees judge their success by measures other than money or organizational status (Gattiker & Larwood, 1988). Thus, the extrinsic (objective) factor alone does not fully explain ones' feelings of career accomplishment (Poole *et al.*, 1993).

According to Poole *et al.* (1993), CA is a complex concept and the literature has not provided a clear and complete definition of it. When individuals evaluate their own success, the criteria are often more subjective and linked to personal satisfaction with their jobs (Gattiker & Larwood, 1989). Thus, it may mean different things to different people. For example, certain employee might see CA from the perspective of career accomplishment such as satisfied with the progress that he has made towards meeting his career goals; whereas, some employee might define CA only from the monetary perspective.

Interestingly, Korman *et al.* (1981) claim that a person's own internal perspective of success is important to consider because a person who achieves success in the extrinsic (objective) CA may not actually feel successful. Thus, it may mean that although someone is promoted to a higher management level, he may or may not feel successful throughout his career. Previous studies (Poole *et al.*, 1993; Sturges, 1999) suggest that subjective factors (intrinsic CA) are even more important than objective factors (extrinsic CA). However, according to Blansett (2008), CA may consist of a unique assortment of tangible (extrinsic CA) and intangible (intrinsic CA) factors that are personally meaningful. Since employees viewed their success based on the extrinsic and intrinsic indicators (Gattiker & Larwood, 1988, 1990; Sturges, 1999), the combination of both extrinsic and intrinsic measures may be more useful in understanding the factors that

underlie employees' CA. In addition, Ismail and Mohd Rasdi (2006) also highlighted on examining both components of career. Therefore, both of extrinsic and intrinsic CA had been measured in this study.

To date, the Malaysian Government is highly appreciative of the contribution and the role of all teachers in educating Malaysia youth. According to Corporate Communication Unit (MOE), the Malaysian Government continuously reviews the service scheme, introduces relevant remuneration packages and provides attractive career paths for teachers (*Berita Harian*, 30 April 2011). To this end, teachers are provided with various promotional avenues (e.g. promotion to fill up vacancies, promotion via exclusive appointment, the time-based promotion and the promotion for teachers for outstanding performance) which are not available in other schemes. Thus, CA for teachers is unique since teachers have a number of paths to enhance their careers which are not available in other schemes.

For example, the promotion for teachers is not restricted to the available post such as to fill up vacancies; however, teachers are also entitled to apply for a higher grade of scheme when they are excellence in their performance. Hence, this available path is not included in other government scheme such as the Administrative Officer or Information Technology Officer who works in the Malaysian public universities. Also, teachers can obtain the title of *Guru Cemerlang* and get a higher grade of salary without need to hold any administrative post in schools which is not available in other government scheme such as the Police Officer in *Polis Diraja Malaysia (PDRM)*, Immigration Officer in *Jabatan Imigresen Malaysia*, or Information Officer in *Jabatan Penerangan Malaysia*.

However, as discussed in Chapter 1, there are many complaints against MOE concerning teachers' CA as reported by media (*Berita Harian*, 7 June 2012; 28 March 2011; 18 May 2011; *Utusan Malaysia*, 2 Disember 2013; 10 September 2013; 30 August 2012). Not only that, empirical investigations also supported that there are dissatisfactions regarding teachers' CA in the Malaysian context (Abdul Rahman, 1997; Ahmad Kamil, 1991; Ismail, 1996; Malakolunthu & Malek, 2008; Mohd Shahrom, 2009; Muda & Omar, 2006). Hence, there is a need to conduct a career study in the Malaysian educational setting in order to reveal the actual scenario regarding each component of teachers' CA.

Since promotion is the criterion that is commonly used to index employees' CA in Malaysian public sectors (Mohd Rasdi *et al.*, 2009b), promotion may become the relevant criterion to index teachers' CA in MOE. In addition, according to Malakolunthu and Malek (2008), one of the important outcomes which may derive from teachers' performance appraisal is promotion. In most situations, the likelihood for an individual to be promoted is central concept of CA (Carmeli *et al.*, 2007). Furthermore, in the Malaysian context, Abdul Rahman (1997) refers promotion as individual chances to get a better position, and to strength the personal status. Since teachers' promotion is referred to the movement of the salary grades (*Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan*, 2009); therefore, in this study, the researcher examines teachers' promotion as the extrinsic indicator.

Since intrinsic CA is mostly measured by career satisfaction (Judge *et al.*, 1999; Ng *et al.*, 2005), and since career satisfaction appeared as the most popular one dimensional measure of intrinsic CA (Hofmans *et al.*, 2008), career satisfaction may become the

appropriate variable to index the level of the teachers' perceptions towards their career accomplishment. Moreover, as stated by Nabi (1999) career satisfaction is an important predictor of CA and has been conceptualized as comprising both extrinsic and intrinsic outcomes, and is measured using both objective and subjective indicators. In addition, Malaysian career researcher (Ishak, 2001) also has tested the career satisfaction scale to measure the intrinsic CA among teachers in MOE. Thus, this study attempts to reveal the evidence regarding teachers' career satisfaction, particularly as the intrinsic component of CA. Since both components of career are important to be investigated (Bagdadli, Roberson & Poaletti, 2006; Mohd Rasdi *et al.*, 2009a), this study is designed to examine both components of teachers' CA including promotion (extrinsic CA) and career satisfaction (intrinsic CA) in order to obtain a more complete picture regarding teachers' CA in the Malaysian context.

2.2.2 Previous Research on Predictors of CA

Generally, past career research examined several predictors of CA such as gender roles (Akhtar, 2010; Tharenou, 1999), mentoring (Okurame & Balogun, 2005), career commitment (Ballout, 2009), career aspiration (Feldman & Bolino, 1996), cognitive ability (Dreher & Bretz, 1990), acquisition of social capital (e.g. Metz & Tharenou, 2001), political behaviour (Judge & Bretz, 1994), and job performance (Bergeron, 2005; Carmeli, *et al.*, 2007). In the Malaysian context, previous empirical works investigated several predictors of Malaysian CA such as gender roles (Ismail, Mohd Rasdi & Abdul Wahat, 2005; Ismail *et al.*, 2011), mentoring (Ismail & Arokiasamy, 2007; Ismail, Abdullah & Francis, 2009), career commitment (Poon, 2004), career aspiration (Mohd

Rasdi *et al.*, 2009a), SCCT (Mohd Rasdi *et al.*, 2009b), upward influence tactics (Zainal, 2009), and ingratiation (Mat Zin *et al.*, 2010).

For example, Ismail *et al.* (2005) investigated career experiences of women professors in order to gain an in-depth understanding of factors contributing to their present status of profession. Data were generated from career history method on 31 women professors who have been identified as high-flyers. Results revealed that two factors such as career exploration and career establishment are associated with the fast performance career of women academicians. Other study on gender and career is conducted by Ismail *et al.* (2011). This study particularly examined the relationship between gender type in mentorship and mentees' CA in a public university located in the eastern region of Peninsular Malaysia. This empirical effort demonstrated that gender type did act as an important antecedent of mentees' CA.

Ismail and Arokiasamy (2007) explored the factor of mentoring as a tool for academicians' CA in the Malaysian Private Higher Education Institutions (PHEI). This research provided several insights regarding CA definition, types and roles of mentoring program, and outcomes of mentoring in the context of academician. Therefore, they suggested future researchers to conduct a study to empirically test the impact of mentoring on academicians' CA. Two years later, Ismail *et al.* (2009) conducted a study to examine the direct effect of mentoring programs on employees' CA from the public university in the eastern region of Peninsular Malaysia. This effort presented that appropriate mentoring programs (e.g. formal mentoring program, informal mentoring program) can lead to increase the level of employees' CA.

A study of Mohd Rasdi *et al.* (2009a) examined nine dimensions of career aspirations (e.g. technical-functional competence, managerial competence, autonomy/independence, job security, geographic security, sense of service/dedication, pure challenge, lifestyle integration, entrepreneurial creativity) and their relationships with extrinsic CA (e.g. monthly gross income, number of promotions) and intrinsic CA (e.g. managers' perceptions of CA) in the Malaysian public sector. They found the heterogeneity of managers' career aspirations; and suggested that respondents were utmost aspired in managerial competence, job security, and sense of service. Further analyses showed that overall career aspirations were not significantly related with extrinsic CA component (e.g. monthly gross income, number of promotions). Results presented that extrinsic CA was only positively correlated with managerial competence and technical-functional competence, and negatively correlated with job security. On the other hand, overall career aspirations were significantly related with intrinsic CA. Besides that, managerial competence, pure challenge, sense of service and entrepreneurial creativity were significantly correlated with intrinsic CA.

Poon (2004) conducted a research to examine the moderating effect of emotion perception in the relationship between career commitment and CA among white-collar employees from a diverse set of occupations and organizations in Malaysia. The results presented that career commitment predicted extrinsic CA (e.g. salary level) only for employees with average to high emotion perception, but not for employees with low emotion perception. Emotion perception, however, did not moderate the effects of career commitment on intrinsic CA (e.g. career satisfaction). The purpose of Mohd Rasdi *et al.* (2009b) research is to develop a conceptual framework for measuring managers' CA by

using the SCCT as the theoretical foundation. The four factors that have predictive potential on managers' CA are individual-related factors, organizational-related factors, managerial competencies-related factors, and the person-environment fit factor. Therefore, empirical study is needed to examine the predictive potentials of the four key factors on managers' CA in the Malaysian public sector. In addition, two dimensional measures of CA which consist of extrinsic and intrinsic components are suggested to be operationalized.

Zainal (2009) investigated the relationship between upward influence tactics and CA among manufacturing employees in the northern region of Peninsular Malaysia. The results showed that three dimensions of upward influence tactics (e.g. soft tactics, hard tactics, and rational tactics) have different effects towards CA. Thus, employees have to be aware and selective in choosing the appropriate type of tactics in order to achieve their CA because the abuse of any types of tactics will lead to a negative consequence.

Apart from that, Mat Zin *et al.* (2010) investigated the effects of employees' ingratiation behaviours (e.g. self enhancement, other enhancement, opinion conformity, rendering favors) on their CA. They claimed that it was crucial for the superiors (managers) to understand and recognize ingratiation behaviours; so that they may have the capability to treat all employees fairer because employee will perform at their utmost level once they feel that they are being treated equally.

Table 2.2 presents the indicators of CA studies in the Malaysian context.

Table 2.2
Indicators of CA in the Malaysian Studies

CA Indicators	Authors (Year)
<u>Gender Roles</u> Career Exploration Career Establishment	Ismail <i>et al.</i> (2005)
<u>Gender Roles</u> Gender Type in Mentorship	Ismail <i>et al.</i> (2011)
<u>Mentoring</u> Roles of Mentoring Program	Ismail & Arokiasamy (2007)
<u>Mentoring</u> Formal Mentoring Program Informal Mentoring Program	Ismail <i>et al.</i> (2009)
<u>Career Aspiration</u> Technical-Functional Competence Managerial Competence Autonomy/Independence Job Security Geographic Security Sense of Service/Dedication Pure Challenge Lifestyle Integration Entrepreneurial Creativity	Mohd Rasdi <i>et al.</i> (2009a)
<u>Career Commitment</u> Emotion Perception	Poon (2004)
<u>SCCT</u> Individual-Related Organizational-Related Managerial Competencies-Related Person-Environment Fit	Mohd Rasdi <i>et al.</i> (2009b)
<u>Upward Influence Tactics</u> Soft Tactics Hard Tactics Rational Tactics	Zainal (2009)
<u>Ingratiation Behaviours</u> Self Enhancement Other Enhancement Opinion Conformity Rendering Favors	Mat Zin <i>et al.</i> (2010)

Although several efforts have been done in investigating the predictors of Malaysian CA, however there was still lack of evidence regarding the influence of job performance factors on employees' CA based on the existing literature. To date, Bergeron (2005) and Carmeli *et al.* (2007) conducted their studies to investigate the effect of job performance factors (e.g. task performance, OCB) on employees' CA in United Kingdom and Israel. However, their research presented inconsistent results regarding the relationship between OCB and CA. Hence, this study would like to reveal new evidences on the relationship between job performance factors and employees' CA, particularly in the context of Malaysia.

Moreover, employees' performance appeared as the key factor in determining employees' CA in the Malaysian public sectors (PSDM, 2002; 2011). The Malaysian Government introduced a new salary planning schedule called the Malaysian Remuneration System (MRS) or *Sistem Saraan Malaysia (SSM)* in November 2002 and New Public Service Numeration (NPSN) System or *Sistem Saraan Baru Perkhidmatan Awam (SBPA)* in 2012.

The objectives of these systems were to encourage all civil servants to be more efficient and productive; and to demonstrate more initiative in their performance. Promotion was the primary criteria which resulted for employees' CA according to both of these systems. Thus, it may be important to examine the effect of employees' job performance on employees' CA in the Malaysian context. Since job performance factors are separated into task performance and OCB (Borman & Motowidlo, 1993), this current research

attempts to investigate both factors of job performance which may create impact on employees' CA in the Malaysian educational setting.

More empirical supports regarding the influence of both task performance and OCB on employees' CA will be given in the next section. For instance, which type of job performance may create dominant impact on employees' CA? Will it be based only on the employees' task performance or will it be based only on employees' OCB? Or will it be influenced by the combination of both task performance and OCB? Hence, this study expects to reveal some of the empirical answers regarding the impact of task performance and OCB on employees' CA among teachers in MOE.

2.3 THE CONCEPT OF JOB PERFORMANCE

Every organization has a purpose, either it was stated or unstated for its existence. This purpose is known as organizational mission. According to Pearce and David (1987), a mission is referred to the unique purpose that sets an organization and identifies the scope of its operations in terms of products, services or markets; which provides the foundation of priorities, strategies, plans and work assignments. Organization must fulfill its mission in order to continue the existence in industries. Basically, the major concept of organization is to perform its central task accordingly and to achieve its mission; while the effectiveness of organization depends more on how well it performs its central task.

Individual performance is one of the factors which can support organizational performance. Individuals are expected to help organization to carry out its central task by

performing a list of jobs. The partition of job performance domain leads to the distinction between behaviours that contribute to organization effectiveness through task proficiency, and behaviours that contribute to organization effectiveness in other ways (Campbell, 1990; Katz & Kahn, 1978).

Campbell (1990) proposed a general model of individual differences towards job performance. In this model, Campbell differentiates individual performances based on several determinants of task proficiency behaviours (e.g. declarative knowledge, procedural knowledge and skills, motivation). Thus, such behaviours are expected from individuals to accomplish their jobs. However, since behaviours in organizations are not limited to perform the formal job descriptions, it makes more sense to think in terms of roles rather than jobs. Roles are defined as the collection of expected activities associated with the occupation of a given job, thus within each role, behaviours vary according to what employees contribute in achieving the central task of the organization (Katz & Kahn, 1978). In other words, every role has behaviours that are more or less core to the organization's central task. Behaviours that directly and indirectly assist organization to accomplish its central task are core behaviours, while behaviours that make the organization more effective but do not directly assist organization to accomplish its central task are non-core behaviours. The concept of core and non-core behaviours is clarified by Borman and Motowidlo (1993) which will be discussed in the next section.

Job performance is a central construct in industrial-organizational (I-O) psychology (Campbell, 1990; Austin & Villanova, 1992). Coming from a psychological perspective, Campbell (1990) describes job performance as an individual level variable; that is,

performance is something a single person does. Individuals differ on multiple aspects of their job-role behaviour; therefore, measures of criteria are used by several constituencies within applied psychology (Austin & Villanova, 1992). Many definitions of job performance have been proposed (Borman & Motowidlo, 1993; Campbell, 1990; Miner, 1988; Rotundo & Sackett, 2002; Viwesvaran & Ones, 2000).

For example, Campbell (1990) first defined performance as behaviours which referred to something done by employees. This concept differentiates performance from outcomes since outcomes are the result of individuals' performance, and they (outcomes) are also the result of other influences. In other words, there are more factors that determine outcomes than just employees' behaviours and actions. Apart from that, Miner (1988) defined job performance to the extent an individual meets the expectations regarding how he or she should function or behave towards the job. Later, Campbell and his associates (Campbell, McHenry & Wise, 1990) defined performance as observable things that people do which are relevant for the goals of the organization.

This strand of job performance research is further developed by Borman and Motowidlo (1993). A key aspect of their work is the separation of performance into two elements, which are task performance and contextual (OCB) performance. Previous researchers (Murphy & Shiarrela, 1997) suggested that job performance could have different meanings, depending on the relative emphasis given to the various aspects of the performance domain. As stated by Motowidlo and Schmit (1999), the nature of job performance in an organization depends on the demands of the job, the goals and mission of the organization. Recently, job performance is referred by Viwesvaran and Ones

(2000) as scalable actions, behaviours and outcomes that employees engage in or bring about which link with and contribute to organizational goals. However, job performance is typically defined as behaviours under the control of individuals that advance the goals of the organization (Rotundo & Sackett, 2002), whether these behaviours are expected based on the job requirement (e.g. task performance) or behaviours which are discretionary that go beyond the formal job requirement (e.g. OCB).

The definition of job performance has become broader recently, marking a departure from its original definition. Job performance is no longer considered to consist strictly of performance on task proficiency when employees are expected to go beyond the requirements as listed in their job descriptions. Researchers have moved away from a definition of job performance that only related to the job-specific tasks, particularly when previous research presented that supervisors (managers) used both task performance and OCB when rating employees' overall performance (Motowidlo & Van Scotter, 1994), and during the process of employees' performance evaluation (MacKenzie *et al.*, 1991; 1993), as well as reward recommendations (Kiker & Motowidlo, 1999).

Previous research presented that job performance was multidimensional (Bernardin, 1998; Campbell, 1990; Katz & Kahn, 1978; Miner, 1988). For example, Katz and Kahn (1978) stated that job performance was a three-way division between (a) joining and staying in the organization; (b) dependable in meeting or exceeding standards of performance prescribed by organizational roles; and (c) innovatively and spontaneously going beyond prescribed role requirements to perform actions such as cooperating with other employees, protecting the organization from harm, offering creative suggestions for

organizational improvement, undertaking self-development, and representing the organization favorably to outsiders. However, according to Bernardin (1998), there were at least six primary criteria which have been used to measure the domain of job performance. The six primary criteria are known as quality, quantity, timeliness, cost-effectiveness, need for supervision, and interpersonal impact.

Apart from that, Miner (1988) categorized performance into four dimensions such as quality of output (e.g. the degree of errors, waste, accuracy), quantity of output (e.g. the amount or work produced), time at work (e.g. the extent of the individuals absenteeism, lateness, lost time accidents, continued employment), and cooperation with others' work (e.g. the degree to which a person helps or hinders the efforts of others). However, according to Campbell (1990), job performance has been divided into eight separate components (e.g. job-specific task proficiency, non job-specific task proficiency, written and oral communication, demonstrating efforts, maintaining personal discipline, facilitating team and peer performance, supervision and leadership, management and administration). Therefore, as pointed out by previous researchers (Campbell *et al.*, 1990), there was not one outcome or one factor or one attribute that can be labelled as job performance.

Following Campbell's proposal of the eight-factor model of job performance, Borman and Motowidlo (1993) merged those eight factors into either task performance or contextual (OCB) performance. These scholars (Borman & Motowidlo, 1993) were the first who conduct a research on expanding the criterion domain of job performance that include the element of task performance and contextual performance or OCB. In this

study, the researcher applies the concept of job performance as introduced by Borman and Motowidlo (1993). Hence, throughout this study, the researcher separates the components of job performance into task performance and OCB. The next sub section will discuss on the specific concepts of task performance and OCB in order to give a rough idea regarding the factors that are in the domain of job performance.

2.3.1 The Concept of Task Performance

In order to further our knowledge regarding the first domain of job performance, that is task performance, it is good for us to refer to the concept of core and non-core behaviours as clarified by Borman and Motowidlo (1993). The first set of behaviours; which is core behaviour, is something that has to do with accomplishing the central task of the organization. Task performance is defined by Borman and Motowidlo (1993) as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core. They noted that position descriptions often emphasize job activities involving task performance. Consequently, task performance can also be defined as the proficiency with which employees perform activities that are formally recognized as parts of their job.

Task performance relates to specific job requirements and includes all activities that are directly related to the organization's technical core (Borman & Motowidlo, 1993; 1997; Motowidlo, Borman & Schmit, 1997). Thus, most job descriptions emphasized these activities as task performance behaviours. According to Murphy (1989), task performance entails the accomplishment of duties and tasks that are specified in a job

description. Therefore, when employees use technical skills and knowledge to accomplish a task, they are engaging in task performance (Van Scotter *et al.*, 2000). However, as Schmidt (1993) points out with changing job, job descriptions may not provide solid ground for defining task performance (as cited in Van Scotter *et al.*, 2000).

Williams and Anderson (1991) measured task performance to the extent an employee fulfills the formal requirements of the essential job duties. Therefore, task performance might also be referred as to how well an employee performs the required tasks associated with his or her jobs, and how well an employee meets the official expectations. Organizations normally use task performance as inputs in making decision regarding employees' promotion. Employees who exhibit the expected level of task performance will get the positive feedback especially in the aspects of job promotion. To a large extent, the work outcome of an employees' task performance will determine the career path of the individual in an organization (Carmeli *et al.*, 2007).

Motowidlo (2003) defined task performance as the organization's total expected value on task related proficiency of an employee. In other words, task performance is the behaviours related specifically to performing job-related matters (Johari *et al.*, 2009). However, according to Jamal (2007), task performance can be viewed as an activity in which an individual is able to accomplish successfully the task assigned for him or her, subject to the normal constraints of the reasonable utilization of available resources.

Given the various concepts and definitions of task performance, this study attempts to refer to the concept of task performance as introduced by William and Anderson (1991).

According to William and Anderson (1991), task performance involved the completion of tasks or activities that specifically fulfill the written job requirements or descriptions. These behaviours include the completion of assigned duties, fulfill responsibilities which are specified in job description, perform tasks which are expected, meet formal performance requirements of the job, engage in activities that will directly affect the performance appraisal and focus on each aspect of the job. The following section will discuss the concept of OCB, so more information on the distinction between task performance and OCB may be obtained.

2.3.2 The Concept of Organizational Citizenship Behaviour (OCB)

The second set of behaviours in job performance, which is non-core behaviour, contributes to the technical core in a less direct way. This type of behaviour includes activities that do not directly support the technical core, but rather support the organizational, social and psychological environment in which the technical core must function (Borman & Motowidlo, 1993). These behaviours might be referred to as the contextual performance (another construct of OCB). Unlike task performance, contextual performance (OCB) activities may not be formally recognized as part of the job, but are nonetheless relevant in that they contribute to increase the organizational effectiveness.

Borman and Motowidlo (1993) defined contextual performance as non-job specific, and presented a five-dimension taxonomy such as persisting with enthusiasm and extra effort to complete tasks successfully; volunteering to carry out task activities that are not formally part of a person's own job; helping and cooperating with others; following

organizational rules and procedures; and endorsing, supporting, and defending organizational objectives. As pointed out by Borman and Motowidlo (1993), contextual performance is another construct of OCB.

Apart from that, OCB is defined as individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, but in the aggregate promotes the effective functioning of the organization (Organ, 1988). The five dimensions of OCB consist of altruism (e.g. behaviours directed toward a specific person such as helping coworkers with work-related tasks), conscientiousness (e.g. behaviours that go beyond minimal expectations of good workers in areas such as attendance and conservation of resources), sportsmanship (e.g. behaviours such as tolerating minor inconveniences without complaining), courtesy (e.g. involves anticipatory acts that help someone else prevent a problem), and civic virtue (e.g. constructive involvement or participation in the overall organization). Since there is very similar concept between contextual performance (Borman & Motowidlo, 1993) and OCB (Organ, 1988), this study uses OCB items to measure contextual performance. Moreover, Johari *et al.* (2009) supported that contextual performance is very similar concept to OCB. Therefore, from this point forward, the researcher will refer to this type of non-core behaviours by using the term OCB.

Williams and Anderson (1991) developed the two-dimensional structure of OCB which is known as OCBO and OCBI. OCBO refers to behaviours which directly benefit the organization in general (e.g. as volunteering to serve in committees), while OCBI refers to behaviours which directly benefit individuals within the organization (e.g. altruism and interpersonal help). More recently, Organ (1997) has acknowledged that OCB may be

recognized and rewarded during performance appraisals; and he redefined OCB as the performance that supports the social and psychological environment in which the task performance takes place.

Previous research (Borman, Motowidlo & Hanser, 1983; Brief & Motowidlo, 1986; George & Brief, 1992; Van Dyne, Cummings & Parks, 1995) also reviewed OCB by using different kind of terminology such as model of soldier effectiveness, pro-social behaviours, organizational spontaneity and extra role behaviours (ERB). The model of soldier effectiveness (Borman *et al.*, 1983) is a related construct and a predecessor to OCB. Borman *et al.* (1983) defined job performance to first tour soldiers by collecting and examining critical incidents of a successful soldier performance. They concluded that an individual's overall worth to an organization included much more than just technical proficiency. Three factors emerged as the key to improving organization effectiveness: allegiance, teamwork, and determination. Allegiance (e.g. following orders and regulations, respect for authority, military bearing) resulted from the commitment and socialization related behaviours. Socialization and morale developed the basis for teamwork (e.g. cooperation, leadership, concern for morale), and morale and commitment created the basis for determination (e.g. initiative, discipline, consciousness, perseverance).

Pro-social organizational behaviour is another related construct. It introduces the notion of intention as the driving force behind these behaviours (Brief & Motowidlo, 1986). They identified thirteen specific forms of pro-social organizational behaviours. These behaviours depend on how they promote or hinder organizational effectiveness, how far

they are prescribed or not prescribed as part of one's role, and the impact of these behaviours directed at the individual or organization level. Helping behaviours directed at the individual level may or may not help the organization in reaching its goals. For example, an employee may help a colleague with a personal problem. The helping behaviour may prove to be positively beneficial for the individual, but not necessarily support the organizational interests.

Organizational spontaneity is defined as voluntarily performed extra role behaviours that contribute to organizational effectiveness (George & Brief, 1992). Five dimensions are postulated to comprise organizational spontaneity: helping co-workers, protecting the organizations, making constructive suggestions, developing *oneself* and spreading goodwill. Organizational spontaneity is distinguished from OCB partly on account of the reward systems which are being designed to recognize organizational spontaneity.

ERB is defined as behaviour which benefits the organization and/or intended to benefit the organization, which is discretionary and which goes beyond existing role expectations (Van Dyne *et al.*, 1995). The definition of ERB has four implications. First, the definition requires that the behaviour must be voluntary. Second, the employees' actions must be intentional. Third, the behaviour must be positive. Fourth, the behaviour must be primarily disinterested which means employees must engage with behaviour primarily to benefit someone or something other than him/herself. The definition of ERB is based on the concepts of Role Theory as developed by Katz (1964). ERB has been hypothesized to contribute to the effectiveness of organizations.

The widespread interest in OCB grew out since employee who behaves beyond the call of duty contributed to increase the organizational effectiveness and performance (Borman & Motowidlo, 1993; Organ, 1988; Podsakoff, MacKenzie, Paine & Bachrach, 2000). Podsakoff *et al.* (2000) reported that over the past decade OCB research has received considerable attention because of the good impact of OCB that is believed can contribute to major success towards organization effectiveness and functioning. Given the various concepts of OCB, this study however will focus on the concept of OCB as introduced by DiPoala *et al.* (2004). According to DiPoala *et al.* (2004), OCB is a useful term to describe voluntary and discretionary teacher behaviours that go the 'extra mile' to help students and colleagues to succeed and that are not performance expectations of their official role. Furthermore, OCB in school is a matter of personal choice and not an enforceable requirement of the role. The next sub section will specifically discuss on the conceptual and dimensionality of OCB in the educational setting.

2.3.3 Organizational Citizenship Behaviour (OCB) in the Educational Context

Research on OCB has produced some interesting insights in organizational setting (Borman & Motowidlo, 1993; Organ, 1997), but until recently the concept has been neglected in the study of schools (DiPaola & Tschannen-Moran, 2001; DiPaola & Hoy, 2004). Most of OCB studies prefer to focus on employees who work in a commercial setting such as hotels (Khalid & Ali, 2005; Nasurdin, 2001), banks (Ishak, 2004; Karatepe & Uludag, 2008), sales (Ackfeldt & Coote, 2005; MacKenzie, Podsakoff & Fetter, 1991; 1993), and manufacturing industries (Hsieh & Hsieh, 2003; Organ & Lingl, 1995) rather than employees who work in a non-commercial setting such as schools.

Given that OCB research in schools is still limited (DiPaola & Tschannen-Moran, 2001), this study would like to contribute some information on the consequences of teachers' OCB especially in the Malaysian schools. Therefore, this study is designed to examine whether OCB may create any impact on teachers' CA in the Malaysian context.

As stated by Hannam and Jimmieson (2002), teachers' OCB may include extra effort to make lessons enjoyable and interesting, organizing extra-curricular activities and spending personal time talking with students. However, there are two potential problems in studying OCB in the educational context; therefore, the construct of teachers' OCB needs to be carefully operationalized (Hannam & Jimmieson, 2002). The study of OCB in teaching and other helping professions has largely been ignored. Most of OCB research has focussed on employees who work in more commercial settings (e.g. banks, hotels, sales), rather than those who work in large bureaucratic systems (e.g. schools) which duties are often intensely interpersonal (e.g. teaching and learning). This may be because OCB is defined as helping behaviours, which makes it difficult to determine which behaviours in the helping professions are 'extra role'. As such, the construct of OCB in the teaching profession first needs to be clearly identified and unambiguously operationalized. Thus, in this study the researcher refers to the twelve statements which represent the helping behaviours of teachers or OCB in the school scale as introduced by DiPoala *et al.* (2004).

Further, Hannam and Jimmieson (2002) added that not only it is important to categorize the various types of OCB but also to determine the level at which OCB is aimed (e.g. organization, team members, or students) because as pointed out by Podsakoff *et al.*

(2000) OCB pitched at different levels may be motivated by different factors. Thus, in this study the single dimension of teachers' OCB as introduced by DiPoala *et al.* (2004) is used. According to DiPoala *et al.* (2004), OCB in school context benefits the organization (helping the organization) and the team members and students as well (helping individuals). Therefore, OCB in school have been combined into a single construct. To this end, the single dimension of DiPoala *et al.* (2004) OCBSS has covered the levels at which OCB are aimed including the organization, the team members and the students.

Teaching is a complex activity that requires professional discretion (DiPoala *et al.*, 2004). Therefore, teachers routinely perform behaviours directed toward helping individuals, both students and colleagues, as part of their professional identity (DiPaola & Tschannen-Moran, 2001). According to Rowan *et al.* (1993), professional behaviour cannot be readily routinized into a set of predetermined activities due to its complexity where the situational requires more judgement. Given that, schools have to depend on teachers who are willing to exert effort beyond formal job requirements (Bogler & Somech, 2004). Thus, OCB is essential because schools cannot anticipate through the formally stated in-role job descriptions for the entire array of behaviours which are needed to achieve its goals (George & Brief, 1992). Therefore, OCB is a useful term to describe voluntary teachers' behaviours that go the 'extra mile' to help students and colleagues to succeed and that are not performance expectations of their official role (DiPoala *et al.*, 2004).

Since previous studies (DiPaola & Tschannen-Moran, 2001; Hannam & Jimmieson, 2002) confirm that OCB is very salient in the educational setting in the United States and

Australia, OCB may also be salient in the Malaysian educational setting since Malaysian teachers are also engaged with those types of voluntary behaviour or OCB (e.g. stay after school hours to help students with class materials, stay in class during breaks in order to listen to students' problem).

As for the educational setting, Meh and Nasurdin (2009) argued that several dimensions of OCB have been conceptualized such as the five dimensions as proposed by Organ (1988), and the two dimensions as proposed by William and Anderson (1991). However, as claimed by DiPoala *et al.* (2004) OCB in schools departs from most of the earlier research in that all aspects of citizenship fold into an integrated whole. Moreover, in two separate factors analytic studies, DiPaola and Tschannen-Moran (2001) found that there were not five separate dimensions of the construct, or even two for that matter, but rather a single dimension captured all aspects of OCB in schools.

Results regarding the single dimension of OCB in schools are not surprising (DiPoala *et al.*, 2004). First, the evidence suggests that OCB is context specific, that is, the behaviours inherent in OCB vary from one type of organization to another (Karambayya, 1989; Organ, 1988). Second, the behaviour in public schools is different from the behaviour found in most private sector organizations which focus more on the profit rather than service. Since school is categorized as a service organization, professional teachers are generally committed to do the best for their students as client. This argument is supported by Scott (2003) who claimed that the client is the primary source that benefits the organization. Thus, in a service organization (e.g. school), both professional workers (e.g. teachers) and the organization (e.g. principal/headmaster) are committed to

provide the best interests for their clients (students). As stated by Scott (2003) teachers are professionals in the sense that they studied relatively a long time to master the fundamentals of teaching (expertise) and their primary commitment was to serve their students (clients).

There are also the three dimensions of teacher OCB as proposed by Somech and Drach-Zahavy (2000). The first dimension consists of items to measure OCB towards the school. OCB towards the school refers to behaviours which are beneficial to a larger and more impersonal organization. These behaviours represent innovative and initiative activities, which are not part of the job description. The second dimension consists of items to measure OCB towards the team members. This OCB represents behaviours intentionally directed at helping teachers in one's own team, and refers to behaviours which are beneficial to one's own group of colleagues. The third dimension consists of items to measure OCB towards the students. This OCB refers to behaviours which directly and intentionally aimed at improving the quality of teaching, and helping students to improve their achievements.

Teachers who voluntarily go out of their way to help their students, colleagues, and others as they engage in the work of teaching and learning exemplify OCB in the educational settings (DiPoala *et al.*, 2004). To date, teachers with high level of OCB volunteer innovative suggestions, sponsor extra-curricular activities, and serve in new committees. Moreover, teachers with high OCB help students in their own time, stay after school to help if necessary, and resist the temptation to give students busy work. OCB in schools provides a serious educational context; therefore, teachers with high OCB are

rarely absent, make efficient use of their time, work collaboratively, and emphasize professional activities rather than personal ones.

As mentioned previously, this study uses the OCBSS as proposed by DiPoala *et al.* (2004). Since that the twelve items of teachers' OCB works well for various level of schools (e.g. elementary school, middle school, high school) in Ohio and Texas; and also the construct validity is supported in all those three samples; therefore, it may be appropriate to adopt this measure to be tested among teachers in the Malaysian context due to its reliability, stability and predictive validity. Moreover, previous Malaysian research (Ariffin, 2014) has also utilized this one dimensional scale in the context of Malaysian educational setting. OCB is discretionary, that is, it is a matter of personal choice and not an enforceable requirement of the role (DiPoala *et al.*, 2004). Thus, OCB is performed without the expectation to obtain any recognition to the extent of pay. Since the accumulation of OCB improves the organization effectiveness over time (Bolino & Turnley, 2003; Organ, 1997), DiPoala *et al.* (2004) suggest future researchers to empirically test to which extent that OCB may be rewarded in the school context. Moreover, Organ (1997) supported that over time employees may be rewarded for non-task performance or performance that contributes to organizational maintenance and effectiveness.

Although OCB is not explicitly recognized by the formal rewards system (Organ, 1988), other scholars (Van Scotter *et al.*, 2000) found that OCB is related to individuals' rewards over time. Hence, there is an ambiguous knowledge on how OCB may benefits individuals not only towards its effect on individuals' reward (Organ, 1988; Van Scotter

et al., 2000), but also towards its effect on the both components of individuals' CA. Since there is very little research has been done to investigate the impact of OCB on individuals' CA (Bergeron, 2005) and also there is no research that speak to reward OCB in the school context (DiPoala *et al.*, 2004), further investigation is warranted to understand on how OCB may be rewarded especially in the Malaysian educational setting.

2.3.4 Task Performance, OCB and Previous Research

Although task performance is the key factor in determining employees' CA (Carmeli *et al.*, 2007), the importance of OCB especially in determining employees' CA should be investigated (Bergeron, 2005). Moreover, Bergeron (2005) claimed that very little research has been done with regard to investigate the relationship between OCB and individuals' career outcomes in the longer term such as individuals' CA (Bergeron, 2005). Furthermore, Greenhaus and Callanan (1994) stated that accomplishing assigned task effectively is generally considered to be a necessary but insufficient condition for attaining most career goals.

Thus, the implied presumption is that individuals must go beyond the specified requirements of their task to achieve the more valued career outcomes. This may mean that individuals must perform some form of discretionary behaviours, or OCB. Moreover, as stated by Sutton (2005) individuals who perform effectively in both task performance and OCB will receive higher career rewards than those who excel in only one. Given that, in this study the researcher suggests that employees may derive a number of positives

career outcomes from the combination of both task performance and OCB. Therefore, more evidence should be revealed regarding the combination effect of task performance and OCB on employees' career outcomes such as CA. In this study, the researcher expects to provide further information to the existing literature by investigating the impact of both task performance and OCB on employees' CA.

2.3.4.1 Task Performance, OCB and Career Outcomes

Previous scholars found the evidence that both task performance and OCB contribute to the evaluation of overall performance (Motowidlo & Van Scotter, 1994); and supervisors (managers) tend to weigh task performance and OCB relatively equal when making overall performance ratings (Borman & Motowidlo, 1997).

For example, Motowidlo and Van Scotter (1994) found the evidence that both task performance and OCB contribute to the evaluation of overall performance. They conducted a study by involving 392 air force mechanics. In their study, supervisors were asked to rate each mechanics on their level of task performance, OCB and overall performance. Finally, the results presented that OCB described 12% to 34% of the variance in overall performance above task performance; and that task performance described 17% to 44% of the variance in overall performance above OCB. Other scholars (Borman & Motowidlo, 1997) reviewed evidence that showed supervisors (managers) consider both task performance and OCB when rating overall performance and found that supervisors (managers) tend to weigh task and OCB relatively equal when making overall performance ratings.

Since that previous research confirms the evidence that supervisors (managers) do take both task performance and OCB into consideration when evaluating overall performance; and supervisors (managers) tend to weigh task and OCB relatively equal when making overall performance ratings, the researcher suggests that both task performance and OCB may be considered in evaluating teachers' overall performance in the Malaysian context.

Empirical evidence (Kiker & Motowidlo, 1999; MacKenzie *et al.*, 1991; 1993) also supports the link between task performance and OCB to several career outcomes such as performance evaluations (appraisal) and reward recommendations. For example, MacKenzie *et al.* (1991; 1993), presented further support for the influence of OCB on performance evaluations. Their studies have been done to examine the extent to which sales managers' evaluations of their personnels' performance were influenced by objective sales measures (task performance) and by OCB. The researchers compiled field data from samples of insurance agents, industrial sales representative, and district sales managers. Results showed that a combination of OCB and actual sales data accounted for more variance in the performance evaluations than objective sales data alone (MacKenzie *et al.*, 1991; 1993). Based on the evidence given by MacKenzie *et al.* (1991; 1993), this study assumes that employee who performs the combination of task performance and OCB may have more opportunities to receive a better performance evaluation.

Apart from that, Kiker and Motowidlo (1999) investigated the influence of task performance and OCB on reward recommendations. Participants viewed a series of videotapes over two-week period that showed a hypothetical employee performing four levels of realistic task performance and OCB. Based on this information, the managers

decided how substantial a pay may be increased to award an employee; whether to promote the employee, and whether to recommend the employee for a fast track development program. Results showed an interaction when reward recommendations for OCB were higher as the levels of task performance increased. Similarly, high levels of task performance were more richly rewarded as the levels of OCB increased. Thus, this study assumes that employee who performs the combination of task performance and OCB may have more opportunities to receive a better rewards recommendation. Since high levels of task performance and OCB are considered in both performance evaluation, and reward recommendations (Kiker & Motowidlo, 1999; MacKenzie *et al.*, 1991; 1993), this study investigates to what extent that both task performance and OCB may influence employees' career outcome with regard to employees' CA.

2.3.4.2 Task Performance, OCB and CA

Since there are empirical evidences regarding the effect of job performance factors (e.g. task performance, OCB) on employees' career outcomes (e.g. performance evaluation, reward recommendations) in the previous section, this study is designed to examine the combination factors of both task performance and OCB and their impact on employees' CA. Although previous studies have been conducted to investigate the impact of employees' job performance factors (e.g. task performance and OCB) on employees' CA (Bergeron, 2005; Carmeli, *et al.*, 2007), there are inconsistent results especially regarding the relationship between OCB and CA.

For example, Bergeron (2005) conducted the first study that involved 1,004 academicians from 69 private and public universities in United Kingdom. According to Bergeron (2004; 2005), CA is categorized into a longer term individual outcomes meanwhile other individual outcomes such as performance evaluation and rewards have more direct influence on individual outcomes. Bergeron (2005) specifically referred CA to (a) promotion, and (b) speed to CA. Promotion is measured to the extent an academician is promoted to the full professor rank; while speed to CA is measured by the number of years it takes from the associates professor rank to the full professor rank. OCB is measured in six dimensions (e.g. service OCB, advising OCB, professional service OCB, research OCB, advising undergraduate OCB, general teaching OCB), while task performance is measured in three dimensions of task behaviours (TB) such as research TB, teaching TB and service TB. Bergeron (2005) found that each job performance factor (e.g. task performance, OCB) and their relationship with employees' CA depend on the dimension of each factors.

For example, results on promotion criteria demonstrated that engaging in research TB was significant and positively related to promotion. In addition, results showed that engaging in research TB increased the odds of promotion, while engaging in service TB decreased the chance of promotion. Engaging in research OCB had a significant positive relationship to promotion; however engaging in advising OCB had a marginally significant negative relationship to promotion. Thus, the results regarding the impact of task performance and OCB on employees' CA (e.g. promotion) presented that research TB and research OCB were positively related to employees' promotion; whereas service TB and advising OCB were negatively related to employees' promotion.

Apart from that, results on speed to CA criteria revealed that engaging in service TB related to a longer time spent in the associate rank, while engaging in research TB related to a shorter amount of time in the associate rank. With regard to OCB, engaging in service OCB related to a longer time spent in the associate rank, while engaging in professional service OCB related to a shorter amount of time in the associate rank. Thus, the results regarding the impact of task performance and OCB on employees' CA (e.g. speed to CA) presented that engaging in research TB and professional service OCB related to a shorter amount of time in the associate rank, whereas engaging in service TB and service OCB related to a longer time spent in the associate rank. Therefore, there is evidence regarding the relationship between task performance and OCB with their relationship with promotion and speed to CA. Hence, the pattern of results lead to the conclusion that the impact of task performance and OCB on employees' CA (e.g. promotion, speed to CA) has much depends on the dimensions of task performance and OCB.

Two years after, a study is conducted by Carmeli *et al.* (2007) to investigate the effects of OCB, task performance and withdrawal performance on CA in the sample of respondents from service and non-service organizations in Israel. CA is measured based on two dimensions which consist of career mobility (extrinsic CA) and promotion prospects (intrinsic CA). To obtain data regarding employees' career mobility, managers have to: (1) report on the number of roles (positions) filled by employee prior to her/his current role (position); (2) report on how many of these roles (positions) are horizontal; and (3) report on how many of these roles (positions) are vertical. However, to obtain data regarding employees' promotion prospects, managers have to assess the extent to which

the employees are likely to be promoted in the organization by using the five-point scale, ranging from 1 = very unlikely to 5 = very likely. Apart from that, to obtain data regarding employees' task performance, managers have to assess employees' performance based on five components (e.g. overall performance, ability to get along with others, completing tasks on time, performance quality, achievement of work goals) by using the seven-point scale, ranging from 1 = strongly disagree to 7 = strongly agree. However, to obtain data regarding employees' OCB, managers have to assess employees' OCB based on two dimensions (e.g. altruism and compliance). Furthermore, this study also examines the factor of overtime as the third dimension of OCB in their study.

Results on career mobility showed that task performance is significantly associated with career mobility. With regard to OCB, there is no significant relationship was found between OCB (e.g. altruism, compliance) to career mobility, although overtime is positively correlated to career mobility. However, since OCB is a behaviour which relates to something that is discretionary or voluntary (Organ, 1988) and normally being done by employees without the expectation to get any pay in return, thus overtime may not be appropriate to be tested as one component of OCB. Apart from that, results on promotion prospects also presented that task performance is the only major predictor of promotion prospects. Interestingly, the results did not show a significant relationship between the two OCB dimensions (e.g. altruism, compliance) and employees' CA.

Although previous studies presented clearer evidence on the relationship between task performance and CA; these studies revealed the inconsistency evidence regarding the relationship between OCB and CA. For instance, Bergeron (2005) presented that there

was a relationship between OCB (e.g. research OCB, professional service OCB) and CA (e.g. promotion, speed to CA); however, Carmeli *et al.* (2007) found that there was no significant relationship between OCB (e.g. altruism, compliance) and CA (e.g. career mobility, promotion prospect). Moreover, as pointed out by Van Scotter *et al.* (2000), although job performance is not the only major prerequisite since there might be some exceptions (e.g. political behaviour, favoritism). However, high performers get promoted more easily within an organization and generally have better career opportunities than low performers. This study had been designed to extend our knowledge regarding the relationship between job performance factors (e.g. task performance, OCB) and employees' CA in the Malaysian context. Table 2.3 summarized the main gaps based on the study conducted by the previous researchers (Bergeron, 2005; Carmeli *et al.*, 2007).

Table 2.3
Summary of Previous Research on Task Performance and OCB to CA

Authors	IV	DV	MV	Theory	Rating
Carmeli <i>et al.</i> (2007)	<u>Contextual Performance</u> Altruism Compliance Overtime <u>Task Performance</u>	<u>CA</u> Career Mobility Promotion Prospect	None	None	Self
Title:	Considerations in organizational career advancement: What really matters?				
Sample:	157 out of 215 questionnaires from employees working in service and non-service organizations in Israel.				
Results:	Task performance associates significantly to career mobility and promotion prospect. No significant relationships are found between OCB to both types of CA as tested in the study.				
Bergeron (2005)	<u>OCB</u> Service OCB Advising OCB Professional Service OCB	<u>CA</u> Promotion Speed to CA	None	None	Superior

Table 2.3 (continue)

	Research OCB Advising Undergrad OCB Teaching OCB
	<u>Task Behaviour/Performance</u> Research TB Teaching TB Service TB
Title:	Organizational Citizenship Behaviours: A negative relationship to career outcomes?
Sample:	1,004 out of 5,477 faculty member from 69 public and private universities in UK.
Results:	All dimensions of TB are significantly related to CA. Several dimensions of OCB are positively and negatively related to CA.

2.4 THE CONCEPT OF ORGANIZATIONAL JUSTICE (OJ)

In the last decade, OJ appeared as an important construct in the I-O psychology (Greenberg, 1990a; 1990b). The term OJ was coined by Greenberg (1987), and is defined as an individual's perception of and reactions to fairness in an organization (Greenberg, 1987; 1996). According to Cropanzo (1993), OJ is referred to the fair and ethical treatment of individuals within an organization. In broad terms, OJ refers to perceived fairness of interactions between employees and the organization (Colquitt, 2001). OJ is a very complex area, with many confusing terms and distinctions (Cropanzo, 1993). Hence, OJ is conceptualized as a multidimensional construct. The four proposed components are distributive, procedural, interpersonal, and informational justice (Colquitt, 2001).

Distributive justice is conceptualized as the fairness associated with decision outcomes and distribution of resources. The outcomes or resources distributed may be tangible (e.g. pay) or intangible (e.g. praise). Perceptions of distributive justice can be fostered when

outcomes are perceived to be equally applied (Adams, 1965). According to Folger and Greenberg (1985), distributive justice is referred to the perceived fairness or equity of the manner in which rewards are distributed in organizations.

The second dimension of OJ is known as procedural justice. According to Leventhal (1980), procedural justice is defined as the fairness of the processes that leads to outcomes. When individuals feel that they have a voice in the process or that the process involves characteristics such as consistency, accuracy, ethicality, and lack of bias then procedural justice is enhanced. Later, Leventhal and his colleagues (Leventhal, Karuza & Fry, 1980) redefined the previous definition of procedural justice and referred procedural justice as the fairness of the formal or structural process by which an allocation decision is determined. Other scholars (Folger & Greenberg, 1985) however stated that procedural justice is referred to the perceived fairness or equity of the procedures used in making decisions regarding the distribution of rewards.

The third type of justice, which is, interactional justice is referred to the fairness of the interpersonal treatment that is received during all allocation decision (Bies & Moag, 1986). Behaving interactionally fair includes showing courtesy and respect, and providing justification for decisions (Bies & Moag, 1986). Bies and Moag (1986) further stated that interactional justice is also referred to the treatment that an individual receives as decisions are made and can be promoted by providing explanations for decisions and delivering the news with sensitivity and respect. Recently, interactional justice has come to be seen as incorporating two specific types of interpersonal treatment (Colquitt *et al.*, 2001).

According to Colquitt (2001), interpersonal justice referred to the perceptions of respect and propriety in one's treatment; while informational justice is related to the adequacy of the explanations given in terms of their timeliness, specificity, and truthfulness. However, as stated by Kernan and Hanges (2002) interpersonal justice relates to how individuals are treated during the implementation of procedures (e.g. respect, concern for one's troubles, and treatment with dignity); while informational justice concentrates on the explanations provided by decision makers to clarify why procedures were implemented in a certain way or why outcomes are distributed in a certain fashion.

In this study, the researcher measured OJ based on the concept as given by Colquitt (2001). Therefore, all dimensions of OJ which consist of distributive, procedural, interpersonal and informational justice are tested in the Malaysian context. In addition, as stated by Hassan and Noor (2008) the four dimensions of Colquitt (2001) justice yielded the best fit compared to the three, two and one dimensional models and is highly suggested to be utilized across all the samples. Moreover, Malaysian researcher (Annamalai *et al.*, 2010) also utilized this four dimension Colquitt (2001) scale in their previous study which focused on the Malaysian teachers.

2.4.1 Previous Research on OJ and Task Performance

Investigating employees' perceptions of fairness in an organizational context is important since they are a primary antecedent of important work-related outcomes including OCB and task performance that ultimately affect organizational success (Johnson, Selenta & Lord, 2006). For example, empirical works confirmed the relationship between the

elements of OJ and task performance in the Western context (Byrne, 2005; Williams, 1999). For example, Williams (1999) study presented that by providing the participants with procedural justice through allowing them a voice in the decision process did not affect their performance. However, providing the participants with interactional justice through explaining why specific consequences were received did improve their subsequent task performance. In 2005, Byrne conducted a study entitled 'Fairness reduces the negative effects of organizational politics on turnover intentions, OCB and job performance'. Byrne (2005) focused on the supervisor ratings, and this effort presented that both interactional and procedural justice were positively correlated with task performance. In this study, Byrne (2005) used the seven items in roles behaviour (IRB) scale which are introduced by William and Anderson (1991) to assess the variable of task performance.

In the Malaysian context, less evidence was found regarding the direct relationship between OJ and employees' task performance. Previous researchers (Annamalai *et al.*, 2010; Shaari *et al.*, 2008) tend to focus their study investigating the impact of OJ on performance evaluation in the public sector. For example, a study conducted by Annamalai *et al.* (2010) identified the influence of OJ and trust towards teachers' trust (organizational level) and teachers' satisfaction in performance appraisal (individual level) with organizational support as a mediator variable. This study proved that OJ had a positive influence on teachers' trust towards the organization and teachers' satisfaction in performance appraisal.

Shaari *et al.* (2008) study investigated teachers' perception on fairness of performance appraisal with respect to procedural justice and distributive justice. The survey was carried out in 110 secondary schools selected randomly from a listing of secondary schools in Kedah and Perlis. This study also explored the possible relationship between both aspects of justice and their impact on school achievement measured by teacher work motivation and school academic performance. Findings of this study demonstrated that fairness of performance appraisal could contribute to the effort of educational organizations in enhancing work motivation and academic performance. In addition, study resulted from teachers' perception towards fairness in performance appraisal was at the moderate level. As reported by Shaari *et al.* (2008) teachers with heavy responsibilities should be fairly evaluated by giving the appropriate rewards and advancement. They claimed that if teachers' performance is not fairly evaluated, then Malaysia may face with the demotivated teaching force.

According to Malakolunthu and Malek (2008) teachers' performance evaluation is an important mechanism in the employee compensation, employment continuation, and employee development processes. Therefore, teachers' performance evaluation will create an impact on teachers' CA in the term of promotion. Thus, positive performance appraisal may lead to the positive impact on teachers' CA (e.g. promotion) as well. However, these researchers (Malakolunthu & Malek, 2008) claimed that there are many drawbacks in the implementation of the evaluation system in Malaysian schools which may lead to the injustice situations. Thus, results from previous studies (Annamalai *et al.*, 2010; Shaari *et al.*, 2008) suggest that OJ has a positive influence on teachers' performance appraisal. Since teacher's performance appraisal will lead to teachers'

promotion (Malakolunthu & Malek, 2008), and since promotion is the indicator for extrinsic CA (Mohd Rasdi *et al.*, 2009b), OJ may have an influence on teachers' CA as well.

2.4.2 Previous Research on OJ and OCB

Equally important, employees' perceptions of fairness towards OCB are also essential to be investigated since they will ultimately affect the organizational success (Johnson *et al.*, 2006). For example, there are evidences regarding the relationship between the elements of OJ and OCB in the Western context (Moorman, 1991; Konovsky & Pugh, 1994). Moorman (1991) conducted a study to examine the relationship between OJ (e.g. distributive justice, procedural justice, interactional justice) and OCB (e.g. altruism, courtesy, sportsmanship, conscientiousness, civic virtue) among employees from two medium-size companies in United States (US).

The results presented a positive relationship between the perception of interactional justice and all dimensions of OCB (e.g. altruism, courtesy, sportsmanship, conscientiousness, civic virtue). Moreover, the results confirmed a positive relationship between the perception of procedural justice and four out of five dimensions of superior OCB ratings. Conversely, the perception of distributive justice failed to influence any dimension of OCB. Therefore, the results are consistent with equity theory. Employees who perceived unfairness may reduce the frequency or magnitude of their OCB, whereas employees who believe they are fairly treated will see continued OCB as a reasonable contribution to the system (Moorman, 1991).

Other Western study which has been done to reveal the relationship between OJ and OCB is conducted by Konovsky and Pugh (1994). In this study, the researchers empirically examine the social exchange model in theorizing the relationship between OJ and OCB (e.g. altruism, courtesy, sportsmanship, conscientiousness, civic virtue). The researchers assessed two dimensions of OJ (e.g. distributive justice, procedural justice) and its relationship with OCB among employees in the hospital sectors. They further added the factor of trust in supervisor as the mediating variable. The results are consistent with the social exchange theory. The results indicate that procedural justice is a significant of trust in supervisor, which in turn is a significant predictor of OCB. However, distributive justice is not significantly related to trust in supervisor; thus, distributive justice does not predict OCB.

Although a good number of study has been conducted in the past to examine the relationship between OJ and OCB in the Malaysian context (Hemdi & Nasurdin, 2008; Ishak & Ahmad, 2004; Nasurdin, 2001; Nasurdin & Ramayah, 2005), Hassan and Noor (2008) claimed that the extent to which these findings can be generalized to non-western work contexts is still under-explored. For example, Hemdi and Nasurdin (2008) examined the relationship between OJ (e.g. distributive justice, procedural justice) and OCB (e.g. compliance and conscientiousness) in the Malaysian hospitality industry. They reported that there is a significant relationship between the distributive justice and OCB; however, there is no significant relationship between procedural justice and OCB.

Another local research conducted by Nasurdin (2001) found that interactional justice had a direct effect on employees' OCB in the hotel industry. Similar finding obtained by

Ishak and Ahmad (2004) in a study involving a group of commercial bank employees when they found that interactional justice contributed to the performance of OCB through leader-member exchange (LMX). However, the study presented that other dimensions of justice (e.g. distributive justice, procedural justice) did not contribute to subordinate performing OCB. Interestingly, other study (Nasurdin & Ramayah, 2005) reported that procedural justice had a positive and significant impact on OCB. These researchers (Nasurdin & Ramayah, 2005) only tested procedural justice in their construct.

In the educational context, Abdullah *et al.* (2007) conducted a research to identify the contribution of OJ (justice and trust) in promoting teachers' altruism (one important dimension of OCB) in the northern region of Peninsular Malaysia. Research findings showed that OJ has direct effect towards teachers' trust towards organization as well as principal. In addition, OJ has successfully become significant predictor towards teachers' altruism. Research findings showed that OJ has direct effect towards teachers' trust towards organization as well as principal. In addition, OJ has successfully become a significant predictor towards teachers' altruism.

To the best of researcher knowledge the first local study which utilized the four dimensional model of OJ (e.g. distributive justice, procedural justice, interpersonal justice, informational justice) was conducted by Hassan and Noor (2008). These researchers examined the four dimensional model of justice and its relationship with employees' ERB (another construct to OCB). In this study, two dimensions of ERB namely, helping (defined as affiliative and promotive behaviour), and voice (defined as challenging and promotive behaviour) have been tested in this study.

Although past studies reported a significant relationship between the three dimensional model of OJ and OCB (Hemdi & Nasuridin, 2008), Hassan and Noor (2008) hypothesized that there is no significant relationship between OJ dimensions and OCB in a high power distance and collectivistic society such as Malaysia. In the end, their results finally supported the hypotheses when they found that there is no significant relationship between OJ dimensions and OCB in their study. Since the inconsistent results based on local studies regarding the relationship between OJ dimensions and employees' OCB (Hemdi & Nasuridin, 2008; Hassan & Noor, 2008; Ishak & Ahmad, 2004; Nasuridin, 2001; Nasuridin & Ramayah, 2005), this shows the unique influence of OJ as a predictor and its impact on Malaysian OCB.

Moreover, since most of OJ and OCB research have been conducted in the private sectors such as hotels, banks and SMEs (Hemdi & Nasuridin, 2008; Ishak & Ahmad, 2004; Nasuridin, 2001; Nasuridin & Ramayah, 2005), further research to investigate the relationship between OJ and OCB should be conducted, particularly in the public sector such as MOE. Furthermore, there is still lack of evidence regarding the four dimensional justice in the Malaysian context.

Although Abdullah *et al.* (2007) reveal some evidence regarding the impact of OJ on teachers' altruism in the educational context; less is known regarding the broader impact of OJ dimensions (e.g. distributive, procedural, interpersonal, informational) particularly on teachers' OCB. Therefore, further research on studying the four dimensional of OJ is essential and need to be done to understand the effect.

2.4.3 Previous Research on OJ and CA

Empirical works also supported the link between OJ and employees' career (Adelle, Lisa & Liesa, 2004; Jamali & Nejati, 2009). For example, Adelle *et al.* (2004) conducted a study in examining the effects of rewarding OCB with career development activity on the perception of justice. They presented that decisions which were made about career development in organizations influenced organizational member's perceptions of justice.

People felt more positive about the decision when they received the appropriate career development activity. Participants believed that there was a greater justice in both procedural and distributive justice when they received the development activity, irrespective of whose performance was higher. They also found that participants are more satisfied and had a greater interest in pursuing a career in the organization when they received the development opportunity.

Apart from that, a study conducted by Jamali and Nejati (2009) investigated the link between OJ (distributive, procedural, interactional) and CA barriers among academicians in Iranian society. They found that increasing distributive and interactional justice can decrease the barriers for CA; however, no significant relationship was found between procedural justice and the barriers of CA. Thus, it shows the clear link between distributive, procedural and interactional justice to CA.

Although promotion appears as the obvious indices in measuring employees' extrinsic CA, Bagdadli *et al.* (2006) claimed that promotion has been a relatively neglected aspect

by OJ scholar. As stated by Bagdadli *et al.* (2006) the only study that has specifically examined the perceived justice on promotion decisions is by McEnrue (1989). McEnrue's study focused on managers and assistant managers in a fast growing international restaurant company. The results showed that employees who perceived that they had future advancement opportunity perceived the promotion process as fair, irrespective of the number of promotions they had received or whether they perceived they had been passed over for promotion.

Due to the lack of study investigated OJ and its impact on promotion, Bagdadli *et al.* (2006) suggested for a study to examine the perceived OJ (e.g. distributive, procedural) on individuals' career satisfaction. They argued that an individual's career is not only based on promotion. They suggested that promotion is specifically referred to individual's career history; however, perceptions about justice of one's career are likely to form across time since career is perceived as a long-term reward. Therefore, they used career satisfaction to measure the individuals' perception towards the promotion decisions. This effort presented that both distributive and procedural justice plays an essential role in predicting career satisfaction. Thus, previous research confirmed the link between OJ and employees' extrinsic CA such as promotion (McEnrue, 1989); and the suggested link between OJ and employees' intrinsic CA such as career satisfaction (Bagdadli *et al.*, 2006).

Although no direct suggestion had been made by previous scholars to examine the impact of OJ on employees' CA; Wooten and Cobb (1999) claimed that organizations that provide CA opportunities are confronted with issues of justice at every stage of the

process including the way outcomes (e.g. CA) are delivered to participants (employees). Thus, OJ may play such an important role in determining employees' CA. This motivates the researcher to reveal the link between OJ and employees' CA. Since many career researchers argue that it is important to assess both components of career because the meaning of career can be well understood if both indicators are taken into account (Heslin, 2005; Mohd Rasdi, *et al.*, 2009a), both components of CA had been examined in this study.

2.4.4 OJ as the Possible Moderator

In general terms, a moderator is a qualitative or quantitative variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable (Baron & Kenny, 1986). The literature suggests that organizational justice may moderate the relationship between task performance, OCB and CA. In particular, in view of existing literature, it is expected that perceived OJ would affect the individuals' propensity to engage in task performance and OCB as well as CA. To demonstrate support to the proposed moderator, this research needs to support the relationship between OJ and the predictor variables (task performance, OCB), as well as the relationship between OJ and the criterion variable (CA). The following section suggests the possible moderator of OJ in greater detail.

In broad terms, OJ refers to perceived fairness of interactions between employees and the organization (Colquitt, 2001). Justice is important to most people with individual perceptions about it almost certainly influencing subsequent choices and behaviours

(Lind & Tyler, 1988). According to Cohen-Charash and Spector (2001), justice perceptions are considered to be influenced by (a) outcomes one receives from the organization, (b) organizational practices (procedures and quality of interactions), and (c) characteristics of the perceiver. Moreover, as stated by Podsakoff *et al.* (2000) some empirical studies propose the factor of perceived fairness (justice) as a potential situational and organizational variable which may serve as significant moderator.

To a large extent, the interest in job performance has been driven by the success of perceptions of fairness in predicting a variety of employee behaviours and attitudes that are important to both managers and staff alike. The violations of justice have been linked to lower level of task performance (Williams, 1999) and OCB (Moorman, 1991). Thus, perceptions of a fair process may result not only in improving employees' attitudes towards the prescribed role expectations which is task performance; but also in improving employees' behaviours that go beyond prescribed role expectations which is OCB. Apart from that, according to Greenberg (1990), in the eyes of an employee, CA below expectations can discredit OJ.

Since employees who perceive higher levels of justice will manifest higher levels of task performance (Williams, 1999); demonstrate more OCB (Konovsky & Pugh, 1994; Moorman, 1991), and perceive that they have future advancement opportunity through the fair promotion process (McEnrue, 1989), as well as achieve higher levels of career satisfaction (Bagdadli *et al.*, 2006), perceived OJ would affect the individuals' propensity to engage in task performance, OCB and CA. Therefore, this study suggests that the factor of OJ is essential to be tested as a moderator. Specifically, this study attempts to

examine the roles of OJ as a moderator in the relationship between both task performance and OCB with employees' CA.

2.5 THE UNDERPINNING THEORY

To further understand the concept upholds in this dissertation, there is a major theory which can be held; namely, Social Exchange Theory or SET. SET appears as the core theory which may explain the whole phenomenon especially on the influence of each dimension of OJ as a moderator in the relationship between employee's performance and their both components of CA perceptions. This theory will be discussed based on the variables that had been used in this study.

As stated by Gouldner (1960), SET is derived from the concept of 'norm of reciprocity' which refers to a mutual contingent exchange of benefits between two or more units. Therefore, promoting the best employee to enhance his CA will allow the organization to preserve its competitive advantage through competent employee who has higher levels of knowledge, skills and abilities. However, from the employees' point of view, CA offers individuals the exchange of tangible (e.g. number of promotion) and intangible (e.g. career satisfaction) outcomes which benefit them (Bagdadli *et al.*, 2006).

SET views organization as arenas for long term, mutual social transactions between the employees and the organization (Cropanzo & Prehar, 1999). According to Cropanzo and Prehar (1999), this mutual social transaction between employees and organization suggests that the excellent performance of employee (input of employee) may relate to

the excellent performance and effectiveness of organization (which benefit the organization). Therefore, as the exchange for employees' inputs, organization may obtain its benefit through the higher organizational performance and effectiveness. However, from the eyes of employees, as the exchange for their good performance and behaviours; employees may obtain the desired CA, either through the monetary aspect (e.g. pay raise when they are promoted) or through the non-monetary aspect (e.g. higher career satisfaction level) which are beneficial to them. Thus, this shows the transaction on how the mutual relationship exists between organization and employees.

According to Bagdadli *et al.* (2006), researchers suggested that OJ plays a role in the relationship between promotion decisions and employee reactions (Arvey & Sackett, 1993; Beehr, Taber & Walsh, 1980; De Souza, 2002). As stated by Bagdadli *et al.* (2006) employees are likely to have positive perceptions of their OJ when they receive desired CA (e.g. promotions). Therefore, as a reaction, employees who perceive there is OJ towards CA decisions will subsequently translate reaction into higher levels of organizational attachment (e.g. task performance, OCB). Apart from that, previous research also examines the role of justice in compensation decisions (Folger & Konovsky, 1989) and performance appraisals (Greenberg, 1986; Taylor, Tracy, Renard, Harrison & Carroll, 1995).

As presented by Bagdadli *et al.* (2006), the results of such research (Folger & Konovsky, 1989; Greenberg, 1986; Taylor, Tracy, Renard, Harrison & Carroll, 1995) generally show that positive career outcomes enhance individuals' perceptions of the fairness of the process. Thus, it leads to the suggestion that these previous evidence indirectly (Folger &

Konovsky, 1989; Greenberg, 1986) may imply the pattern of OJ which may be able to influence the decisions towards employees' career outcome such as promotion.

Equally important, according to Colquitt *et al.* (2001) various studies provided supports for the link between OJ components and the outcomes of individuals' behaviour (e.g. task performance, OCB). With regard to task performance, Colquitt *et al.* (2001) stated that most unclear of all relationships in the justice literature is the relationship between procedural justice and task performance. For example, Earley and Lind (1987) found a relationship between procedural fairness judgments and performance in a laboratory study; but not in a field study. However, Kanfer, Sawyer, Earley and Lind (1987) found a negative correlation between procedural justice and task performance.

However, according to Colquitt *et al.* (2001), previous studies demonstrated a consistent link between distributive justice and task performance (Ball, Trevino & Sims, 1994; Griffeth, Vecchio & Logan, 1989). Moreover, Masterson *et al.* (2000) presented stronger interactional justice effects on task performance, consistent with the agent-system model. With regard to OCB, Colquitt *et al.* (2001) noted that research on OCB has repeatedly demonstrated stronger linkages between procedural justice and OCB than between distributive justice and OCB (Ball *et al.*, 1994; Moorman, 1991).

For example, Moorman (1991) reported that procedural justice influenced four of five OCB dimensions, whereas distributive justice failed to influence any dimension. To the extent that OCB were measured in relation to supervisors rather than the whole organization, Colquitt *et al.* (2001) expected that interpersonal and informational justice

to be stronger predictors; this assumption is consistent with the agent-system model and the results of Masterson *et al.* (2000).

Apart from that, findings of Masterson *et al.* (2000) reported that procedural justice is related to the organization-referenced outcomes of OCBO while interactional justice is related to the supervisor-referenced outcomes of OCBI. Given the reports as given by Colquitt *et al.* (2001) study, this leads to the conclusion that there is a unique relationship among four dimensions of OJ (e.g. distributive, procedural, interpersonal, and informational justice) and individual behavioural outcomes (e.g. task performance, OCB). Therefore, in this study, the pattern of each dimension of justice and its relationship with employees' behaviour such as task performance and OCB had been revealed in the context of the Malaysian educational setting.

Relying on SET, previous scholars (Cohen-Charash & Spector, 2001) claimed that if employee perceives that there is OJ (input), he will reciprocates to increase his performance (outcome) in the social exchange relationship; and the employee's performance will benefit organization in return. Similarly in this study the researcher assumes that if employee perceives that there is OJ through the positive CA (as an input which is given by the manager as the organization representative), then he will reciprocate to increase his performance (outcome) in the social exchange relationship; and his performance will benefit the organization in exchange. Therefore, the role of OJ may influence the relationship between employees' performance and CA as theorized by the concept of SET.

Findings of previous research (Arvey & Sackett, 1993; Beehr *et al.*, 1980; De Souza, 2002) generally suggest that OJ in decision-making processes towards employees' promotion may encourage employees' acceptance by exchange with positive reactions. However, according to Bagdadli *et al.* (2006) little research has been done to examine the impact of justice on overall meaning of career (which may separate into the tangible component of career such as promotion and the intangible component of career such as career satisfaction).

Since a study by Colquitt *et al.* (2001) illustrated unique relationships among four dimensions of OJ (e.g. distributive, procedural, interpersonal, and informational justice) and individuals behavioural outcomes (e.g. task performance, OCB); thus, the moderating role of each OJ dimensions in the relationship between job performance factors and employees' CA are needed to be revealed. In addition, although there are evidence that confirm the link between OJ and employees' extrinsic CA such as promotion (McEnrue, 1989); and the suggested link between OJ and employees' intrinsic CA such as career satisfaction (Bagdadli *et al.*, 2006); however, to the best of the researcher knowledge there is still lack of evidence which demonstrates the link between OJ and both components of employees' career as well as the link between OJ and both types of job performance which have been combined in one particular research.

Thus, the impact of each dimensions of employees' perceived justice on two components of employees' career is important to be explored. Therefore, this present study proposes that if teachers perceive there is justice (e.g. procedural, distributive, interpersonal, informational) about the positive perceptions for both of their CA components (e.g.

number of promotion, career satisfaction); this may lead to a greater level of teachers' job performance (e.g. task performance, OCB) in the social exchange relationship; and teachers' performance will benefit the organization in exchange.

2.6 CONCEPTUAL FRAMEWORK

A model illustrating the relationships between task performance and OCB with CA is presented schematically in Figure 2.1. The figure presents an overview of the tested model in this study. The first independent variable of this study is task performance comprising a single dimension as developed based on the AWPR Form. Meanwhile, the second independent variable of this study is OCB which comprises a single-bipolar dimension as adopted by DiPoala *et al.* (2004). CA is the dependent variable of this study, which consists of extrinsic CA (e.g. promotion, number of promotion) and intrinsic CA (e.g. career satisfaction).

Further, it is also hypothesized that OJ moderates the relationship between task performance and OCB to CA. Thus, the four dimensions of Colquitt's (2001) OJ namely procedural, distributive, interpersonal and informational justice had been utilized in this study. Each variable included in the model is conceptually defined in Chapter 3.

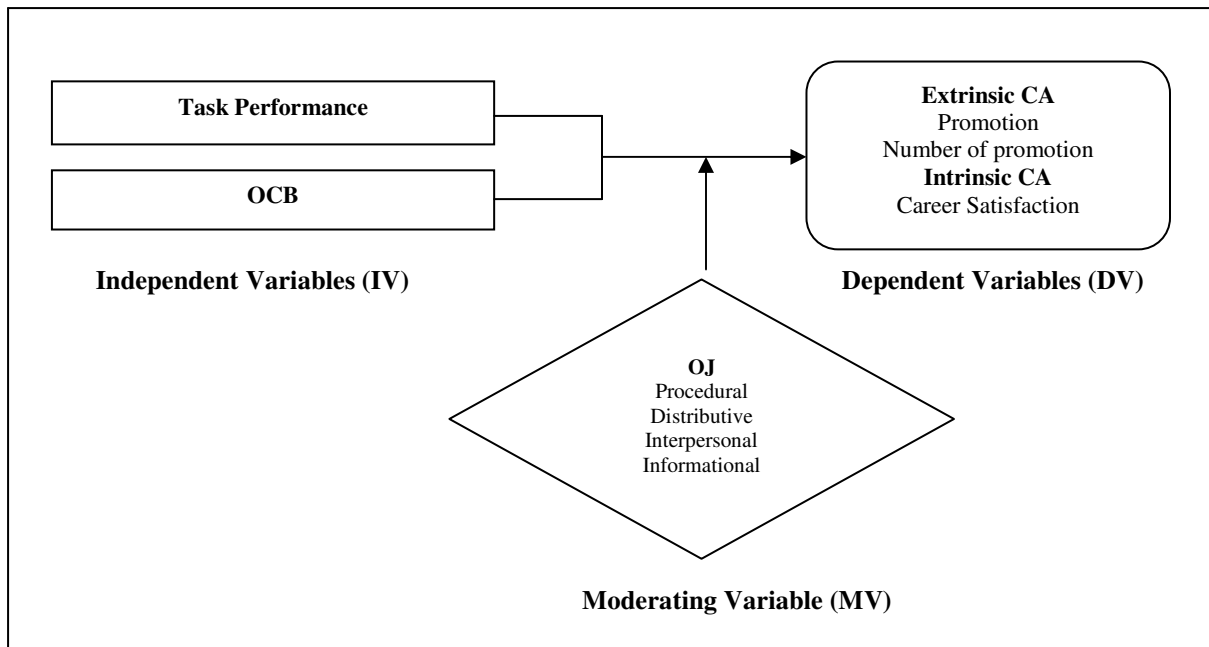


Figure 2.1: *Research Model*

2.7 RESEARCH HYPOTHESES

Based on the conceptual framework, the following hypotheses are formulated.

- H1a: Self-ratings of task performance will be significantly related to teachers' number of promotion.
- H1b: Self-ratings of OCB will be significantly related to teachers' number of promotion.
- H1c: Self-ratings of task performance will be significantly related to teachers' career satisfaction.
- H1d: Self-ratings of OCB will be significantly related to teachers' career satisfaction.

- H2a: Superior-ratings of task performance will be significantly related to teachers' number of promotion.
- H2b: Superior-ratings of OCB will be significantly related to teachers' number of promotion.
- H2c: Superior-ratings of task performance will be significantly related to teachers' career satisfaction.
- H2d: Superior-ratings of OCB will be significantly related to teachers' career satisfaction.

- H3a: In the self-ratings of perspective, there is significant relationship between procedural justice and number of promotion.
- H3b: In the self-ratings of perspective, there is significant relationship between distributive justice and number of promotion.
- H3c: In the self-ratings of perspective, there is significant relationship between interpersonal justice and number of promotion.
- H3d: In the self-ratings of perspective, there is significant relationship between informational justice and number of promotion.

- H4a: In the self-ratings of perspective, there is significant relationship between procedural justice and career satisfaction.
- H4b: In the self-ratings of perspective, there is significant relationship between distributive justice and career satisfaction.
- H4c: In the self-ratings of perspective, there is significant relationship between interpersonal justice and career satisfaction.
- H4d: In the self-ratings of perspective, there is significant relationship between informational justice and career satisfaction.
- H5a: In the superior-ratings of perspective, there is significant relationship between procedural justice and number of promotion.
- H5b: In the superior-ratings of perspective, there is significant relationship between distributive justice and number of promotion.
- H5c: In the superior-ratings of perspective, there is significant relationship between interpersonal justice and number of promotion.
- H5d: In the superior-ratings of perspective, there is significant relationship between informational justice and number of promotion.
- H6a: In the superior-ratings of perspective, there is significant relationship between procedural justice and career satisfaction.
- H6b: In the superior-ratings of perspective, there is significant relationship between distributive justice and career satisfaction.
- H6c: In the superior-ratings of perspective, there is significant relationship between interpersonal justice and career satisfaction.
- H6d: In the superior-ratings of perspective, there is significant relationship between informational justice and career satisfaction.
- H7a: Teachers' procedural justice moderates the relationship between self-ratings of task performance and number of promotion.
- H7b: Teachers' distributive justice moderates the relationship between self-ratings of task performance and number of promotion.
- H7c: Teachers' interpersonal justice moderates the relationship between self-ratings of task performance and number of promotion.
- H7d: Teachers' informational justice moderates the relationship between self-ratings of task performance and number of promotion.
- H8a: Teachers' procedural justice moderates the relationship between self-ratings of OCB and number of promotion.
- H8b: Teachers' distributive justice moderates the relationship between self-ratings of OCB and number of promotion.
- H8c: Teachers' interpersonal justice moderates the relationship between self-ratings of OCB and number of promotion.
- H8d: Teachers' informational justice moderates the relationship between self-ratings of OCB and number of promotion.

- H9a: Teachers' procedural justice moderates the relationship between self-ratings of task performance and career satisfaction.
- H9b: Teachers' distributive justice moderates the relationship between self-ratings of task performance and career satisfaction.
- H9c: Teachers' interpersonal justice moderates the relationship between self-ratings of task performance and career satisfaction.
- H9d: Teachers' informational justice moderates the relationship between self-ratings of task performance and career satisfaction.
-
- H10a: Teachers' procedural justice moderates the relationship between self-ratings of OCB and career satisfaction.
- H10b: Teachers' distributive justice moderates the relationship between self-ratings of OCB and career satisfaction.
- H10c: Teachers' interpersonal justice moderates the relationship between self-ratings of OCB and career satisfaction.
- H10d: Teachers' informational justice moderates the relationship between self-ratings of OCB and career satisfaction.
-
- H11a: Teachers' procedural justice moderates the relationship between superior-ratings of task performance and number of promotion.
- H11b: Teachers' distributive justice moderates the relationship between superior-ratings of task performance and number of promotion.
- H11c: Teachers' interpersonal justice moderates the relationship between superior-ratings of task performance and number of promotion.
- H11d: Teachers' informational justice moderates the relationship between superior-ratings of task performance and number of promotion.
-
- H12a: Teachers' procedural justice moderates the relationship between superior-ratings of OCB and number of promotion.
- H12b: Teachers' distributive justice moderates the relationship between superior-ratings of OCB and number of promotion.
- H12c: Teachers' interpersonal justice moderates the relationship between superior-ratings of OCB and number of promotion.
- H12d: Teachers' informational justice moderates the relationship between superior-ratings of OCB and number of promotion.
-
- H13a: Teachers' procedural justice moderates the relationship between superior-ratings of task performance and career satisfaction.
- H13b: Teachers' distributive justice moderates the relationship between superior-ratings of task performance and career satisfaction.
- H13c: Teachers' interpersonal justice moderates the relationship between superior-ratings of task performance and career satisfaction.
- H13d: Teachers' informational justice moderates the relationship between superior-ratings of task performance and career satisfaction.

- H14a: Teachers' procedural justice moderates the relationship between superior-ratings of OCB and career satisfaction.
- H14b: Teachers' distributive justice moderates the relationship between superior-ratings of OCB and career satisfaction.
- H14c: Teachers' interpersonal justice moderates the relationship between superior-ratings of OCB and career satisfaction.
- H14d: Teachers' informational justice moderates the relationship between superior-ratings of OCB and career satisfaction.

2.8 SUMMARY

In this chapter, the review of CA, task performance and OCB absolutely may enhance our knowledge regarding these three variables. Moreover, the concept of OJ as the proposed moderator and how it may link to task performance, OCB and CA may enrich our understanding about the expected relationships. This chapter has specified the research conceptual framework and its hypotheses as well. The details regarding the research methodology will be discussed in Chapter 3.

CHAPTER THREE

METHODOLOGY

The previous chapter had reviewed the relevant literature on CA, task performance, OCB and OJ to form a foundation for the proposed study. This chapter will discuss specifically in detail how the proposed study had been carried out. In particular, this chapter will specify the results of the pilot study, research design, instrumentation and measurement, data collection, and analysis procedure.

3.1 PILOT STUDY

Pilot study had been done to test the consistency and reliability of the independent and dependent variables; as well as the moderating variable. The dyadic approach had been utilized in this study. This is to ensure that the ratings of teachers' task performance and teachers' OCB can be obtained from both teacher and school's representative. Therefore, 30 Teachers Survey Set and 30 Management Survey Set were distributed among respondents working in six (6) primary schools located in District of Kubang Pasu. The lists of primary schools that had participated in the pilot study were Sekolah Kebangsaan Bandar Bukit Kayu Hitam, Sekolah Kebangsaan Bandar Baru Sintok, Sekolah Kebangsaan Felda Bukit Tangga, Sekolah Kebangsaan Felda Laka Selatan, Sekolah Kebangsaan Dato' Wan Kemara and Sekolah Kebangsaan Felda Batu Lapan.

All respondents had returned all the questionnaires. These responses were excluded in the actual study. One (1) school representative (e.g. Headmaster or Senior Assistant) was

required to rate five (5) teachers. The data collection for this pilot study had been conducted from 1st until 15th July 2012. According to Sabitha (2006), a selection of respondents in the range of 30 to 50 person was sufficient to conduct a pilot test. Cronbach's Alpha test for all variables in the pilot study had been reported in Table 3.1 and Table 3.2.

Table 3.1
Reliabilities of construct based on Teachers Survey Set (n = 30)

Variables	Number of Items	Cronbach's Alpha
Career Satisfaction	5	0.85
Task Performance	14	0.95
OCB	12	0.78
Overall OJ	22	0.97
Distributive Justice	6	0.97
Procedural Justice	8	0.95
Interpersonal Justice	4	0.87
Informational Justice	4	0.88

Table 3.1 reports Cronbach's Alpha for Teachers Survey Set. As seen, the alpha value for career satisfaction was equal to 0.85. Apart from that, the alpha value for task performance and OCB were at 0.95 and 0.78. In terms of the organizational justice breakdown, there were four dimensions namely distributive justice, procedural justice, interpersonal justice and informational justice. The alpha value for overall organizational justice was in the high scale reliabilities; $\alpha=0.97$. Similarly, the alpha value for each dimension of organizational justice were also in the high scale reliabilities, ranged from 0.87 to 0.97. However, no reliability was reported for number of promotion variable since it was tested by using the nominal scale.

Table 3.2
Reliabilities of construct based on Management Survey Set (n = 30)

Variables	Number of Items	Cronbach's Alpha
Task Performance	14	0.90
OCB	12	0.81

The values of Cronbach's Alpha for variables from the Managements Survey Set had been reported in Table 3.2. As seen, the alpha value for superior-ratings of task performance and OCB were also ranged in the high scale reliabilities. Specifically, the reliability test for superior-ratings of task performance showed the alpha value at 0.90. Meanwhile the reliability test for superior-ratings of OCB showed that the alpha value at 0.81.

Therefore, all variables used in this study showed high scale reliabilities, ranged from 0.78 to 0.97 (see Table 3.1 and Table 3.2). Hence, both sets of questionnaires (Teachers Survey Set and Management Survey Set) were suitable to be used for the actual study. Thus, it meant that all questions in both questionnaire sets were clearly understood by all respondents. According to Nunnaly (1978), if the value exceeds alpha reliability of more than 0.70, the questionnaires can be used for the actual study. Therefore, both questionnaire sets had been used by researcher in the actual study.

3.2 RESEARCH DESIGN

This section discussed in detail how the study had been carried out. The discussion included the population and sample size, sampling technique, data collection and research procedure. The purpose of a research design is to spell out the techniques and procedures

in order to collect the data. This is to ensure that the proposed study is relevant to the research problem. Besides that, the research design will assist the selection of the most economical procedure in conducting the study.

3.2.1 Population and Sample Size

The population of this research includes all teachers from all primary schools in one of state located in the northern region of Peninsular Malaysia, which is Kedah. Focusing on one particular state in doing research among Malaysian teachers is not new in the educational context. For example, previous research (Daud, 2007) which conducted a study to investigate the domain of primary school culture and its relationship with leadership, organizational commitment and academic achievement had also focused on all primary schools which are located in Kedah.

This study had utilized the dyadic approach. As stated by Hudayati (2002), 'the dyadic approach states that there are two sides (e.g. superior and subordinate) that play a role in reflecting the process of employees' performance' (p. 93). As cited by Hudayati (2002) this approach was developed by Dansereau, Graen and Haga (1975). Dansereau *et al.* (1975) stated that the right approach to analyze the relationship between superiors and subordinates because it reflects a process that links between the two.

An ideal assessment would combine information from multiple sources (including self) to form an integrated assessment that maximize the strength and minimize the weaknesses of single information sources (Farh, Werbel & Bedeian, 1988). This has been supported

by Allen, Barnard, Rush and Russel (2000) by indicating that the reliability of a single rater is unacceptably low and reliability can be increased by using multiple raters. For example, Hui, Lam and Law (2000) stated that the assessment of OCB (one category of employee's job performance) from two sources will permit cross validation and will strengthen the research findings. In the Malaysian context, a subsequent research is conducted by Khalid (2005) who used this approach to look at the perception gap over the superior and subordinate performance ratings on OCB assessment. Therefore, in this study, the ratings of teachers' OCB had been obtained from the perspective of teachers (self) and also from the perspective of management representatives (superior) in order to allow the existence of cross validation. Apart from that, the researcher assumes that the assessment of task performance from two sources will also permit cross validation since task performance had been grouped in the other category of employees' job performance (see Boorman & Motowidlo, 1993). Therefore, in this study the data regarding teachers' OCB and task performance had been obtained by using the dyadic approach. Thus, it is expected that these data will strengthen the research findings.

Therefore, in utilizing the dyadic approach, two sets of questionnaires had been designed in this study. The first set of questionnaire (Teachers Survey Set) had been specifically addressed to the selected teachers. Meanwhile, the other set of questionnaire (Management Survey Set) had been addressed to the Headmasters or Senior Assistants as the school representatives. Data regarding teachers' job performance (e.g. task performance, OCB) had been obtained from both categories of respondents (e.g. teachers and management representatives).

Hence, the data regarding teachers' task performance and OCB had been obtained in the perspective of teachers who personally engage with those types of performances. At the same time the data regarding teachers' task performance and OCB had been obtained in the perspective of management representatives who were responsible to make the evaluation of teachers' performance at the end of every year. Therefore, the data regarding teachers' task performance and OCB which obtained from the perspective of teachers can be cross-checked with the data regarding teachers' task performance and OCB which obtained from the perspective of management representatives.

However, data regarding OJ and CA had only been asked from teachers. This is because teachers are the individuals who are directly engaged to evaluate the perceptions towards justice in the school organization. Moreover, teachers are the ones who personally engaged with the career experience.

The population size of this study is equal to 17,467 teachers. All of these teachers came from the total numbers of 539 primary schools located in Kedah. The data regarding the numbers of all primary schools and the numbers of all teachers from each primary school in Kedah were obtained from *JPN* Kedah. This study focused on the individual unit of analysis. Thus, the unit of analysis for this study was the school teachers. As the units of analysis, individuals are commonly characterized in terms of their membership in social groups.

According to Krejcie and Morgan (1970) as cited by Sekaran (2003), a sample size of 375 teachers (for the populations of 17,467 teachers) is acceptable. However, a bigger

sample size is needed to overcome the possibility of non-response problem (Khalid, 2005). At first, the researcher planned to distribute about 1,000 pairs of questionnaires to the respondents. According to Becker and Randall (1994), minimizing the number of subordinates to be evaluated by superiors is important considering the time constraint faced by the superior. Moreover, biasness can be eliminated by reducing the number of subordinates to be rated by the superiors (Van Scotter & Motowidlo, 1996). Then, the researcher decided to distribute 3 questionnaires to each management representative. This ratio is better than some previous studies where superior-ratings involved up to 5 employees (Khalid, 2005) and 10 employees (Cappeli & Rogovsky, 1995). Therefore, the researcher decided to choose 300 management representatives which came from 300 primary schools. Each management representative needs to rate 3 teachers who are under his supervision.

Basically, all of these management representatives had been attached with 300 randomly selected primary schools. Each management representative had been asked to give responses and to answer 3 questionnaires regarding their perception towards the performance of 3 teachers from the same school. Hence, to overcome the possibility of the non-response problem, 900 Management Survey Sets (300 management representatives x 3 teachers per primary school) were distributed to the randomly selected 900 management representatives (e.g. Headmasters and/or Senior Assistants). Therefore, the researcher assumed that the possibility of the non-response problem can be reduced when there were extra 525 teachers (900 - 375) had been chosen to participate in this study. At the same time, there were 900 copies of Teachers Survey Sets were distributed to the total 900 selected teachers and this selection of teachers were tally with the school

in which the management representatives were selected. The method of choosing the sampling technique will be discussed in the next sub section.

Both types of questionnaires; namely Teachers Survey Set and Management Survey Set were distributed to all of respondents based on the ratio of respondents who came from the eight districts in Kedah. The details regarding the number of distributed questionnaires will be discussed in the next section. Table 3.3 illustrates details about the distribution of the whole population from all schools located in eight districts in Kedah.

Table 3.3
Distribution of Population

Primary schools in Kedah Districts	Population
Baling/Sik	2,276
Kota Kuala Muda	4,361
Kota Setar	3,491
Kubang Pasu	2,013
Kulim/Bandar Baru	2,659
Langkawi	818
Padang Terap	746
Pendang	1,103

Source: *JPN* Kedah (2012)

3.2.2 Sampling Technique

This study applied the simple random sampling technique. Therefore, the elements in the whole population have a known chance or probability of being selected as the sample subjects. This type of sampling is chosen because the representativeness of the sample is important for the purpose of generalization. This technique often improves the representativeness of the sample by reducing sampling error.

This study randomly selected 300 primary schools that represented 300 Headmasters and/or Senior Assistants (e.g. management representatives) by using the Table of Random Numbers. Hence, the researcher assumed that 900 paired questionnaires had been distributed to 300 management representatives (300 primary schools x 3 teachers) as the respondents. Each management representative from each primary school is required to answer 3 sets of Management Survey Set in order to gain the answer in the superior-ratings perspective. To date, all data gathered must consider the responses from both management representatives (superior-ratings) and teachers (self-ratings) in this study. Therefore, in order to gain the answer in the self-ratings perspective, the researcher had randomly selected 3 teachers from each selected primary school as the respondents. Each teacher from each primary school is required to answer Teachers Survey Set in the self-ratings perspective.

First and foremost, the total of 539 primary schools was listed according to the eight districts in Kedah. After that, 300 primary schools were selected from the list by using the simple random sampling technique. Tables of Random Numbers can be used in the simple random sampling process. A much more satisfactory approach if the population has 1,000 or more members is to use a Table of Random Numbers – also called a table of random digits (Gay & Airasian, 2003). Random number tables have been used in statistics for tasks such as selected random samples. This was much more effective than manually selecting the random samples (e.g. dice, cards, etc.). Nowadays, Tables of Random Numbers have been replaced by computational random number generators.

When the researcher decided to select 300 primary schools in order to get the responses regarding teachers' performance from the perspective of the superior-ratings, this meant that 55 percent (300 out of 539) of the total primary had been selected as the sample subjects in this study. Therefore, these 300 selected primary schools represented the responses from 300 management representatives. In other words, by using the Table of Random Numbers, the researcher had randomly selected 300 management representatives to participate in this study. As mentioned in the above section, all management representatives were asked to give responses in the perspective of management towards the performance (e.g. task performance and OCB) of the randomly selected 900 teachers.

Next, in order to select teachers as the respondents, the researcher had listed all teachers' names based on the 300 selected primary schools. This was to ensure that the selected teachers were matched to the appropriate primary schools. As mentioned in the above section, 3 teachers were randomly selected from each primary school. Again, the researcher used the Tables of Random Numbers in order to get the teachers' names. Therefore, 3 teachers had been chosen as participants from each primary school. This meant that the researcher had randomly selected 900 teachers (3 teachers x 300 schools) to participate in this study. Therefore, all of the 900 teachers were asked to give responses in their own perspective towards the variables of task performance, OCB, OJ and CA in this study.

All data regarding the names and the total numbers of teachers in Kedah, the total numbers and complete addresses of all primary schools located in Kedah, and the names of all management representatives (e.g. Headmasters and Senior Assistants) were given

by the Information Management Department, *JPN* Kedah. As stated by Cohen, Manion and Morrison (2007), the response rate for mail survey which is more than 40% is considered as good. Therefore, to overcome the possibility of non-response problem, a total of 900 sets of paired questionnaires (e.g. Teachers Survey Set and Management Survey Set) were distributed to all respondents with the assumption that 40% of the response rate is good enough for researcher to continue this study [300 primary schools x 3 teachers for each primary schools = 900 respondents]. In conclusion, there were 900 paired questionnaire sets (e.g. Teachers Survey Set and Management Survey Set) had been distributed to all teachers and management representatives in this study.

3.2.3 Data Collection

This study had utilized the mail survey in order to get the required information. For the reason of costs and the ease of implementation, mail surveys are more frequently used for social research than either telephone or face-to-face interviews (Dillman, 1991). According to Dillman (1991), two major reasons for the extensive use of mail survey methods are; first, there is much lower cost for completing them; second, procedures for mail surveys are often deemed simple enough that individuals and organizations conduct their own rather than relying upon survey research organizations.

The data collection began with the sending of Management Survey Sets to the selected 300 management representatives; and Teachers Survey Sets to the selected 900 teachers. Therefore, in the package of Management Survey Sets, there were cover letters that explained the objectives of the study and the instructions that all management

representatives need to follow. In addition, the cover letter stresses that the individuals' responses would be treated as confidential. This is in keeping with ethical guidelines and in the event of collecting any potentially sensitive data, especially when dealing with perceived OJ. Also, several supporting documents from MOE, *JPN* Kedah and Universiti Utara Malaysia (UUM) were enclosed in the survey package. At the same time, the researcher also enclosed the postage-paid return envelopes in the survey packages.

For example, in a package of a questionnaire set, there were several documents which had been put together by using the appropriate size of envelopes. The list of those documents which had been sent in every package of questionnaire set consisted of:

1. A cover letter addressed to management representative (e.g. Headmaster and/or Senior Assistant). In this cover letter, the researcher explained about the objectives of the study. After that, researcher gave several instructions to the management representatives regarding the distribution of the enclosed Teachers Survey Sets. Also, the researcher explained about the usage of the postage-paid return envelopes. Finally, the researcher mentioned about the time frame that had to be complied by all participants. (Please see Appendix C - Cover Letter).
2. Supporting document from MOE regarding the approval for the researcher to conduct this study. In this official letter, all teachers in MOE had been allowed to participate in this present study. (Please see Appendix D - Official Letter from MOE).
3. Supporting document from *JPN* Kedah regarding the approval for the researcher to distribute and to collect the questionnaire booklets. In this

official letter, all teachers from all primary schools located in Kedah are allowed to participate in the present study. (Please see Appendix E - Official Letter from *JPN* Kedah).

4. Supporting document from UUM regarding the status of the researcher as an active post graduate student from College of Business (COB), UUM. (Please see Appendix F - Official Letter from UUM).
5. Three (3) copies of Management Survey Set with the name of the respective teachers (as the participants) and the code index of the selected school had been written in the box on the upper right corner of the questionnaire booklet. This questionnaire (e.g. Management Survey Set) had been printed on purple color papers. (Please see Appendix G - A copy of Management Survey Set).
6. Three (3) copies of Teachers Survey Set with the name of the respective teachers (as the participants) and the code index of the selected school had been written in the box on the upper right corner of the questionnaire booklet. This questionnaire (e.g. Teachers Survey Set) is printed on blue color papers. (Please see Appendix H - A copy of Teachers Survey Set).
7. Four (4) postage-paid return envelopes. One (1) postage-paid return envelope is to be used by the management representative. The remaining three (3) postage-paid return envelopes are to be given and to be used by three (3) teachers.

First, all management representatives were asked to answer the three (3) Management Survey Sets. The Management Survey Sets are printed on purple papers. In the front page

of the questionnaire booklets (e.g. Management Survey Sets), the researcher highlighted the sentences below on the upper middle page of each questionnaire booklets.

‘Management Survey Set: This booklet had to be completed by the management representative (e.g. Headmaster or Senior Assistant) who makes the performance appraisal of the selected teacher as the name written in the box below’.

Although the researcher had explained that all management representatives are required to answer the Management Survey Set in the cover letter, the researcher repeated the instruction on the first page of the questionnaire booklet. This was to ensure that all of the management representatives had used the appropriate questionnaire booklet in giving their responses. In this questionnaire booklet, all of the management representatives are required to give their responses regarding their evaluation on the performance (e.g. task performance and OCB) of the selected teachers.

Next, the favor of all management representatives are needed to distribute the three (3) copies of Teachers Survey Sets together with the postage-paid return envelopes to the three (3) selected teachers. The Teachers Survey Sets and the postage-paid return envelopes had been enclosed together in the same package of the questionnaire set which had been mailed to all management representatives. Different from the Management Survey Set, the Teachers Survey Set was printed on the blue papers. This was to differentiate between the two questionnaires booklets (e.g. Teachers Survey Set and Management Survey Set). Therefore, it may help the management representatives to easily recognize the questionnaire booklets. Hence, the management representatives may

identify the questionnaire booklets that need to be answered by them; and the questionnaire booklets that need to be distributed to those three (3) selected teachers.

Similarly, in the front page of the blue questionnaire booklets (Teachers Survey Set), the researcher highlighted the sentences below on the upper middle page of the questionnaire booklets.

'Teachers Survey Set: This booklet had to be completed by the selected teacher as his/her name written in the box below'.

Not only that, the objective of the study and the instructions for all teachers had been written on the first page of the questionnaire booklet. This was to ensure that all teachers had been given the information regarding the present study (e.g. background of researcher, title of the study, objective of the study, etc.). On the first page of the questionnaire booklet, the researcher also mentioned about the complimentary postage-paid return envelopes. The researcher also stated about the deadline that all teachers (participants) had to be fulfilled. In this questionnaire booklet, all selected teachers are required to give the responses regarding the achievement of their promotion as well as their career satisfaction, their personal evaluation on each description of job performance (e.g. task performance and OCB) and their perceived OJ within the school context.

The task of collecting data from all the 900 teachers was carried out in stages within a period of 70 days, beginning from the 23rd July 2012 until 30th September 2012. By using the dyadic approach, the task of collecting data from all the 300 management representatives (which are expected to give responses for 900 Management Survey Sets)

was also carried out in the similar stages with the period of collecting data from all the selected teachers. This meant that the task of collecting data from all management representatives was carried out in stages within a period of 70 days. The researcher mailed all of questionnaires to all selected respondents at the same time. The dyadic approach had been utilized in order to get responses on teachers' task performance and OCB in the view of those selected teachers as well as the management representatives. As mentioned above, all selected teachers need to answer the Teachers Survey Sets; while each management representatives need to answer the total of three (3) of the Management Survey Sets.

To date, Teachers Survey Set was specifically designed for all teachers. The total number of 900 Teachers Survey Sets had been enclosed in the major survey packages that specifically addressed to the 300 selected management representatives. The code number for each primary school and the teacher's (participant) name is stated on the upper right corner on the teachers' questionnaire booklet. In addition, the cover letter on the first page of questionnaire booklet stressed those teachers to only give their responses by answering the questionnaire booklet if they had been evaluated by management representative in the present school. All of these teachers were selected based on the ratio of primary schools from the eight districts in Kedah.

To date, the Management Survey Set was specifically designed for all management representatives (e.g. Headmasters or Senior Assistants). The total number of 900 Management Survey Sets had been mailed to 300 Headmasters and/or Senior Assistants. As discussed in the above section, each envelope contained the questionnaire booklet

(with the same name of teachers that they need to evaluate), supporting document from MOE, supporting document from *JPN* Kedah, supporting document from UUM and the postage-paid return envelopes for returning the whole set of the completed questionnaires. The names of teachers that need to be evaluated were stated at the upper right corner on the managements' questionnaire booklet. In addition, the cover letter on the first page of the questionnaire booklet stressed that the management representatives (e.g. Headmasters or Senior Assistants) to only give their responses by answering the questionnaire booklet if the name of teachers displayed on the upper right corner on the questionnaire booklet had been assigned under their supervision.

3.3 INSTRUMENTATION AND MEASUREMENT

This section discussed in detail on how the variables were measured. Briefly, this section tried to picture the ways of both questionnaire sets had been developed. The discussion also included the survey format, the content in the Teachers Survey Set as well as in the Management Survey Set. The last section reported the distribution of the questionnaire items in each survey set.

3.3.1 Survey Format

Two sets of questionnaires were distributed to all respondents. The questionnaire sets were: (a) Teachers Survey Set; and (b) Management Survey Set. Since all of the respondents were well versed in Malay, both types of questionnaires were developed in Malay. Many of the local scholars who conducted studies within the Malaysian

educational context had also used the Malay version in their questionnaire sets (Abdullah, Ngang, Ismail, 2007; Annamalai, Abdullah & Alazidiyeen, 2010; Daud, 2007; Ishak, 2011).

As explained in Chapter 2, four (4) main variables had been examined in this study. The variables included task performance, OCB, OJ and CA. Responses regarding the variables of task performance and OCB were obtained from both teachers (self-ratings) and management representatives (superior-ratings). As discussed in the subsection 3.2.1, there is a reasonable theoretical justification for the use of multiple rating of task performance and OCB. Apart from that, responses regarding the remaining two variables; namely OJ and CA were obtained only from the perspective of teachers (self-rating) – please refer to subsection 3.2.1.

The cover letters on the first page of both questionnaires stressed that the survey was for scientific purposes only and helps were available, if needed, for the purpose of clarification. The subjects were also informed that their responses were kept confidential and it was a voluntary participation. Apart from that, the cover letters were printed on the first page of both survey sets. It included the identification of the researcher, purpose of the survey, how respondent were selected, how the data will be used, the approximate time to complete the survey, the assurance of confidentiality, contact number of researcher, benefits of participation to the respondents' employer and expression of appreciation for participating and responding promptly.

Since previous researcher (Ashton & Hylas, 1981) suggested using hand-written signatures to stimulate responses from the participants, the researcher used the suggestion in the present study. Since the questionnaires consist of more than two pages, a booklet format is used. The cover letter from the researcher was printed on the first page of the questionnaire booklet. The booklet format had several advantages. As cited by Khalid (2005) it was physically more attractive, easier for the respondents to turn the pages, and to avoid the problems of lost pages (O'Rourke, 2001). A provision was made for code number identification which was placed on the upper right corner of the questionnaire. The code number was essential in order to match respondents with the appropriate schools. It allowed the researcher to keep track of which questionnaires had been returned and to identify the non-respondents for conducting the subsequent follow up (O'Rourke, 2001). It also allowed researcher to match the right subordinates (teachers) with the right superiors (management representatives) based on the selected primary schools. For this purpose, the names of teachers are stated on the upper right corner of the both Teachers Survey Set and Management Survey Set.

3.3.2 Operational Definitions

3.3.2.1 Career Advancement (CA)

CA is defined as the accumulative positive works and psychological outcomes resulting from one's work experiences (Seibert & Kraimer, 2001). The first variable referred as the extrinsic CA. These include indicators of CA that can be seen and therefore can be evaluated objectively by others, such as salary increments, promotion and the number of promotion in one's career (Bergeron, 2005; Judge *et al.*, 1995).

In this study, extrinsic CA is referred to the movement of teachers' promotion which starts from the grade of DG29, DG32, DG34, DG38, DG41, DG44, DG48, DG52, DG54 and up to the Special Grade (JUSA). In addition, extrinsic CA in this study is also referred to the number of promotion that had been received by teachers throughout their career journey.

The second variable referred as the intrinsic CA. These capture individual's subjective judgments about their career attainments, such as career satisfaction (Ishak, 2011; Judge *et al.*, 1995). In this study, intrinsic CA is referred to teachers' perception towards their career satisfaction according to the career satisfaction scale as developed by Greenhaus *et al.* (1990).

3.3.2.2 Task Performance

Task performance involved with the completion of tasks or activities that specifically fulfilled the written job requirements or descriptions (Williams & Anderson, 1991). These behaviours include completion of assigned duties, fulfill responsibilities which are specified in job description, perform tasks which are expected, meet formal performance requirements of the job, engage in activities that will directly affect the performance appraisal and focus on each aspects of the job. Task performance is referred to the core behaviour that includes activities which have to be done to accomplish the central task of the organization (Borman & Motowidlo, 1993).

In this study, teachers' task performance is referred to the all aspects of 'Job Output', 'Knowledge and Skill', 'Personal Quality' and 'Activities and Contributions excluding the Official Duties' as stated in the AWPR Form (PSDM, 2002). The first two aspects of this performance (e.g. job output, knowledge and skill) require teachers to engage with the core business of the school institution (Malakolunthu & Malek, 2008).

Specifically, this performance refers to teaching and learning process in the classroom. Eventhough the other aspects (e.g. personal quality, activities and contributions excluding the official duties) are not directly involve teachers in teaching and learning, these aspects are required to be performed by teachers as they are expected to be fulfilled in the AWPR Form. Therefore, all of these four aspects which had been used in AWPR process will be referred as teachers' task performance in this study.

3.3.2.3 Organizational Citizenship Behaviour (OCB)

OCB is a useful term to describe voluntary and discretionary teachers' behaviours that go the 'extra mile' to help students and colleagues to succeed which are not the performance expectations of their official role; OCB is a matter of personal choice and not an enforceable requirement of the role (DiPoala *et al.*, 2004). As defined by Borman and Motowidlo (1993), OCB referred to the non-core behaviours that include activities which do not directly support the technical core, but rather support the organizational, social and psychological environment in which the technical core must function.

Therefore, OCB referred to the voluntary behaviour of teachers which is very crucial in supporting them to accomplish the core business of the school institution. In this study, the measurements of OCBSS developed by DiPoala *et al.* (2004) will be used when referring to teachers' OCB. Specifically, in this study, teachers OCB is referred to several voluntary behaviours such as: help students on own time; not wasting a lot of class time; voluntarily help new teachers; volunteer to serve in new committees; volunteer to sponsor extracurricular activities; arrive at work and meetings on time; take the initiative to introduce substitutes; begin class promptly and use class time effectively; give colleagues advanced notice of changes in schedule or routine; give an excessive amount of busy work; involve actively in increasing committees productivity, and make innovative suggestions to improve the overall quality of the school.

3.3.2.4 Organizational Justice (OJ)

OJ is defined as an individual's perception of and reactions to fairness in an organization (Greenberg, 1987). OJ is referred to perceived fairness of interactions between employees and the organization (Colquitt, 2001). OJ in this research is defined based on four dimensions such as distributive justice, procedural justice, interpersonal justice and informational justice as introduced by Colquitt *et al.* (2001).

These entire four dimensions are the processes that involved in rewarding workers. Distributive justice refers to employee's perception towards the rewards that he/she receives including promotion and incentives (Adams, 1965). Procedural justice refers to

the perceptions of the employees regarding the procedures and process of gathering rewards (Thibaut & Walker, 1975).

Interpersonal justice refers to employee's perception towards the interpersonal treatment that he/she receives during the procedure of gathering incentives (Bies & Moag, 1986). Finally, informational justice refers to the perceptions of employees about the clear information related to a decision that made by the organization (Bies, Shapiro & Cummings, 1988). Specifically, in this study all dimensions of Colquitt *et al.* (2001) justice is referred to perceived justice of teachers toward the process of CA decision in the school.

3.3.3 Teachers Survey Set

The first set of questionnaire, which was, the Teachers Survey Set consists of five (5) sections namely Section A, B, C, D and E. Since all teachers were required to give the information for all variables in this study, all teachers had been asked to fulfill the five (5) sections in this questionnaire set which consists of sixty-four (64) questions altogether. Therefore, in this set of questionnaire, teachers were required to state the information which related to all variables in this study such as the data regarding their CA, task performance, OCB and their perceived OJ towards the schools. At the same time, teachers were also asked to reveal their demographic background. Please see details of Teachers Survey Set Questionnaire Items in Table 3.3.4 (a) – page 148.

In Section A, the researcher had developed seven (7) questions in order to obtain data regarding the demographic background for all respondents. For this section, two types of scale had been chosen (e.g. nominal scale and ratio scale). By using nominal scale, three (3) questions on teachers' gender, race and qualification had been developed. The next four (4) questions in the demographic section were based on ratio scale. These questions are about the respondents' age, the year of the respondents' first appointment as teachers, the year of respondents' first confirmation as teachers, and the total years of respondents' experience as teachers after the confirmation.

In Section B, the researcher also used two types of scale (e.g. nominal scale and interval scale). In this section, the researcher tried to reveal the data regarding respondents' extrinsic and intrinsic CA. As for the extrinsic CA (e.g. promotion and number of promotion), the nominal scale had been used. In this study, the criterion of promotion refers to three (3) items. The first promotion item concerns the data regarding teachers' first grade of appointment. The second promotion item directly asks respondents to state either they had received the promotion or not. The third promotion item asks respondents to tick the highest grade of their attainment.

Therefore, the first and third promotion items ask respondents to state the grade of their first appointment and their current attainment. According to '*Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan*' (MOE, 2009), the grade started with DG29 followed by the higher grade of promotions such as DG32, DG34, DG38, DG41, DG44, DG48, DG52 and DG54. Hence, the researcher had used all these grades in the questionnaire since these grades scheme were consistent with the two groups of teachers which had

been categorized into *PPPLD* or *PPPS* schemes. As for the number of promotion criterion, only one (1) item had been asked. This item requires respondents to state the number of promotion that they had received during their first appointment.

The next stage in this section was to reveal the intrinsic CA of every selected respondent (teacher). Therefore, the data regarding respondents' perception towards their career satisfaction had been examined by using the interval scale. As stated by Hofmans *et al.* (2008) career satisfaction inquires not only about success, but also about progress to date, meaningfulness, future prospects, and so on. Thus, this may become one of the best methods to measure the intrinsic indicator towards teachers' CA in the Malaysian context. Hence, in this study the instrument for career satisfaction was fully adopted from Greenhaus *et al.* (1990) which using a five-point Likert scales.

Likert scales are a common way of obtaining ratings on a wide variety of surveys (Allen & Seaman, 2007). Likert scales are commonly used to measure attitude, providing a range of responses to a given question or statement. Typically, there are 5 categories of response, from 1 = strongly disagree to 5 = strongly agree, although there are arguments in favour of scales with 7 or with an even number of response categories (Cohen, Manion & Morrison, 2000).

As stated by Sekaran and Bougie (2009) whether Likert scale is an ordinal or an interval is a subject of much debate. Treating ordinal scales as interval scales has long been controversial (Knapp, 1990). In ordinal scales, the points on the scale are ranked in order, but the distance between the points is not necessarily constant; whereas in interval scales,

the points on the scale are not only in rank order, but the distance between the points is constant (Scales of Measurement, 2006). Likert scales are often treated as interval scales because they calculate average responses to statements (Schmee, Josef & Jane, 2010).

The response categories in Likert scales have a rank order, and the intervals between values cannot be presumed equal (Jamieson, 2004). As cited by Jamieson (2004), although the intervals between values cannot be presumed equal, Blaikie (2003) points out that researcher frequently assumes that they are equal. It is very difficult to demonstrate equal intervals in Likert scales, but it is often assumed equal in order to analyze data (Scales of Measurement, 2006).

Several papers (Baggaley & Hull, 1983; Maurer & Pierce, 1998; Vickers, 1999) have shown that Likert scales can indeed be analyzed effectively as interval scales. Researchers who analyze Likert scales data as though they were interval include those who have published in prestigious, peer-reviewed journals, illustrating that this practice was widespread and not limited to those whose research was frivolous or otherwise unimportant (Jamieson, 2004). Therefore, it has become a common practice to assume that Likert-type categories constitute the interval level of measurements (Jamieson, 2004). This is supported by Sekaran and Bougie (2009) who stated that Likert scales are generally treated as interval scale. Given that, in this study, the researcher treats the Likert scales as fall within the interval level of measurements.

In this study, the scale for career satisfaction ranges from (1) strongly disagree to (5) strongly agree. These 5 items of career satisfaction asks participants regarding the

personal perception of career accomplishment based on several points of view. The five items (5) are listed as below:

1. I am satisfied with the success I have achieved in my career.
2. I am satisfied with the progress I have made towards meeting my overall career goals.
3. I am satisfied with the progress I have made towards meeting my goals for advancement.
4. I am satisfied with the progress I have made towards meeting my goals for the development of new skills.
5. I am satisfied with the progress I have made towards meeting my goals for income.

In Section C, the questions were specifically designed to reveal the data regarding teachers' task performance. The instrumentation for teachers' task performance was developed accordingly to the AWPR Form. As briefly discussed in Chapter 1, there were four (4) aspects of performance which had been evaluated in the performance appraisal process. These four (4) aspects were categorized as the job output, the knowledge and skill, the personal quality and the activities and contribution excluding the official duties. According to AWPR Form, there are five (5) questions regarding the aspect of job output, three (3) questions regarding knowledge and skill, five (5) questions regarding teachers' personal quality and one (1) question regarding teachers' activities and contributions excluding official duties. Therefore, the researcher adopted all of these questions and developed these questions accordingly with the four (4) aspects of task performance as stated in the AWPR Form. Hence, there are fourteen (14) questions in this section which require teachers to give their responses on their self-rating of task performance

descriptions. Below here are the questions regarding teachers' task performance which had been used in this study:

Job Output:

1. I produce work based on the quantity of work and as prescribed by the administration.
2. I produce work based on the quality of work and as targeted and evaluated in the terms of completeness, orderly and neat.
3. I produce work based on the quality of work and as targeted upon the employment and as evaluated in the terms of my efforts and initiatives to achieve the work perfection.
4. I am able to produce work or have been producing a work within the prescribed period.
5. I am able to produce work and have been evaluated in order to meet the needs of customers.

Knowledge and Skill:

6. I have the knowledge and skill/expertise in producing work including the ability to identify, analyze and solve problems.
7. I am able to appreciate and implement policies, regulations and administrative instructions related to the work.
8. I am able to express opinions, thoughts, understanding or instruction in oral and writing relating to the scope of work and these including good grammar and presentation.

Personal Quality:

9. I have the vision, commitment, ability to make decisions, to inspire and encourage employees towards the achievement of organizational objectives.
10. I am capable and able to control all resources such as financial, manpower, equipment and information in order to plan, organize, distribute and operate a work to achieve organizational objectives.
11. I am mentally and physically have the self-restrain and these include the compliance with regulations, the punctuality, keeping promises and patience.
12. I was able to expect the possibilities, to create and produce new ideas and to improve the quality and productivity of the organization.
13. I am able to create a harmonious and friendly environment and can adapt in all circumstances.

Activities and Contributions excluding Official Duties:

14. I get involved in activities and also contribute other than my official duties.

The researcher also followed the evaluation scale which had been taken from the AWPR Form. As stated in the AWPR Form, the scales were ranged from 1 to 10. Please see Table 3.3.2.1 to Table 3.3.2.4 regarding the descriptions of scale for each aspect in the AWPR Form which had been adopted by researcher.

Table 3.3.2.1
Scale of Job Output

LEVEL	Scale	Descriptions
Very Low	1	The work is always under a predetermined minimum level
	2	The work is often under a predetermined minimum level
Low	3	The work is sometimes achieved the predetermined minimum level
	4	The work is often achieved the predetermined minimum level
Medium	5	The work is sometimes more than a specified minimum level
	6	The work is always greater than a predetermined minimum level
High	7	The work is sometimes meet a predetermined maximum level
	8	The work is often achieved the predetermined maximum level
Very High	9	The work is always achieved a predetermined maximum level
	10	The work is always greater than a predetermined a maximum level

Table 3.3.2.2
Scale of Knowledge and Skill

LEVEL	Scale	Descriptions
Very Low	1	Not having the knowledge and skills/basic skills in the areas of work and
	2	in need of a guidance
Low	3	Lack of knowledge and skills/expertise in the terms of reference and
	4	have to be guided by the superior
Medium	5	Having the sufficient knowledge and skills/expertise in the terms
	6	of reference
High	7	Having the knowledge and skills/expertise in the field of work and often
	8	appear as a source of reference either inside or outside the organization
Very High	9	Having the very broad and deep knowledge and skills/expertise in the
	10	terms of reference, having the recognized knowledge and skill/expertise in the terms of reference and always appear as a source of reference either inside or outside the organization

Table 3.3.2.3
Scale of Personal Quality

LEVEL	Scale	Descriptions
Very Weak	1	Not appreciative and implement the personal quality characteristics
	2	
Weak	3	Less appreciative and implement the personal quality characteristics
	4	
Medium	5	Appreciate and implement features with satisfactory personal quality characteristics
	6	
Good	7	Appreciative and implement features with good personal quality characteristics often appear as a source of reference either inside or outside the organization
	8	
Excellence	9	Always appreciative and implement features with outstanding personal quality characteristics
	10	

Table 3.3.2.4
Scale of Activities and Contributions excluding Official Duties

LEVEL	Not Active		Less Active		Medium Active		Active		Very Active	
SCALE	1	2	3	4	5	6	7	8	9	10

Next, Section D requires respondents to reveal the data regarding their voluntary behaviour, or OCB. As explained in Chapter 2, the instrumentation for teachers' OCB was adopted from DiPoala *et al.* (2004) measurements. According to DiPoala *et al.* (2004), these twelve (12) items of OCBSS work well for various level of schools (e.g. elementary school, middle school, high school) in Ohio and Texas. As stated by DiPoala *et al.* (2004), the construct validity is also supported in all the three samples due to the reliability, stability and predictive validity. Moreover, previous OCB researchers had utilized this scale in examining OCB among teachers from the primary schools.

For example, Zeinabadi (2010) had used this scale in his study which was conducted in Iran; while, Ariffin (2014) also had utilized this scale in one of the local OCB study. The researcher predicted that the measurements of DiPoala *et al.* (2004) had appeared as one of the best instruments to measure the level of teachers' OCB within the Malaysian context. Therefore, all of these items had been used in this study. The twelve (12) items are listed as below:

1. I help students on my own time.
2. I waste a lot of class time (R).
3. I voluntarily help new teachers.
4. I volunteer to serve on new committees.
5. I volunteer to sponsor extra curricular activities.
6. I arrive to work and meetings on time.
7. I take the initiative to introduce myself to substitutes and assist them.
8. I begin class promptly and use class time effectively.
9. I give colleagues advanced notice of changes in schedule or routine.
10. I give an excessive amount of busy work (R).
11. My committee in this school works productively.
12. I make innovative suggestions to improve the overall quality of this school.

The interval scale used in this section ranged from (1) strongly disagree to (5) strongly agree. In this study, the issue of measuring teachers' task performance and OCB were not restricted under any particular year in order to make it consistent with the year of teachers receiving their promotion. This kind of approach was not new in some of CA studies. For example, previous CA researchers (Bergeron, 2004, Carmeli *et al.*, 2007) did not require

their respondents to state the particular year that they engaged with the behaviours. To date, these researchers (Bergeron, 2004, Carmeli, *et al.*, 2007) conducted their research to measure the link between task performance and OCB with CA. Hence, in this study, the researcher used the same approach in gaining data regarding participants' task performance and OCB.

Here was the justification of applying this kind of approach. Both types of behaviours, especially OCB had been displayed by employees throughout the years. Although the key factor for teachers' CA in Malaysia were based on the objective evaluations or task performance (Malakolunthu & Malek, 2008), this study had been carried out to investigate whether OCB (e.g. help students on own time and during recess, arrive to work and meetings on time, voluntarily help new teachers) did play any role to the extension of teachers' CA in a longer period.

As stated by Organ (1997) employees may be rewarded on their OCB over time. Van Scotter *et al.* (2000) also supported that OCB was related to career outcomes in the dimension of promotion over time. Thus, it may lead to the assumption that OCB needs a longer time to be rewarded. This assumption was supported by previous scholar (Bergeron, 2004) who suggested that 'if OCB does result in some cumulative advantage it would probably take a longer period of time to see the effect' (p. 39). Hence, employees' CA may be the effect of the cumulative advantage of OCB and probably it will take a longer time to be revealed. Therefore, based on the existing literature (Bergeron, 2004; Sutton, 2005; Van Scotter *et al.*, 2000), the researcher expected that a

clearer relationship between OCB and career outcomes in a longer term (e.g. CA) may be revealed in this study.

Therefore, in this study, teachers were asked to give their response to the extent that they believed their engagement in OCB may be considered in their CA decision. It may not be necessary asking respondents to specifically mention the years that they had been engaged with OCB activities. This is because it may be difficult for them to remember in what particular year that they had performed those types of behaviours; particularly when respondents were required to clearly identify their behaviours based on several OCB items. It may be more difficult for the management representatives (e.g. Headmasters or Senior Assistants) to specifically mention the years that their subordinates (e.g. teachers) had been engaged with those types of behaviours due to the memory distortion.

Finally, in Section E, all questions had been developed to reveal the data regarding teachers' perceived OJ. As for the OJ instrument, the four (4) dimensional measures as developed by Colquitt (2001) had been adopted. In this study, researcher holds the four (4) dimensions of OJ constantly in order to explore the effects of using both task performance and OCB on teachers' CA. There were twenty-two (22) items for justice perception according to Colquitt's (2001) scale. Since the perceptions about justice of one's career were likely to form across time and since career was perceived as a long-term reward (Bagdadli *et al.*, 2006), teachers were asked to give their responses on the perceived justice towards the present school that they are attached. One of a local study which had utilized this kind of scale within the Malaysia educational context is

Annamalai (2011). Below are the twenty-two (22) items regarding all dimension of OJ measurement which had been used in this study:

Distributive Justice:

1. I am evaluated fairly considering the responsibilities that I have.
2. I am evaluated fairly in view of the amount of experience I have.
3. I am evaluated fairly taking into account the amount of education and training I have.
4. I am evaluated fairly for the amount of effort I put forth.
5. I am evaluated fairly for the work I have done well.
6. I am evaluated fairly for the stresses and strains of my job.

Procedural Justice:

7. My school procedures give priority for collecting accurate information before making decisions.
8. My school procedures provide opportunities to appeal or challenge decisions.
9. My school procedures follow a standard ruling so that decisions can be made with consistency.
10. My school procedures are constructed in a manner to hear concerns of all affected by a decision.
11. My school procedures provide useful feedback regarding a decision and its implementation.
12. My school procedures allow requests for clarification or additional information about a decision.
13. My administrator considers my viewpoint.
14. My administrator suppresses personal biases.

Interpersonal Justice:

15. My administrator provides me with timely feedback about decisions and their implications.
16. My administrator treats me with kindness and consideration.
17. My administrator shows concern for my rights as an employee.
18. My administrator takes steps to deal with me in a truthful manner.

Informational Justice:

19. My administrator explains the procedures thoroughly.
20. My administrator's explanations regarding the procedures are reasonable.
21. My administrator tailors his/her communications to individual's specific needs.
22. My administrator communicates the details in a timely manner.

In this section, researcher had also applied the interval scale as adopted from the original scale which ranged from (1) strongly disagree to (5) strongly agree.

All questions that used the interval scale in Teachers Survey Set applied the five-point Likert scale; basically rated from (1) strongly disagree to (5) strongly agree except the scale for task performance. Scale of task performance had adopted the original scale based on AWPR Form which rated from 1 to 10 with different descriptions for each aspect as given in the previous paragraph.

Although the questions regarding task performance and OCB had been asked from both managerial representatives and teachers, the questions regarding OJ and CA had been asked only from the perspective of teachers (self-rating). Therefore, teachers had to

reveal the information regarding their perceived justice towards the school. In addition, teachers also had to state the rank of their promotion grades as well as their perceptions of career satisfaction along their career.

3.3.4 Management Survey Set

The second set of questionnaires, namely the Management Survey Set, was addressed to the management representatives from each school. Differ with the Teachers Survey Set; the Management Survey Set only consisted of three (3) sections: Section A, B and C. As mentioned previously, the management representatives from each school were the Headmasters or the Senior Assistants which had been appointed by the MOE to manage the school as an organization. Basically, the three (3) categories of Seniors Assistants in the primary schools were consisted of the Senior Assistant (Academic), Senior Assistant (Student Affairs) and Senior Assistant (Curriculum).

However, the availability of all these three positions of the Senior Assistants depends on the school structure. The school with big number of students normally had all those three categories of Senior Assistants. However, the school with fewer students normally had only two categories of Senior Assistants such as Senior Assistant (Academic) and Senior Assistant (Student Affairs).

As stated previously, there were three (3) sections in Management Survey Set. Section A had been developed to reveal the data related to the demographic background for all respondents (management representatives). Section B had been developed to reveal the

management representatives' perception towards teachers' task performance; whereas Section C had been designed to reveal the management representatives' perception towards teachers' OCB. Please see details of Management Survey Set Questionnaire Items in Table 3.3.4 (b) – page 148.

In Section A, management representatives were required to give the information regarding their demographic background. Two types of scale had been used in this section. It consisted of nominal scale as the first scale; and ratio scale as the second one. By using the nominal scale, there were four (4) questions concerning respondents' gender, race, qualification, and rank (e.g. the current position of participant as a management representative).

Apart from that, by using the ratio scale, there were also four (4) questions which had been developed. These questions were developed to gain data regarding respondent's age, the years of respondent's experience as a management representative in total (e.g. whole experience of being a Headmaster or Senior Assistant), the years of respondent's experience as a management representative in the present school (e.g. experience of being a Headmaster or Senior Assistant in the present school), and years of respondent's experience as a teacher in the educational context (e.g. whole experience as a teacher after the first confirmation). The total number of questions in the demographic section was eight (8).

Meanwhile, in Section B, management representatives (e.g. Headmasters or Senior Assistants) were required to state their perceptions regarding task performance of the

selected teachers. In this section, researcher also adopted the description of task performance as stated in AWPR Form. Similarly, fourteen (14) items had been developed by researcher in this section. The questions addressed the management representatives to give their responses towards the evaluation of task performance related to the selected teachers. All of the fourteen (14) items of teachers' task performance were listed as below:

Job Output:

1. This teacher produces work based on the quantity of work and as prescribed by the administration.
2. This teacher produces work based on the quality of work and as targeted and be evaluated in the terms of completeness, orderly and neat.
3. This teacher produces work based on the quality of work and as targeted upon the employment and as evaluated in the terms of efforts and initiatives to achieve the work perfection.
4. This teacher is able to produce work or has been producing work within the prescribed period.
5. This teacher is able to produce work and has been evaluated in order to meet the needs of customers.

Knowledge and Skill:

6. This teacher has the knowledge and skill/expertise in producing work including the ability to identify, analyze and solve problems.
7. This teacher is able to appreciate and implement policies, regulations and administrative instructions related to work.

8. This teacher is able to express opinions, thoughts, understanding or instruction in oral and writing relating to the scope of work and these including good grammar and presentation.

Personal Quality:

9. This teacher has the vision, commitment, ability to make decisions, to inspire and encourage employees towards the achievement of organizational objectives.
10. This teacher is capable and able to control all resources such as financial, manpower, equipment and information in order to plan, organize, distribute and operate a work to achieve organizational objectives.
11. This teacher is mentally and physically has the self-restrain and these include the compliance with regulations, the punctuality, keeping promises and patience.
12. This teacher is able to expect the possibilities, to create and produce new ideas and to improve the quality and productivity of the organization.
13. This teacher is able to create a harmonious and friendly environment and can adapt in all circumstances.

Activities and Contributions excluding Official Duties:

14. This teacher gets involved in activities and also contributes other than his/her official duties.

The scale was also the same with the scale which had been used to measure teachers' task performance as described in the Teachers Survey Set. It was ranged from very low (1) to very high (10) for the both aspects of 'job output' and 'knowledge and skill'. The scale for 'personal quality' aspect was ranged from very weak (1) to excellence (10); while the scale for the aspect of activities and contributions excluding the official duties was

ranged from not active (1) to very active (1). Please refer to Table 3.3.2.1 to Table 3.3.2.4 from page 135 to 136 regarding the scale for each aspect.

Meanwhile, in Section C, management representatives (e.g. Headmasters or Senior Assistants) were required to reveal their perception towards the description of OCB among the randomly selected teachers. By using the same OCBSS as introduced by DiPoala *et al.* (2004), the researcher had adopted the twelve (12) items of OCB descriptions and made it relevant in the perspective of management representatives. Below were the final statements of those twelve (12) OCBSS items which had been used in this study:

1. This teacher helps students on his/her own time.
2. This teacher wastes a lot of class time (R).
3. This teacher voluntarily helps new teachers.
4. This teacher volunteers to serve on new committees.
5. This teacher volunteers to sponsor extra curricular activities.
6. This teacher arrives to work and meetings on time.
7. This teacher takes the initiative to introduce himself/herself to substitutes and assists them.
8. This teacher begins class promptly and uses class time effectively.
9. This teacher gives colleagues advanced notice of changes in schedule or routine.
10. This teacher gives an excessive amount of busy work (R).
11. The committee that this teacher joins in this school works productively.
12. This teacher makes innovative suggestions to improve the overall quality of this school.

Similarly, by following the previous approach which had been presented by previous researchers (Bergeron, 2004; Carmeli *et al.*, 2007), the issue of mentioning the specific years that one particular teacher displayed his or her task performance and OCB were not required in Section B and Section C.

Therefore, in this study, management representatives had been asked to give their responses to the extent that they may consider teachers' task performance and teachers' OCB in recommending them for attaining a better promotion. The total number of questions in the Management Survey Set was fewer than the total number of questions in the Teachers' Survey Set. In this questionnaire, there were only thirty-four (34) items that needed to be answered by the participants.

3.3.5 Distribution of Questionnaire

This section was to report about all descriptions for each measurement that had been developed throughout this research. It was important to remember that all of the dimensions were positively worded. Table 3.3.4 (a) illustrates the detailed questionnaire item regarding the positive or negative worded questions for the first set of survey booklet, which was, Teachers Survey Set.

Meanwhile, Table 3.3.4 (b) illustrates the detailed of questionnaire item regarding the positive or negative worded questions for the second set of survey booklet, which was, Management Survey Set.

Table 3.3.4 (a)
Questionnaire Item (Teachers Survey Set)

Variables	Section (Total Number)	Item Number	
		Positive	Negative
Demographic	A (7)		
Sex		1	
Race		2	
Qualification		3	
Age		4	
Years of first appointment as teacher		5	
Years of first confirmation as teacher		6	
Total years of experience as teacher after confirmation		7	
CA	B (9)		
Extrinsic (promotion)		1,2,4	
Extrinsic (number of promotion)		3	
Intrinsic (career satisfaction)		5,6,7,8,9	
Task Performance	C (14)		
Jot Output		1,2,3,4,5	
Knowledge and Skill		6,7,8,	
Personal Quality		9,10,11,12,13	
Activities/Contribution excluding Official Duties		14	
OCB	D (12)		
OCBSS		1,3,4,5,6, 7,8,9,11,12	2,10
OJ	E (22)		
Distributive		1,2,3,4,5,6,	
Procedural		7,8,9,10,11,12,13,14,	
Interpersonal		15,16,17,18,	
Informational		19,20,21,22	

Table 3.3.4 (b)
Questionnaire Item (Management Survey Set)

Variables	Section (Total Number)	Item Number	
		Positive	Negative
Demographic	A (8)		
Sex		1	
Race		2	
Qualification		3	
Age		4	
Years of experience as management representative in total		5	
Years of experience as management representative in present school		6	
Years of experience as teacher under educational context		7	
Rank (Position)		8	
Task Performance	B (14)		
Jot Output		1,2,3,4,5	
Knowledge and Skill		6,7,8,	
Personal Quality		9,10,11,12,13	
Activities/Contribution excluding Official Duties		14	

Table 3.3.4 (b) (continue)

OCB	C (12)		
OCBSS		1,3,4,5,6, 7,8,9,11,12	2, 10

3.4 DATA ANALYSIS PROCEDURE

The Statistical Package for the Social Sciences (SPSS) Version 19 had been used for the statistical analyses. All related categorical were coded before all data had been entered into the computer. Continuous variables were entered into the computer as they had been responded to in the questionnaire. First and foremost, the frequency test was conducted by the researcher in order to identify the variance of demographic factors. After that, the researcher conducted several test to get the value of minimum, maximum, mean and standard deviation (SD) for each variable in the demographic section. These tests were only conducted for a descriptive analysis.

The next procedure was to run the factor analysis. This was to ensure that the instrument for the actual study were accurate and had measured the concept of the study. According to Zickmund (2005), construct validity used by the factor analysis approach was to ensure that the measure fits the theories. As noted earlier, OCB and OJ were the multidimensional constructs. As such, to clarify the various OCB and OJ dimensions, the method used by previous research was applied in this study, that was, factor analysis.

Prior to test for the relationships between variables measured in the study, the Principle Component Analysis (PCA) method with varimax rotation (Hair, Anderson, Tatham &

Black, 1998) was used to identify underlying dimensions for each construct. Factor analysis has the ability to produce descriptive summaries of data matrices, which will help to detect meaningful patterns among the set of variables (Dess, Lumpkin & Covin, 1997). PCA is the most frequently used approach (Cooper & Schindler, 2001), which is suitable if the number of variables exceeds 30. Furthermore, varimax rotation seems to give a clearer separation of factors (Hair *et al.*, 1998). Items under each construct that had been subjected to reliability analysis and factor analysis were used in the real study.

Factor analysis was conducted on all variables (e.g. career satisfaction, task performance, OCB and OJ) for both self-ratings and superior-ratings with a cut-off point for factor loading of .30 and a difference of at least .20 between the highest loading and the next highest loading. The results of the factor analysis were reported in the following chapter.

After the procedure for factor analysis was done, the researcher continued the procedure and conducted the reliability test. Reliability coefficients were computed for the dependant variable (e.g. CA); the independent variables (e.g. task performance, OCB); and as well as for the moderating variable (e.g. OJ). In this study, reliability was operationalized as internal consistency, which was indicative of the homogeneity of the items in the measure that tapped the construct.

Reliability is the extent to which a variable or a set of variable is consistent in what it is intended to measure (Hair *et al.*, 1998). The recommended measure of the internal consistency of a set of items is provided by Cronbach's Alpha (Sekaran, 2003). Cronbach's Alpha is used since this is one of the most commonly used reliability coefficients (Coakes & Steed, 2001). The scales used for measuring the construct of

career satisfaction, task performance, OCB and OJ for both self-ratings and superior-ratings were put through the standard reliability test for scale data. Generally, the acceptable reliability lower limit value of Cronbach's Alpha should be more than .70. However, Cronbach's Alpha of .60 could also be accepted (Hair *et al.*, 1998). The results of the reliability analysis were also reported in the following chapter.

Researcher then conducted the correlation analysis to determine the relationship between study variables. Correlation coefficient revealed the magnitude and direction of relationships. The magnitude is the degree to which variables move in unison or in opposition (Sekaran, 2003). To test the relationship between task performance and OCB (self-ratings and superior-ratings) to each of the dependent variables, the bivariate correlation analysis was used.

After that, the hierarchical multiple regression procedure was run in order to test the hypotheses. In other words, this procedure was done to test the predictive power of the independent variables on CA variables. Hierarchical multiple regression was utilized to test the research hypotheses outlined relating to the main effect of each self-ratings of task performance and OCB; and superior-ratings of task performance and OCB on extrinsic CA and intrinsic CA.

Separate hierarchical multiple regression was run for each rating of task performance and OCB on dependent variables. Aiken and West (1991), Cohen and Cohen (1983) and Stone-Romero and Hollenbeck (1984) recommend the use of hierarchical multiple regression in research concerned with the detection of moderating effects. Baron and

Kenney (1986) suggest that a moderator effect is most appropriately tested with multiple regressions.

The general procedure for testing the moderating effect was to enter the sets of predictors into the regression equation in the following order. At step 1, the main effects of task performance and OCB on CA were entered. At step 2, the moderator variables of distributive, procedural and interactional justice were entered into the equation. The two-way interaction term obtained by multiplying the moderator variables by the independent variables were added at step 3. For each dependent variable, two hierarchical multiple regressions were run separately for self-ratings of task performance and OCB; and superior-ratings of task performance and OCB. A significant interaction term would be taken as an indication of a moderating effect (Zhang & Leung, 2001).

As stated by Jaccard and Turrisi (2003) ‘There are many ways in which interaction effect have been conceptualized in the social science. One popular school of thoughts conceptualizes interaction effects in terms of moderated relationship. This perspective can be illustrated using a three-variable system in which one of the variables is construed as an outcome variable, a second variable is viewed as an independent variable, and a third variable is viewed as a moderator variable. In this system, the outcome variable is thought to be influenced by the independent variable. An interaction effect is said to exist when the effect on the independent variable on the dependent variable differs depending on the value of a third variable, called the moderator variable’ (p. 3).

For example, the effect of task performance and OCB on teachers' CA may differ depending on each factors of teachers' perceived justice. Task performance and OCB may have a larger impact on teachers' CA who are in the group with certain level of justice (e.g. perceive high distributive justice) compared to the other group of teachers' with certain level of justice (e.g. perceive low distributive justice). This example is parallel with the statement of Louis (2013) who states that 'In multiple regression, we say that the simple slope of the independent variable on the dependent variables changes depending on the level of the moderator, and with continuous moderators we generally compare high levels of the moderator to low levels' (p. 1).

Regression analysis was used to investigate the interaction effect of moderator with the predictor variable and the criterion variable for each subgroup. The split-group analyses test differences between groups, where the regression is estimated for each group; and later the difference between the regressions coefficients are compared (Arnold, 1982; Sharma, Durand & Gur-Arie, 1981). A moderator exists if participants in one subgroup have significantly higher regression coefficient between the predictor and the criterion than those in the other groups (Weiner, Muczyk & Martin, 1992). The use of the split regression or simple correlation coefficients to probe the significant interaction effects have widely been used in research (Aquino & Bommer, 2003; Farh, Earley, & Lin, 1997; Haworth & Levy, 2001; Tepper, Lockhart & Hoobler, 2001) for post-hoc analysis of the significant two-way interaction). The method on how to split the moderating variables into groups will be discussed in the next paragraph.

Although regression analysis with tests for anticipated interactions were appropriate for assessing the moderating effect of OJ variables, subgroup analysis and split regression were useful to illustrate the effect. To date, significant interactions were further analyzed via sub-grouping analysis, in which participants were split into appropriate groups on the basis of hypothesized moderator variables. If the moderator is already in categorical form such as sex or is measured as continuous (age and tenure), the sample is normally split into dichotomized and or trichotomized variables (Sharma *et al.*, 1981).

In this study, the moderator variables included the factors of distributive, interactional, and procedural justice. In order to get the subgroup of the moderator variables, the median for each moderator had to be obtained. After running the median test procedure, the interactional justice, procedural justice and distributive justice were split at the median 4.0000 for both distributive justice and interactional justice; and at median 3.8750 for procedural justice [Appendix 7, Appendix 8, Appendix 9, and Appendix 10].

To investigate the significant two-way interaction precisely, the sample was divided into two groups based on the moderator variable. The groups consisted of ‘teachers who were in the category of 4.000 and less’ and ‘teachers who were in the category above than 4.000’ for both distributive justice and interactional justice moderators; and ‘teachers who were in the category of 3.8750 and less’ and ‘teachers who were in the category above than 3.8750’ for procedural justice moderator.

For distributive justice, since the median of distributive justice were split at 4.0000, two groups of teachers were compared. For example, the researcher compares the ‘teachers

who are in the category of 4 and less' and 'teachers who are in the category above than 4' for distributive justice. Similarly, since the median of interactional justice were also split at 4.0000, there were also two groups of teachers can be compared. The researcher compares the 'teachers who are in the category of 4 and less' and 'teachers who are in the category above than 4' for interactional justice.

Finally, for procedural justice, since the median of procedural justice were split at 3.8750, two groups of teachers were compared. The comparison was among 'teachers who are in the category of 3.8750 and less' and 'teachers who are in the category above than 3.8750' for procedural justice. The detailed results of these tests are clearly presented in Chapter 4.

3.5 SUMMARY

In this chapter several important topics which were related to research methodology had been deeply discussed. All of the related appendices in this chapter [e.g. cover letter for actual study, the questionnaires booklets, and the supporting documents] were enclosed in this report. The next chapter will report the data analysis and research findings of this study.

CHAPTER FOUR

DATA ANALYSIS AND RESEARCH FINDINGS

The main objective of this chapter is to analyze and report the findings of the study. This chapter analyzes the results obtained from the research survey gathered from the two sets of questionnaires; which are, Teachers Survey Set and Management Survey Set. The first section explains the response rate, and the non-response bias. The second section describes the validity and reliability analyses of variables. Next, the third section lists the restatement of the study hypotheses. The fourth section describes the descriptions of the study sample followed by the descriptive analysis of variables used in this study. Next, the results regarding the inter-correlations between variables will be presented. The sixth section presented the report from the regression analyses followed by the report from the post hoc analyses. The final section summarizes the results of the hypotheses testing of the research.

4.1 RESPONSE RATE

The sample of this study consists of 390 teachers drawn from 197 primary schools located in Kedah. There are 900 pairs of Teachers and Management Survey Sets distributed to teachers and their respective management representatives (e.g. Headmasters and/or Senior Assistants) who are attached with 300 randomly selected primary schools located in Kedah. Analysis related to hypotheses requires the matching of teachers' responses and their management representatives' responses. In some cases, management representatives' responses were obtained, but teachers' responses were not obtained. In

other instances, teachers' responses were obtained but there were no management representatives' rating to match. Thus, usable sample for correlating variables could not be included for all teachers and management representative responses.

A total of 453 (50.33%) Teachers Survey Sets and 489 (54.33%) Management Survey Sets were returned. Out of the 453 returned Teachers Survey Sets, 42 questionnaire sets did not receive the paired ratings from their management representatives through the Management Survey Sets, so they were excluded in the analysis. Similarly, there were 77 returned Management Survey Sets, without paired responses from the respective teachers, were also excluded. Hence, there were 412 of paired teachers and management representatives' cases. However, out of these 412 returned paired questionnaires, 22 cases were excluded due to several missing data per case. Therefore, the resulting 390 teachers and management representatives' cases then constituted the sample for this study. Thus, the effective response rate for this study was at 43.33%. According to Cohen *et al.* (2007), the response rate for mail survey which is more than 40% is considered as good.

The response rate is considered adequate for the following reasons. Data analysis required the matching of Teachers Survey Sets and Management Survey Sets, which led to a lower response rate than actual responses obtained. Table 4.1.1 illustrates the total distribution and collection of questionnaires from all participating primary schools in Kedah. During the data collection process, primary schools were told that teachers would not be identified in any report of the results. However, the list of participating primary schools will be disclosed. The total number of usable questionnaires for analysis; that is, 390 is greater than what is suggested by Krejcie and Morgan (1970) as cited by Sekaran

(2003). As stated in Chapter 3, a sample size of 375 teachers for the populations of 17,467 teachers is acceptable (Krejcie & Morgan, 1970). As indicated in Table 4.1.1, the distribution of respondents among the eight districts is generally consistent with distribution of population as illustrated in the previous chapter.

Table 4.1.1

Total number of paired questionnaires distributed and collected by the participating primary schools based on the Districts

NO	DISTRICTS	Total Number of Participated Primary Schools	Total Paired of Questionnaires Distributed	Total Paired of Questionnaires Collected	Total Paired of Usable Questionnaires
1	BALING/SIK	27	81	55	55
2	KOTA SETAR	45	135	90	90
3	KUALA MUD/YAN	35	105	74	69
4	KUBANG PASU	35	105	83	79
5	KULIM/BANDAR BARU	11	33	23	21
6	LANGKAWI	14	42	28	28
7	PENDANG	19	57	35	27
8	PADANG TERAP	11	33	24	21
GRAND TOTAL		197	591	412	390

4.2 NON-RESPONSE BIAS

According to the previous researchers (Lindner, Murphy, & Briers, 2001; Miller & Smith, 1983), there are methods can be used to reduce the non-response bias such as: (1) Comparing respondents to the population. This requires the researchers to have information about the background characteristics of the population. The results can only be generalized to the respondents if there are any differences. This approach is not very

sensitive if there is a high response rate because of the large overlap between the respondents and the population. (2) Comparing respondents to non-respondents. This method also requires the researchers to have the background information on both groups. (3) Comparing early to late responders. Some research has shown that late responders are similar to non-respondents so late responders can be used as a proxy for non-respondents. Actual survey responses are compared to determine if there are differences between the two groups. (4) Follow-up on a random sample (10% - 20%) of non-respondents. Telephone call or personal interviews commonly are used and questions from the survey are used to guide the interviews.

As pointed out by Lindner, Murphy and Briers (2001) the procedures for handling non-response issues should be implemented when less than 85% response rate achieved. In addition, to further reduce the threat of non-response bias error, it is recommended that a minimum response rate of 50% to be achieved (Lindner & Wingenbach, 2002). One of the ways of handling non-response error is by doing the comparisons of early to late respondents (Lindner, *et al.*, 2001; Miller & Smith, 1983).

Hence, in this study the researcher examined the issue of non-response bias by comparing the early and the late responses. Therefore, 50 respondents who responded late were compared to other respondents using independent sample t-test to detect any significant differences between the early and the late responses with respect to the study variables.

In both questionnaires, the mean for all variables across the two groups (late responses and early responses) were similar. Since the observed level for the Levene test was not

significant, there is no doubt that the population variances are equal (Norusis, 1997). On the basis of the results attained, serious sampling bias does not appear to be a problem.

In addition, to look into the reasons for the non-response questionnaires in this study, further contact with all of the management representatives who did not return the survey was made by telephone calls. This action was made a month after questionnaires were distributed. Most of the unresponsive respondents informed the researcher that they did not have the time to participate in this study. Most of them claimed that there were too many surveys that they participated recently. Therefore, some were unable to participate in all surveys that they had been asked. The response rate of 43.33% for this study shows that many schools may be flooded with requests for research. Moreover, all primary schools teachers now have to commit with many programs as suggested in the NKRA. Thus, such survey was assumed to be too time consuming and required additional work. Hence, most of the management representatives did not respond to the survey as expected.

4.3 CONTENT VALIDITY

In order to validate the instrument used in this study, content validity was established for items through several discussions which were held to ensure that the original meaning was maintained. The researcher discussed and verified the items with both supervisors who were professionals.

The researcher also obtained specific feedback from headmasters, senior officers and teachers from several primary schools who had at least 15 years of experience as school teachers and administrators. The independent reviewers involved academicians from an education management institute and experienced teachers who had master degrees. They were requested to complete the questionnaires and were asked to comment on the items, suggest changes, refine items and state their understanding of each item. They were also requested to evaluate the questionnaires for clarity, comment on wording, sequencing, and timing.

After reviewing and repaired typing errors, the questionnaires were pilot-tested. In this study, a convenient sample of teachers was pilot-tested to improve the validity and the clarity of the questionnaires before the real data collection process began.

4.4 CONSTRUCT VALIDITY AND RELIABILITY

This section presents the background information about the psychometric properties of the instruments in the study. The psychometric properties of the instrument used in this study were evaluated by construct validity and by a reliability test using exploratory factor analysis and Cronbach's Alpha method.

According to Hair *et al.* (1998), the validity of the instrument in the survey is referred to the ability of an indicator to measure accurately the construct of the study; while the reliability is referred to the extent to which a set of two or more indicators are consistent in their measurement of a construct. Validity and reliability are different but are closely

related. Although most of the measures used in the present study were adopted from the established scale, exploratory factor analysis and reliability test were conducted on each variables. This is to ensure that the scales are suitable and relevant in the Malaysian context.

4.4.1 Factor Analysis

Factor analysis is performed with all the items tapping the dependent, independent as well as the moderating variables included in this study before conducting the main analysis. According to Cooper and Schindler (2001), the established statistical tools such as factor analysis determine the construct adequacy of a measuring device. Factor analysis was conducted with data collected from 390 paired questionnaires. Separate factor analysis was performed for all measures in both self and superior-ratings. In this section, the findings of self-ratings for career satisfaction, task performance, OCB, and OJ construct will be reported. After that, the findings of superior-ratings for task performance and OCB will be presented. In this study the factor loading is considered low if the value was lower than .30. As discussed in Chapter 3, all variables are in a single dimension except for the variable of OJ.

4.4.1.1 Factor Analysis for Self-Ratings of Career Satisfaction

As indicated in Table 4.4.1.1, five items were used to measure the levels of teachers' career satisfaction. The five items achieved more than .50 communalities and loaded on one factor. The Kaiser-Meyer-Olkin (KMO) is 0.83 with chi square of Bartlett's test of

sphericity 965.59, the degree of freedom is 10, and is significant at .000. The variance is explained by 66.30%. The responses to these five questions were summarized to form an index of career satisfaction.

Table 4.4.1.1

Summary of factor analysis for self-ratings of career satisfaction items

Career Satisfaction Items	Factor Loading
	1
I am satisfied with the success I have achieved in my career.	<u>.84</u>
I am satisfied with the progress I have made towards meeting my goals for income.	<u>.84</u>
I am satisfied with the progress I have made towards meeting my overall career goals.	<u>.84</u>
I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	<u>.82</u>
I am satisfied with the progress I have made towards meeting my goals for advancement.	<u>.74</u>

Percentage of Variance Explained (%) = 66.30;
 Kaiser-Meyer-Olkin (KMO) = .83;
 Bartlett's Test of Sphericity Chi Square = 965.59;
 Degree of freedom = 10; Sig. = .000

4.4.1.2 Factor Analysis for Self-Ratings of Task Performance

Fourteen items as adopted from the AWPR Form were used to measure the self-ratings of teachers' task performance. To determine the factor structure for this variable, factor analysis was performed using the principal axis method and the varimax rotation. All fourteen items were loaded in one factor. This meant that no item was deleted from the original scale. The KMO is .94, with chi square of Bartlett's test of sphericity 6319.26, the degree of freedom is 91, and is significant at .000. The responses to these fourteen

questions were summarized to form an index of task performance. The results revealed that only one factor emerged with eigenvalues greater than 1.0. The eigenvalues were at 9.48. This factor accounted for variance of 67.68% from the total variance explained. Refer to Table 4.4.1.2 for complete analysis.

Table 4.4.1.2
Summary of factor analysis for self-ratings of task performance items

Task Performance Items	Factor Loading
	1
I am capable and able to control all resources such as financial, manpower, equipment and information in order to plan, organize, distribute and operate a work to achieve organizational objectives.	<u>.87</u>
I am able to produce work and have been evaluated in order to meet the needs of customers.	<u>.87</u>
I have the vision, commitment, ability to make decisions, inspire and encourage employees towards the achievement of organizational objectives.	<u>.86</u>
I was able to expect the possibilities, to create and produce new ideas and to improve the quality and productivity of the organization.	<u>.86</u>
I am able to produce work or have been producing a work within the prescribed period.	<u>.85</u>
I am able to express opinions, thoughts, understanding or instruction in oral and writing relating to the scope of work and these including good grammar and presentation.	<u>.85</u>
I produce work based on the quality of work and as targeted upon the employment and as evaluated in the terms of my efforts and initiatives to achieve the work perfection.	<u>.85</u>
I am able to appreciate and implement policies, regulations and administrative instructions related to works.	<u>.83</u>

Table 4.4.1.2 (continue)

I have the knowledge and skill/expertise in producing work including the ability to identify, analyze and solve problems.	<u>.82</u>
I produce work based on the quality of work and as targeted and evaluated in the terms of completeness, orderly and neat.	<u>.81</u>
I am mentally and physically have the self-restrain and these are include the compliance with regulations, the punctuality, keeping promises and patience.	<u>.81</u>
I produce work based on the quantity of work and as prescribed by the administration.	<u>.80</u>
I am able to create a harmonious and friendly environment and can adapt in all circumstances.	<u>.80</u>
I get involved in activities and also contribute other than my official duties.	<u>.62</u>

Percentage of Variance Explained (%) = 67.68;
 Kaiser-Meyer-Olkin (KMO) = .94;
 Bartlett's Test of Sphericity Chi Square = 6319.26;
 Degree of freedom = 91; Sig. = .000

Therefore, this study revealed that task performance in the perspective of teachers did form into one single dimension. In this study, the researcher used the total fourteen items of task performance as adopted from the AWPR Form. These fourteen questions were summarized to form an index of task performance. This result was consistent with previous researchers (William & Anderson, 1991) who claimed that task performance had been measured in a single dimension.

4.4.1.3 Factor Analysis for Self-Ratings of OCB

As discussed in Chapter 3, there were twelve items used to measure the levels of teachers' OCB in the term of self-ratings. As stated by DiPoala *et al.* (2004), OCB in a school scale is measured in one single dimension. Consistent with the previous study of DiPoala *et al.* (2004), the twelve items of OCB did not reduce into separate dimension after the factor analysis is performed in this study. However, one item was deleted due to the factor of low loading at .26. The related question which had been referred to the item was '*I give an excessive amount of busy work*'. To date, in this study the factor loading is considered low if the value was lower than .30. Therefore, the items had been dropped from further analysis.

Furthermore, as indicated in Table 4.4.1.3, the KMO is reported at 0.86 with chi square of Bartlett's test of sphericity 1530.15, the degree of freedom is 66, and is significant at .000. The responses to these eleven questions were summarized to form an index of teachers' OCB. The results revealed that one factor emerged with eigenvalues greater than 1.0. The eigenvalues was at 4.46. This factor accounted for 37.15% of the total variance explained. All items were grouped in Factor 1.

Table 4.4.1.3
Summary of factor analysis for self-ratings of OCB items

OCB Performance Items	Factor Loading
	1
<i>I take the initiative to introduce myself to substitutes and assist them.</i>	<u>.75</u>

Table 4.4.1.3 (continue)

I voluntarily help new teachers.	<u>.70</u>
I make innovative suggestions to improve the overall quality of this school.	<u>.69</u>
I volunteer to serve on new committees.	<u>.68</u>
I volunteer to sponsor extra curricular activities.	<u>.66</u>
I begin class promptly and use class time effectively.	<u>.65</u>
I give colleagues advanced notice of changes in schedule or routine.	<u>.64</u>
My committee in this school works productively.	<u>.62</u>
I help students on my own time.	<u>.60</u>
I arrive to work and meetings on time.	<u>.53</u>
I waste a lot of class time.	<u>.34</u>

Percentage of Variance Explained (%) = 37.15;
 Kaiser-Meyer-Olkin (KMO) = .86;
 Bartlett's Test of Sphericity Chi Square = 1530.15;
 Degree of freedom = 66; Sig. = .000

4.4.1.4 Factor Analysis for Self-Ratings of OJ

Twenty-two items were used to measure the self-ratings of four OJ dimensions in the positively-worded items. A series of principle component factor analysis using varimax rotation was then conducted on the initial 22 items to determine which items should be grouped to form dimensions. Factor analysis was conducted three times, and during this process four items were deleted due to cross loading. These four deleted items were in the dimension of procedural justice. The analysis resulted in a three-factor solution with 4 to 8 items loading on each dimension. The results are outlined in Table 4.4.1.4.

Table 4.4.1.4
Summary of factor analysis for self-ratings of OJ items

Organizational Justice Items	Factor Loading		
	1	2	3
Factor 1: Interactional Justice			
My administrator takes steps to deal with me in a truthful manner.	.83	.28	.20
My administrator's explanations regarding the procedures are reasonable.	.81	.21	.22
My administrator explains the procedures thoroughly.	.80	.18	.21
My administrator communicates the details in a timely manner.	.79	.17	.28
My administrator treats me with kindness and consideration.	.79	.28	.14
My administrator shows concern for my rights as an employee.	.78	.34	.16
My administrator tailors his/her communications to individual's specific needs.	.69	.14	.36
My administrator provides me with timely feedback about decisions and their implications.	.64	.26	.31
Factor 2: Distributive Justice			
I am evaluated fairly for the amount of effort I put forth.	.25	.87	.20
I am evaluated fairly taking into account the amount of education and training I have.	.22	.86	.24
I am evaluated fairly in view of the amount of experience I have.	.28	.85	.23
I am evaluated fairly considering the responsibilities that I have.	.25	.84	.20
I am evaluated fairly for the work I have done well.	.22	.82	.25
I am evaluated fairly for the stresses and strains of my job.	.29	.69	.34
Factor 3: Procedural Justice			
My school procedures are constructed in a manner to hear concerns of all affected by a decision.	.26	.28	.78

Table 4.4.1.4 (continue)

My school procedures provide opportunities to appeal or challenge decisions.	.22	.20	<u>.78</u>
My schools procedures follow a standard ruling so that decisions can be made with consistency.	.30	.42	<u>.69</u>
My school procedures give priority for collecting accurate information Before making decisions.	.34	.42	<u>.61</u>

Percentage of Variance Explained (%) = 73.73;
 Kaiser-Meyer-Olkin (KMO) = .95;
 Bartlett's Test of Sphericity Chi Square = 6107.95;
 Degree of freedom = 153; Sig. = .000

The KMO measures of sampling adequacy for the three factor solution is .95, with a significant Bartlett's Test of Sphericity (sig=.000). This indicates that the data are suitable for factor analysis. The variance is explained by 73.73% with extracted factors eigenvalues of more than 1. In this connection, Hair *et al.* (1998) state that it is not uncommon to consider a solution that accounts for 60% of the total variance (and in some instance even less) as satisfactory.

In the present study, factor loading in rotated matrix component is not less than .60, which is considered practically significant (Hair *et al.*, 1998). Initially, factor loading of less than .60 were attempted, but the factors derived were not clearly defined and were uninterpretable. However, after using the factor loading of .60, the three factors derived were clearly defined and were highly interpretable, except for the lack of procedural justice dimension.

The first factor consisted of 8 items and explained 55.37% of the variance in self-ratings (teachers) of OJ. The second factor consisted of 6 items and accounted for an additional 12.01% of variance. The third factor consisted of 4 items with an addition of 6.34% of

the variance. The results of factor analysis provide assurance that the self-ratings of OJ are meaningful in a theoretical sense. In this present study, the factors are labelled Factor I as interactional justice, Factor II as distributive justice and Factor III as procedural justice.

Factor I consisted of interpersonal justice and informational justice dimensions. This was consistent with the interactional justice dimension before it was categorized into two dimensions (e.g. Colquitt, 2001). Factor II was also consistent with the number of items of Colquitt (2001) distributive justice. As stated previously, Factor III is labelled as procedural justice. Factor III only comprised four out of eight original items of procedural justice as introduced by Colquitt (2001). All responses were summarized to form an overall self-rating scale of OJ as well as index for each dimension. As stated in Table 4.4.1.4 (a), four out of eight items from the procedural justice were deleted due to the factor of low loading. These four items were dropped from further analysis because of low factor loading which is below than .30.

Table 4.4.1.4 (a)
Items dropped for self-ratings of OJ

Organizational Justice Items	Factor Loading		
	1	2	3
My school's procedures provide useful feedback regarding a decision and its implementation.	.42	.32	.59
My school's procedures allow requests for clarification or additional information about a decision.	.40	.41	.57
My administrator considers my viewpoint.	.44	.33	.51
My administrator suppresses personal biases.	.39	-	.50

4.4.1.5 Factor Analysis for Superior-Ratings of Task Performance

Similarly, all measurements for teachers' task performance in this study had been developed by adopting the fourteen descriptions of task performance based on the AWPR Form. After performing the factor analysis procedure, the results reveal that in the perspective of superior, ratings of task performance are also emerge with one single factor for the eigenvalues which is greater than 1.0.

As indicated in Table 4.4.1.5, there were also fourteen items used to measure task performance in the perspective of superior. These fourteen items did not reduce into separate dimension. The KMO is .96 with chi square of Bartlett's test of sphericity 6838.58, the degree of freedom is 91, and is significant at .000. The factor derived for these fourteen items explained 74.40% of the total variance. The responses to these fourteen questions were summarized to form an index of task performance.

Table 4.4.1.5
Summary of factor analysis for superior-ratings of task performance items

Task Performance Items	Factor Loading
	1
This teacher was able to expect the possibilities, to create and produce new ideas and to improve the quality and productivity of the organization.	<u>.90</u>
This teacher has the vision, commitment, ability to make decisions, to inspire and encourage employees towards the achievement of organizational objectives.	<u>.90</u>
This teacher is capable and able to control all resources such as financial, manpower, equipment and information in order to plan, organize, distribute and operate a work to achieve organizational objectives.	<u>.89</u>

Table 4.4.1.5 (continue)

This teacher produces work based on the quality of work and as targeted and evaluated in the terms of completeness, orderly and neat.	<u>.89</u>
This teacher is able to produce work or has been producing work within the prescribed period.	<u>.88</u>
This teacher is able to appreciate and implement policies, regulations and administrative instructions related to work.	<u>.88</u>
This teacher is able to express opinions, thoughts, understanding or instruction in oral and writing relating to the scope of work and these including good grammar and presentation.	<u>.88</u>
This teacher is able to produce work and has been evaluated in order to meet the needs of customers.	<u>.88</u>
This teacher produces work based on the quantity of work and as prescribed by the administration.	<u>.88</u>
This teacher produces work based on the quality of work and as targeted upon the employment and as evaluated in terms of efforts and initiatives to achieve the work perfection.	<u>.88</u>
This teacher has the knowledge and skill/expertise in producing work including the ability to identify, analyze and solve problems.	<u>.87</u>
This teacher is mentally and physically has the self-restrain and these include the compliance with regulations, the punctuality, keeping promises and patience.	<u>.86</u>
This teacher is able to create a harmonious and friendly environment and can adapt in all circumstances.	<u>.83</u>
This teacher involved in activities and also contributes other than his/her official duties.	<u>.62</u>

Percentage of Variance Explained (%) = 74.40;
 Kaiser-Meyer-Olkin (KMO) = .96;
 Bartlett's Test of Sphericity Chi Square = 6838.58;
 Degree of freedom = 91; Sig. = .000

4.4.1.6 Factor Analysis for Superior-Ratings of OCB

Similarly, an exploratory factor analysis was performed using the principal components analysis method and the varimax factor rotation to examine factor structure of the twelve

items of OCB in the perspective of superior. The twelve items did not reduce into separate dimension. The results emerged into one factor with the eigenvalues of more than 1.0. As indicated in Table 4.4.1.6, this factor accounted for 40.84% of total variance explained. The KMO is .84 with chi square of Bartlett's test of sphericity 2038.52, the degree of freedom is 66, and is significant at .000. The responses to these ten questions were summarized to form an index of OCB.

Table 4.4.1.6
Summary of factor analysis for superior-ratings of OCB items

OCB Performance Items	Factor Loading
	1
This teacher makes innovative suggestions to improve the overall quality of this school.	<u>.78</u>
This teacher takes the initiative to introduce himself/herself to substitutes and assists them.	<u>.75</u>
This teacher begins class promptly and use class time effectively.	<u>.73</u>
This teacher gives colleagues advanced notice of changes in schedule or routine.	<u>.73</u>
This teacher volunteers to sponsor extra curricular activities.	<u>.71</u>
This teacher volunteers to serve on new committees.	<u>.70</u>
The committee that he/she join in this school works productively.	<u>.70</u>
This teacher arrives to work and meetings on time.	<u>.70</u>
This teacher voluntarily helps new teachers.	<u>.68</u>
This teacher gives an excessive amount of busy work.	<u>.40</u>

Percentage of Variance Explained (%) = 40.84;
 Kaiser-Meyer-Olkin (KMO) = .84;
 Bartlett's Test of Sphericity Chi Square = 2038.52;
 Degree of freedom = 66; Sig. = .000

However, two items were deleted due to the factor of low loading which is below than .30. The related questions which had been referred to these items are presented in Table 4.4.1.6 (a).

Table 4.4.1.6 (a)
Items dropped for superior-ratings of OCB

OCB Items	Factor Loading
This teacher helps students on his/her own time.	.23
This teacher wastes a lot of class time	.14

Overall, the results suggest that all scales used in this study measure the proposed constructs appropriately except for the OJ variable. Other variables such as career satisfaction, task performance, and OCB for both self and superior-ratings revealed that only one single factor had emerged for this analysis. Hence, the number of factor emerged were consistent with the dimension of variables as first proposed by the researcher in this study. Although OJ had been measured in four dimensions as suggested by Colquitt (2001), this study revealed that OJ in the context of the Malaysian teachers only related with three dimensions. In this study, the three dimensions (factors) of OJ were referred to interactional, distributive and procedural justice. The next section reported the results about the reliabilities of each variable examined in this study.

4.4.2 Reliability Analysis

An item analysis was conducted to determine the items that formed an internal consistent scale in this study, and the items that were not consistent were eliminated. The

Cronbach's Alpha reliability coefficient was used to determine the reliability of the scales for the variables in this study. The Cronbach's Alpha was computed using the factor analysis procedure in SPSS. The statistic measures the internal consistency of the instruments through an item-to-total correlation assessment. If alpha is greater or equal to .60, then the items are considered unidimensional and could be combined in a scale. An alpha value of .70 and .80 are considered satisfactory for social science research, whereas Cronbach's standardized alpha coefficient between .50 to .60 are sufficient within an acceptable range (Hair *et al.*, 1998). Item-to-total correlations of .30 or greater were used to decide which items would be retained in the further analysis using factor analysis.

First, the Cronbach's Alpha for self-ratings of career satisfaction, task performance, OCB and OJ which gathered from the Teachers Survey Set were re-examined. Next, the Cronbach's Alpha test for superior-ratings of task performance and OCB which gathered from the Management Survey Set were conducted. The Cronbach's Alpha coefficient revealed from the main study for each variable was reported in the next sub section.

4.4.2.1 Reliability Analyses based on Teachers Survey Set (Self-Ratings)

As indicated in Table 4.4.2.1, the analysis of this study shows the Cronbach's Alpha for career satisfaction is .87. Hence, the reliability for career satisfaction is satisfactory (Hair *et al.*, 1998). The item-to-total correlation is greater than 0.61 and is considered satisfactory and acceptable for further analysis (e.g. Hair *et al.*, 1998). The Cronbach's Alpha for the fourteen items of task performance is at .96. Thus, the alpha values for task

performance measurement is in the satisfactory range. Item-to-total correlation for the factor is greater than .57 is considered sufficient for further analysis (Hair *et al.*, 1998).

Reliability analyses were conducted on eleven items for self-ratings of OCB. Cronbach's Alpha shows the value of .83; which is within the satisfactory range (e.g. Hair *et al.*, 1998). Item-to-total correlation is greater than .68 for OCB. Therefore, this scale is acceptable for further analyses.

The Cronbach's Alpha for eighteen items of overall OJ is at .95. In term of OJ breakdown, the alpha value for Factor I (interactional justice) is at .94; while for Factor II (distributive justice) is at .95 and for Factor III (procedural justice) is at .86. Therefore, the reliability coefficients for all OJ dimensions are within the satisfactory range. Item-to-total is greater than .68 for interactional justice, greater than .75 for distributive justice and greater than .65 for procedural justice. Therefore, all dimensions are acceptable for further analyses. Table 4.4.2.1 reports the Cronbach's Alpha value for all variables from the perspective of self-ratings based on Teachers Survey Set.

Table 4.4.2.1
Reliabilities of construct based on Teachers Survey Set (n = 390)

No of Item	Variables	Alpha
5	Intrinsic CA (career satisfaction)	.87
14	Task Performance	.96
11	OCB	.83
18	Overall OJ	.95
8	Interactional	.94
6	Distributive Justice	.95
4	Procedural Justice	.86

4.4.2.2 Reliability Analyses based on Management Survey Set (Superior-Ratings)

The Cronbach's Alpha for the fourteen items of task performance in the perspective of superior is at .97. Thus, the alpha value for superior-ratings of task performance is in the satisfactory range. Item-to-total correlation for task performance is also greater than .58 and is considered acceptable. Therefore, this variable could be used for further analysis.

Similarly, reliability test were conducted on ten items for superior-ratings of OCB. Cronbach's Alpha for the OCB is at .82; which is within the satisfactory range. Item-to-total correlation for OCB is greater than .23. Therefore, the measure of OCB variable is acceptable for further analysis. Table 4.4.2.2 reports the Cronbach's Alpha value for all variables from the perspective of superior-ratings based on Management Survey Set.

Table 4.4.2.2
Reliabilities of construct based on Management Survey Set (n = 390)

No of Item	Variables	Alpha
14	Task Performance	.97
10	OCB	.82

As indicated in Table 4.4.2.1, the alpha value for self-ratings (e.g. teachers' ratings) on task performance ($\alpha = .96$) and OCB ($\alpha = .83$) are in the range of satisfactory level. Similarly, as indicated in Table 4.4.2.2 Cronbach's Alpha for superior-ratings of task performance ($\alpha = .97$) and OCB ($\alpha = .82$) are also in the range of satisfactory level. This could be due to the similar background of academic qualification and experience of both respondents. Apart from that, the Cronbach's Alpha for self-ratings of internal CA (e.g.

career satisfaction) and overall OJ are also in the high range with the alpha value at .87 and .95.

In sum, the Cronbach's Alpha for all main variables (e.g. career satisfaction, task performance, OCB and OJ) from both sets of questionnaires is in the range from 0.82 to 0.97. These suggest that the specified indicators are in the satisfactory range and are acceptable to be used (Nunnally, 1978).

4.4.3 Summary of Constructs

This section presents the validity and reliability of the constructs using techniques of exploratory factor analysis and Cronbach's Alpha reliability test. As indicated in Table 4.4.3, six constructs (e.g. self-ratings of career satisfaction, self-ratings of task performance, self-ratings of OCB, self-ratings of OJ, superior-ratings of task performance and superior-ratings of OCB) consisting of seventy-nine items were tested for validity and reliability analyses.

There were seven items that had been rejected and dropped from the constructs because of low factor loading. Specifically, one item from self-ratings of OCB and two items from superior-ratings of OCB had been rejected. Also, there were four items from self-ratings of OJ that had been rejected. The items rejected have increased the validity and reliability of the constructs under investigations. Finally, there were seventy-two of the total numbers of items used for further analysis.

Table 4.4.3

Summary of total number of items tested, dropped and used for further analysis

CONSTRUCT	Total Number of Items Tested	Name of Factor	Total Number of Items Dropped	Total Number of Items for Further Analysis
SELF-RATINGS				
Career Satisfaction	5	Career Satisfaction	0	5
Task Performance	14	Task Performance	0	14
OCB	12	OCB	1	11
Interpersonal Justice	4	Interactional Justice	0	8
Informational Justice	4		0	
Distributive Justice	6	Distributive Justice	0	6
Procedural Justice	8	Procedural Justice	4	4
SUPERIOR-RATINGS				
Task Performance	14	Task Performance	0	14
OCB	12	OCB	2	10
TOTAL	79		7	72

As indicated previously in Table 4.4.2.1, Cronbach's Alpha reliability coefficients for teachers' self-reported of career satisfaction, task performance, OCB and OJ shows that the reliability of the scale ranged from .83 to .96. Additionally, as presented in Table 4.4.2.2, Cronbach's Alpha for the management representatives of rating for task performance and OCB range from .82 to .97. Therefore, all of constructs in this study fall in the range which more than .80 and are considered as satisfactory.

The results of this study suggest that all of constructs of the study possess adequate internal consistency. Both self-ratings and superior-ratings for task performance and

OCB measures are found to be unidimensional. Similarly, self-rating of career satisfaction scale is also found to be unidimensional. Differently, self-rating of OJ scale is the only variable which found to be multidimensional.

4.5 RESTATEMENT OF THE STUDY HYPOTHESES

Due to some variations in self-ratings of OJ dimensions as derived from the factor analysis presented earlier, twenty four (24) hypotheses that concerned two OJ dimensions were restated. Hence, the dimensions for informational justice and interpersonal justice as hypothesized in H3c, H3d, H4c, H4d, H5c, H5d, H6c, H6d, H7c, H7d, H8c, H8d, H9c, H9d, H10c, H10d, H11c, H11d, H12c, H12d, H13c, H13d, H14c and H14d were excluded.

In addition, the dimension of interactional justice that involved with twelve (12) new hypotheses were included. Other hypotheses as stated in Chapter 2 remained. The additional and the existing hypotheses for both self and superior-ratings are given below:

H1a	Self-ratings of task performance will be significantly related to teachers' number of promotion.	Existing
H1b	Self-ratings of OCB will be significantly related to teachers' number of promotion.	Existing
H1c	Self-ratings of task performance will be significantly related to teachers' career satisfaction.	Existing
H1d	Self-ratings of OCB will be significantly related to teachers' career satisfaction.	Existing
H2a	Superior-ratings of task performance will be significantly related to teachers' number of promotion.	Existing
H2b	Superior-ratings of OCB will be significantly related to teachers' number of promotion.	Existing
H2c	Superior-ratings of task performance will be significantly related to teachers' career satisfaction.	Existing
H2d	Superior-ratings of OCB will be significantly related to teachers' career satisfaction.	Existing

H3a	In the self-ratings of perspective, there is significant relationship between procedural justice and number of promotion.	Existing
H3b	In the self-ratings of perspective, there is significant relationship between distributive justice and number of promotion.	Existing
H3e	In the self-ratings of perspective, there is significant relationship between interactional justice and number of promotion.	New
H4a	In the self-ratings of perspective, there is significant relationship between procedural justice and career satisfaction.	Existing
H4b	In the self-ratings of perspective, there is significant relationship between distributive justice and career satisfaction.	Existing
H4e	In the self-ratings of perspective, there is significant relationship between interactional justice and career satisfaction.	New
H5a	In the superior-ratings of perspective, there is significant relationship between procedural justice and number of promotion.	Existing
H5b	In the superior-ratings of perspective, there is significant relationship between distributive justice and number of promotion.	Existing
H5e	In the superior-ratings of perspective, there is significant relationship between interactional justice and number of promotion.	New
H6a	In the superior-ratings of perspective, there is significant relationship between procedural justice and career satisfaction.	Existing
H6b	In the superior-ratings of perspective, there is significant relationship between distributive justice and career satisfaction.	Existing
H6e	In the superior-ratings of perspective, there is significant relationship between interactional justice and career satisfaction.	New
H7a	Teachers' procedural justice moderates the relationship between self-ratings of task performance and number of promotion.	Existing
H7b	Teachers' distributive justice moderates the relationship between self-ratings of task performance and number of promotion.	Existing
H7e	Teachers' interactional justice moderates the relationship between self-ratings of task performance and number of promotion.	New
H8a	Teachers' procedural justice moderates the relationship between self-ratings of OCB and number of promotion.	Existing
H8b	Teachers' distributive justice moderates the relationship between self-ratings of OCB and number of promotion.	Existing
H8e	Teachers' interactional justice moderates the relationship between self-ratings of OCB and number of promotion.	New
H9a	Teachers' procedural justice moderates the relationship between self-ratings of task performance and career satisfaction.	Existing
H9b	Teachers' distributive justice moderates the relationship between self-ratings of task performance and career satisfaction.	Existing
H9e	Teachers' interactional justice moderates the relationship between self-ratings of task performance and career satisfaction.	New

H10a	Teachers' procedural justice moderates the relationship between self-ratings of OCB and career satisfaction.	Existing
H10b	Teachers' distributive justice moderates the relationship between self-ratings of OCB and career satisfaction.	Existing
H10e	Teachers' interactional justice moderates the relationship between self-ratings of OCB and career satisfaction.	New
H11a	Teachers' procedural justice moderates the relationship between superior-ratings of task performance and number of promotion.	Existing
H11b	Teachers' distributive justice moderates the relationship between superior-ratings of task performance and number of promotion.	Existing
H11e	Teachers' interactional justice moderates the relationship between superior-ratings of task performance and number of promotion.	New
H12a	Teachers' procedural justice moderates the relationship between superior-ratings of OCB and number of promotion.	Existing
H12b	Teachers' distributive justice moderates the relationship between superior-ratings of OCB and number of promotion.	Existing
H12e	Teachers' interactional justice moderates the relationship between superior-ratings of OCB and number of promotion.	New
H13a	Teachers' procedural justice moderates the relationship between superior-ratings of task performance and career satisfaction.	Existing
H13b	Teachers' distributive justice moderates the relationship between superior-ratings of task performance and career satisfaction.	Existing
H13e	Teachers' interactional justice moderates the relationship between superior-ratings of task performance and career satisfaction.	New
H14a	Teachers' procedural justice moderates the relationship between superior-ratings of OCB and career satisfaction.	Existing
H14b	Teachers' distributive justice moderates the relationship between superior-ratings of OCB and career satisfaction.	Existing
H14e	Teachers' interactional justice moderates the relationship between superior-ratings of OCB and career satisfaction.	New

4.6 DESCRIPTION OF THE STUDY SAMPLE

This section provides background information of the respondents that participated in the study. In addition, this section also reported the results for the extrinsic CA since it is involved with the nominal scale. Hence, the description of the study sample which referred to the extrinsic CA of respondents will be presented. As discussed in depth in Chapter 3, the self-ratings of teachers' extrinsic CA consisted of two categories (e.g.

promotion and number of promotion). The descriptive results regarding both types of teachers' extrinsic CA will be presented in this section. The related results were obtained from the Teachers Survey Set. As for the demographic background, the examined characteristics in the Teachers Survey Set included gender, race, academic qualification, age, and years of services. However, there was extra background information in the Management Survey Set that consisted of the categories of management representative. First, the descriptive of study sample regarding responses from the Teachers Survey Set will be reported. Next, the details regarding the descriptive of study sample based on responses from the Management Survey Set will be presented. All of the related results will be presented accordingly to the appropriate tables.

4.6.1 Responses from the Teachers Survey Set

4.6.1.1 Gender of Respondents

With reference to gender composition based on the Teachers Survey Set, Table 4.6.1.1 shows a general even distribution of male and female respondents in the sample. As can be seen in term of gender, the respondents were made up of 92 males (23.6%) and 298 females (76.4%).

Table 4.6.1.1
Gender of Respondents

Gender	Frequency	Percentage
Male	92	23.6
Female	298	76.4
Total	390	100

4.6.1.2 Race of Respondents

As indicated in Table 4.6.1.2, 74.1 percent are Malays, 22.1 percent are Chinese, 2.8 percent are Indians and the remaining 1.0 percent represents other races. Hence, the subjects came from the three main ethnic groups of the Malaysian populations; namely, Malay, Chinese and Indian.

Table 4.6.1.2
Race of Respondents

Race	Frequency	Percentage
Malay	289	74.1
Chinese	86	22.1
Indian	11	2.8
Other	4	1.0
Total	390	100

4.6.1.3 Academic Qualification

In term of teachers' academic qualification, about 46.4 percent of respondents are the diploma holders, followed by 48.7 percent of respondents are the bachelor degree holders. The smallest percentage; which is 4.9 percent, come from the category of master degree holders.

Please refer Table 4.6.1.3 for the composition of teachers' academic qualification.

Table 4.6.1.3
Academic Qualification

Academic Qualification	Frequency	Percentage
Diploma	181	46.4
Bachelor Degree	190	48.7
Master Degree	19	4.9
Total	390	100

4.6.1.4 Age of Respondents

Respondents range in the age from 24 to 58, with a mean of 36 years (SD=6.87), and a median of 35 years. However, for the purpose of illustration of age distribution, four categories of age groups were created. The four categories were ‘below 30 years’; ‘30 to 39 years’; ‘40 to 49 years’; and ‘50 years and above’. Table 4.6.1.4 represents that over half of the respondents (52.05%) are in the range of ‘30 to 39 years’ old. There are 28.72 percent of the respondents come in the range of ‘40 to 49 years’ old. Apart from that, 15.13 percent of respondents are in the group ‘below 30 years’ old. The remaining 4.1 percent comes from the category of ‘50 years and above’.

Table 4.6.1.4
Age of Respondents

Age Group	Frequency	Percentage
Below 30 Years	59	15.13
30 to 39 Years	203	52.05
40 to 49 Years	112	28.72
50 Years and Above	16	4.10
Total	390	100

4.6.1.5 Tenure of Respondents

There are three (3) aspects of respondents' tenure that will be presented in this section. These aspects are consisted of: a) years of the first appointment as teachers; b) years of the first confirmation as teachers; and c) total years of teachers' experience after confirmation. Please refer Table 4.6.1.5 regarding each descriptions of teachers' tenure based on the above categories given.

Table 4.6.1.5
Tenure of Respondents

Tenure of Respondents	Categories	Frequency	Percentage
Years of the First Appointment	Before Year 1990	29	7.43
	Year 1990 to 1999	133	34.10
	Year 2000 to 2009	202	51.80
	After Year 2009	26	6.67
		390	100
Years of First Confirmation	Before Year 1990	27	6.92
	Year 1990 to 1999	88	22.56
	Year 2000 to 2009	225	57.7
	After Year 2009	50	12.82
		390	100
Total Years of Experience	Below 10 Years	199	51.02
	10 to 19 Years	149	38.21
	20 to 29 Years	32	8.21
	Above 30 Years	10	2.56
		390	100

On average, most of respondents had been appointed as teachers in 2000 (SD=7.34); with a median tenure reported in 2001. For the purpose of illustration, respondents were grouped into four tenure categories: 'before 1990', '1990 to 1999', '2000 to 2009' and 'after 2009'. As indicated in Table 4.6.1.5, more than half of respondents (202 responses which equal to 51.80%) from the Teachers Survey Set stated that they had been

appointed as teachers from '2000 to 2009'. Meanwhile, 133 of the responses (34.10%) had been appointed as a teacher from '1990 to 1999'. A relatively small percentage (7.43%), with the frequency of 29 respondents had been appointed 'before 1990'. The remaining group of respondents (6.67%) stated that they had been appointed as teacher in the year of '2009 and onward'.

On average, most of the teachers had received their confirmation in the year 2002 (SD=3.03); with a median year in 2003. For the purpose of illustration, respondents were grouped into four tenure categories: 'before 1990', '1990 to 1999', '2000 to 2009' and 'after 2009'. As indicated in Table 4.6.1.5, more than half of respondents (225 responses which equal to 57.7%) from the Teachers Survey Set stated that they had received their confirmation as teachers from the year '2000 to 2009'. Meanwhile, 88 of the responses (22.56%) had received their confirmation as a teacher in '1990 to 1999'. There were 12.82 percent of respondents had received their confirmation as a teacher 'after 2009'. A relatively small percentage (6.92%), with the frequency of 27 respondents had received their confirmation as a teacher 'before 1990'.

On average, most teachers had 10 years of teaching experience after they received their first confirmation as a teacher (SD=7.03); with a median tenure of 9 years. For the purpose of illustration, respondents were grouped into four tenure categories: 'below 10 years', '10 to 19 years', '20 to 29 years', and 'above 30 years'. Table 4.6.1.5 demonstrated that more than half of respondents (51.02%) had teaching experience 'below 10 years'. This percentage was followed by the group in range of '10 to 19 years'; which represented 38.21 percent. As seen, there were 8.21 percent of respondents had

teaching experience in the range of ‘20 to 29’ years. The smallest percentages of teachers’ teaching experience went to the categories in the range of ‘above 30 years’; which represented 2.56 percent.

4.6.1.6 Extrinsic CA of Respondents

There are four (4) aspects of respondents’ extrinsic CA that will be presented in this section. These aspects consisted of: a) the first grade of teachers’ appointment; b) the receivable of teachers’ promotion; c) the number of teachers’ promotion; and d) the current grade of teachers’ promotion. Please refer Table 4.6.1.6 regarding each description of teachers’ extrinsic CA based on the above categories given.

Table 4.6.1.6
The Extrinsic CA of Teachers

Extrinsic CA of Respondents	Categories	Frequency	Percentage
First Grade of Teachers’ Appointment	DG29	263	67.4
	DG32	2	0.5
	DG41	125	32.1
		390	100
Receivable of Teachers’ Promotion	Yes	177	45.4
	No	213	54.6
		390	100
The Number of Teachers’ Promotion	None	213	54.6
	Once	150	38.5
	Twice	21	5.4
	Three Times	6	1.5
		390	100
Current Grade of Teachers’ Promotion	DG29	92	23.6
	DG32	141	36.2
	DG34	4	1.0
	DG41	137	35.1
	DG44	16	4.1
		390	100

In term of teachers' first grade of appointment, about 67.4 percent of respondents were first appointed in the grade of DG29. This percentage was followed by 32.1 percent of respondents who were first appointed in the grade of DG41. The smallest percentage, 0.5 percent of respondent had received their first grade of appointment at grade DG32.

Apart from that, only 45.4 percent of respondent stated that they already had the promotion. This percentage of respondents is equal to 177 teachers. Meanwhile about 54.6 percent or 213 respondents stated that they did not receive the promotion in their career. Next, out of 390 respondents, 150 respondents (38.5%) received one increment in their promotion. 21 respondents (5.4%) received two times of promotion, while 6 of respondent (1.5%) received three time of promotion. However, about 213 or 54.6% of the respondents stated that they had not received any promotion during their first grade of appointment.

With reference to respondents composition based on the current grade of promotion, the highest percentage of respondents (36.2%) stated that they are in the grade of DG32. This percentage was followed by respondents with the percentage of 35.1 who stated that they are in the grade of DG41. The next 23.6% of respondent remained at grade DG29, the same grade as the first grade of their promotion. Only 4 respondents (1%) are currently in the grade of DG34 and 16 respondents (4.1%) are currently in the grade of DG44.

4.6.2 Responses from the Management Survey Set

4.6.2.1 Gender of Respondents

With reference to gender composition, Table 4.6.2.1 shows a general even distribution of male and female respondents in the sample. As seen, in term of the management representatives' gender, the sample is made up of 71 males (54.62%) and 59 females (45.38%).

Table 4.6.2.1
Gender of Respondents

Gender	Frequency	Percentage
Male	71	54.62
Female	59	45.38
Total	130	100

4.6.2.2 Race of Respondents

As indicated in Table 4.6.2.2, the vast majority of the respondents, that 73.08 percent are Malays. This figure is followed by Chinese that score 23.08 percent. The next compositions of 3.07 percent are Indians; and the remaining of 0.77 percent represented other races. The subjects are from the three main ethnic groups of the Malaysian population; namely, Malay, Chinese and Indian.

Table 4.6.2.2
Race of Respondents

Race	Frequency	Percentage
Malay	95	73.08
Chinese	30	23.08
Indian	4	3.07
Other	1	0.77
Total	130	100

4.6.2.3 Academic Qualification

In term of respondents' academic qualifications, 71.54 percent of the management representatives are the diploma holders, followed by 23.84 percent of the respondents are the bachelor holders. The smallest percentage, which is 4.62 percent, come from the group of the master holders. See Table 4.6.2.3.

Table 4.6.2.3
Academic Qualification

Academic Qualification	Frequency	Percentage
Diploma	93	71.54
Bachelor Degree	31	23.84
Master Degree	6	4.62
Total	130	100

4.6.2.4 Age of Respondents

Respondents ranged in the age from 25 to 58, with a mean of 52 years (SD=6.32), and a median of 54 years. However, for the purpose of illustration of age distribution, four categories of age groups were created. The four categories are 'below 30 years', '30 to 40 years', '41 to 50 years' and 'above 50 years'.

Table 4.6.2.4
Age of Respondents

Age Group	Frequency	Percentage
Below 30 Years	2	1.54
30 to 39 Years	6	4.62
40 to 49 Years	20	15.38
50 Years and Above	102	78.46
Total	130	100

Table 4.6.2.4 represents that more than one half of the respondents (78.46%) are in the age of '50 years and above'; meanwhile 15.38 percent and 4.62 percent of the respondents are in the age of '40 to 49 years' and '30 to 39 years' old. The remaining 1.54 percent come from the category of 'below 30 years' old.

4.6.2.5 Tenure of Respondents

There were three (3) aspects of management representatives' tenure that will be presented in this section. As indicated in Table 4.6.2.5, these aspects consist of experience as a management representative in total; experience as a management representative in the current school; and experience as a teacher.

On average, most of the respondents had been working as management representatives for 10 years (SD=5.55), with a median tenure was also at 10 years. For the purpose of illustration, respondents were grouped into three tenure categories: 'below 10 years', '10 to 20 years' and 'above 20 years'.

More than half of respondents (72 responses which equal to 55.38%) from the Management Survey Set stated that they had been working as a management representative in total for '10 to 20 years'. Meanwhile, 56 of the responses (43.08%) had been working as a management representative in total for 'less than 10' years. A relatively small percentage (1.54%), with the frequency of 2 respondents had been working with the educational institution as the management representative in total for 'more than 20' years.

Table 4.6.2.5
Tenure of Respondents (Management Representatives)

Tenure of Respondents	Categories	Frequency	Percentage
Experience as Management Representatives in Total	Below 10 Years	56	43.08
	10 to 20 Years	72	55.38
	Above 20 Years	2	1.54
		130	100
Experience as Management Representatives in Current School	Below 6 Years	101	77.69
	6 to 10 Years	24	18.46
	Above 10 Years	5	3.85
		130	100
Experience as Teachers	Below 10 Years	2	1.54
	10 to 19 Years	9	6.92
	20 to 29 Years	42	32.31
	Above 30 Years	77	59.23
		130	100

On average, most of the management representatives had been working in the current schools for 4 years (SD=3.03), with a median tenure of 3 years. For the purpose of illustration, respondents were grouped into three tenure categories: ‘below 6 years’, ‘6 to 10 years’ and ‘above 10 years’. Table 4.6.2.5 demonstrates that majority of the management representatives had been working in the current schools for ‘less than 6 years’; contributed about 77.69 percent. About 18.46 percent of the management representatives had been working in the current schools in the range of ‘6 to 10 years’, followed by 3.85 percent of the management representatives had been working in the current schools for ‘more than 10 years’.

On average, most of management representatives had been working as a teacher under the education institution for 28 years (SD=6.71), with a median tenure of 31 years. For the purpose of illustration, respondents are grouped into four tenure categories: ‘below 10 years’, ‘10 to 19 years’, ‘20 to 29 years’, and ‘above 30 years’.

Table 4.6.2.5 demonstrates that more than half respondents (59.23%) of the survey participants had been employed as teachers by the MOE for ‘more than 30 years’, followed by the group in range of ‘20 to 29 years’ which represents 32.31 percent. The smaller percentages went to the range of age between ‘10 to 19’ and range of age ‘below 10 years’; represents 6.92 percent and 1.54 percent each.

4.6.2.6 The Categories of Management Representatives

Table 4.6.2.6 indicates that 66.92 percent (87 respondents) of the management representatives are the Headmasters; and 23.84 percent (31 respondents) of the management representatives are the Senior Assistants (Academic). As seen, about 4.62 percent of the respondents are in the post of Senior Assistants (Student Affairs) and Senior Assistants (Curriculum).

Table 4.6.2.6
Categories of Management Representatives

Management Representative	Frequency	Percentage
Headmasters/Headmistress	87	66.92
Senior Assistants (Academic)	31	23.84
Senior Assistants (Students Affairs)	6	4.62
Senior Assistants (Curriculum)	6	4.62
Total	130	100

4.7 DESCRIPTIVE ANALYSIS OF VARIABLES

Descriptive analysis examines general statistical description of variables in the study. Statistics such as means, standard deviation (SD), minimum and maximum were calculated for independent and dependent variables. The result for those descriptions

based on Teachers Management Set and Management Survey Set will be reported separately in the next sub section.

All variables have been tapped on a five-point scale except for task performance which is measured by using a ten-point scale. This ten-point scale is adopted from the original scale of task performance based on the AWPR Form. Beside that, the scale of extrinsic CA that consisted of promotion and number of promotion items are measured by using the ratio scale. The classification of different mean levels based on the composite/average score for each variable is as follow:

Mean Levels for CS, OCB, OJ	Mean Levels for Task Performance	Indications
3.34 to 5.00	6.68 to 10.00	High
1.67 to 3.33	3.34 to 6.67	Medium
1.00 to 1.66	1.00 to 3.33	Low

4.7.1 Means, SD, Minimum and Maximum Value for Variables (Self-Ratings Analyses)

The results for the related descriptions based on the Teachers Survey Set were reported in Table 4.7.1. The mean for all variables in the Teachers Survey Set are relatively high, with the mean all exceeding the scale mid-point ranged from 1.67 to 3.33 for career satisfaction, OCB and OJ; and the mid-point ranged from 3.34 to 6.67 for the task performance which used the ten-point scale.

Table 4.7.1
Means, SD, minimum and maximum based on Teachers Survey Set

Variables	N	Mean	SD	Minimum	Maximum
Intrinsic CA (Career Satisfaction)	390	3.56	0.67	2.00	5.00
Task Performance	390	7.20	1.13	4.00	10.00
OCB	390	4.06	0.40	2.92	5.00
Interactional Justice	390	4.01	0.55	2.25	5.00
Distributive Justice	390	3.81	0.64	1.00	5.00
Procedural Justice	390	3.70	0.58	1.25	5.00

As seen, the mean of task performance of teachers based on their personal self-ratings was high at the score of 7.20. It showed that in the perspective of teachers, respondents felt that they performed the high level of task performance. Apart from that, it also showed that teachers have the high level of OCB with the mean score at 4.06. Therefore, it confirmed that all respondents already practiced the high level of voluntary behaviour in the working life even though the work activities were not expected by the management representatives. As for the career satisfaction, the mean score was also above the mid-point range with the score of 3.56 which was in the high range indication. The dimension of interactional justice appeared as the highest among the other three dimensions of OJ with the score of mean at 4.01. The other two dimensions of OJ namely; distributive justice and procedural justice reported the score of means at 3.81 and 3.70 each were also in the high range.

The minimum of 1.00 for distributive justice and 1.25 for procedural justice indicate that some of the respondents are not comfortable with the level of both perceived OJ factors in the primary school context. This could be due to the failure of the management representative in some aspects of work distribution which is consistent to rewards. Also, this could be due to the failure of the management representative in implementing

procedures which is consistent to the allocations of teachers' rewards. There was evidence of low factor of procedural justice (the official letter from MOE to *JPN* Kedah) regarding the left out candidates who did not get their promotions. Please refer to Appendix B1 and Appendix B2. However, the minimum of 2.25 for interactional justice shows that some of the primary school teachers were already satisfied with the way management representative interacted with them in term of giving information related to teachers' promotion.

The maximum of 10.00 for task performance indicate that some of the respondents highly perceived that they fully performed their job description as expected by the management representatives. Similarly, the maximum score of 5.00 for OCB also show that some respondents perceived that they are fully committed with the maximum roles such as OCB activities. The SD for career satisfaction and OCB are at 0.67 and 0.40 each. As for the dimensions of perceived OJ, the SD's are 0.55 for interactional justice, 0.64 for distributive justice and 0.58 for procedural justice. These results show that most respondents are close to the mean for all these variables. As indicated in Table 4.7.1, SD for task performance reports the highest value with the score of 1.13.

4.7.2 Means, SD, Minimum and Maximum Value for Variables (Superior-Ratings Analyses)

The results for the related descriptions based on the Management Survey Set reported in Table 4.7.2. As seen, it shows that the mean of superior-ratings for teachers' task performance is at 7.91 (for the ten-point scale of task performance) and the mean of

superior-ratings for teachers' OCB at 3.61 (for the five-point scale of OCB). Therefore, the mean score for both superior-ratings of task performance and OCB were also in the high range indication.

Table 4.7.2
Means, SD, minimum and maximum based on Management Survey Set

Variables	N	Mean	SD	Minimum	Maximum
Task Performance	390	7.91	1.08	3.64	10.00
OCB	390	3.61	0.38	2.25	5.00

Therefore, in the perspective of management representative the mean score for teachers' task performance and teachers' OCB are also high. These indicate that management representatives have such high ratings on the levels of task performance and OCB towards their respective teachers. In other words, in the perspective of management representatives, task performance and OCB are not an issue among teachers in the primary schools.

The minimum of 3.64 on task performance indicate that the smaller rate had been given by some of respondents who may not be so familiar with the score of task performance which adopted based on AWPR Form. AWPR Form had been evaluated by the management representatives. Thus, different perceptions for the score of task performance may be given by different management representatives. For those who were just appointed to hold the management positions, they may be not so familiar with the score of task performance as documented in the AWPR Form; which ranged from 1 (very low) to 10 (very high).

As for the OCB description, the minimum of 2.25 indicate that some of the respondents may not accept activities that were related to OCB. First, they may not expect OCB activities to be displayed by teachers (subordinates). Second, they may not formally observe their respective teachers who had performed OCB activities since these activities are not required officially in the performance evaluation process. However, the maximum score of 10.00 for task performance and 5.00 for OCB indicate that some of respondents are highly perceived that their respective teachers (subordinates) had displayed several types of OCB activities. As indicated in Table 4.7.2, SD for task performance in the view of management representatives is at 1.08. Meanwhile, SD for teachers' OCB in the management ratings is rather small at 0.36.

4.8 INTER-CORRELATION BETWEEN VARIABLES

A correlation analysis was performed to assess the strength and direction of a linear relationship between the variables of the study. The correlation coefficients indicate the strength and the direction between two variables. The closer the coefficient is to either - 1.0 or + 1.0, the stronger the correlation between the variables. This analysis was conducted on all variables in this study for two purposes. First, the variables were checked to examine the presence of multicollinearity.

According to Nunnally (1978), the correlation among the independent variables should not exceed 0.70; thus multicollinearity was not a problem of the data. Second, this analysis was performed to explore the relationships between variables. The bivariate correlation procedure was subjected to a two-tailed test of significant at two difference

levels: (a) highly significant ($p=0.01$) level and (b) significant ($p=0.05$) level. In interpreting the strength of relationships between variables, the correlation coefficient is as follow:

Pearson's r	Indications
0.90 to 1.00	Very high correlation
0.70 to 0.89	High correlation
0.40 to 0.69	Moderate correlation
0.20 to 0.39	Low correlation
0.00 to 0.19	Very low correlation

According to Podsakoff, MacKenzie, Lee and Podsakoff (2003) Common Method Variance (CMV) is 'variance that is attributable to the measurement method rather than to the constructs the measures represent' (p. 879). CMV bias is usually evidenced by extremely high correlation ($r>0.50$). If measures are affected by CMV or common-method bias, the intercorrelations among them can be inflated or deflated (Williams & Brown, 1994). CMV creates a false internal consistency, that is, an apparent correlation among variables generated by their common source. In such cases, self-report data can create false correlations if the respondents have a propensity to provide consistent answers to survey questions that are otherwise not related. In general, several approaches have been recommended in the literature as methods that researchers should use to avoid or correct CMV (Podsakoff *et al.*, 2003).

As stated by Chang, Witteloostuijn and Eden (2010) using other sources of information for some of the key measures in the research design stage could avoid any potential CMV. In particular, if possible, the dependent variable should be constructed using

information from different sources than the independent variables. Another approach to avoid any potential in the research design stage is to use different types of scale in designing and administering the questionnaire (Chang *et al.*, 2010).

As recommended by Chang *et al.*, (2010), the best way to avoid or minimize any potential CMV bias is to collect measures for different constructs from different sources. Ideally, the dependent variable(s) are collected from a different source than the independent variables are collected from. Therefore, in this study, researcher uses the self-reported and superior-reported data in obtaining the information. Thus, the potential of CMV problems may be reduce in this study.

Another approach is involved the way on how the questionnaire is designed and administered. For example, respondents should be assured of the anonymity and confidentiality of the study that there was no right or wrong answers (Chang *et al.*, (2010). Therefore, in this study, the researcher designs the questionnaires to ensure that respondents will answer the questionnaires as honestly as possible. As stated by Podsakoff *et al.* (2003) 'these procedures should reduce people's evaluation apprehension and make them less likely to edit their responses to be more socially desirable, lenient, acquiescent and consistent with how the researcher wants them to respond' (p. 888).

Therefore, in this study, the researcher takes great care to systematically examine the construction of items during the content validity phase. For example, in this study, the researcher conducted several discussions to verify all items in order to improve the validity and the clarity of the questionnaires before the real data collection process began.

This is important to ensure that ambiguous, vague and unfamiliar terms are not included, and that the questionnaire as a whole and the individual items are formulated as concisely as possible (Harrison, McClaughlin, & Coalter, 1996; Lindell & Whitney, 2001; Podsakoff *et al.*, 2003).

As suggested by Podsakoff *et al.* (2003) ‘another way to diminish method biases is to use different scale endpoints and formats for the predictor and criterion measures’ (p. 888). This should reduce method biases caused by commonalities in scale endpoints and anchor effects. Therefore, in this study, the researcher used the five-point scale to obtain the data on OCB, OJ and career satisfaction, meanwhile the ten-point scale had been used to gain the data on task performance variable. Counterbalancing the order of questions relating to different scales and constructs makes CMV less likely, as the respondent cannot then easily combine related items to cognitively ‘create’ the correlation needed to produce a CMV biased pattern of responses (Murray, Kotabe, & Zhou, 2005). Given that, all these methods that had been considered by the researcher may reduce CMV problems in the comprehension stage of the response process.

As discussed in Chapter 3, the justifications for using the two ratings of task performance and OCB had been explained. First, the correlations for the variables when task performance and OCB were rated by teachers (self-ratings) will be reported. Next, the correlations for the variables when task performance and OCB were rating by management representative (superior-ratings) will be presented.

4.8.1 Inter-correlation between Variables (Self-Ratings Analyses)

Correlations between self-ratings of CA, task performance and OCB showed bivariate relationship among all the variables. Both tests of CA dimension which had been measured in the term of extrinsic (e.g. number of promotion) and intrinsic (e.g. career satisfaction) were presented. Please refer Appendix 1.

Table 4.8.1
Inter-correlation between variables (Self-Ratings)

Variables	1	2	3	4	5	6	7
1. Interactional Justice	-						
2. Distributive Justice	.28**	-					
3. Procedural Justice	.27**	.00	-				
4. Task Performance	.26**	.08	.05	-			
5. OCB	.30**	.09	.09	.62**	-		
6. Number of Promotion	.02	-.02	.05	.16**	.17**	-	
7. Career Satisfaction	.33**	.29**	.13*	.20**	.11*	.15**	-

*Correlation is significant at the .05 level (2-tailed)

**Correlation is significant at the .01 level (2-tailed)

As seen in Table 4.8.1, the number of promotion and task performance is positively correlated ($r=.16$, $p<.01$). Similarly, the number of promotion and OCB is also positively correlated ($r=.17$, $p<.01$). Apart from that, in term of the intrinsic CA, career satisfaction and task performance are also positively correlated ($r=.20$, $p<.01$). Similarly, career satisfaction and OCB are also correlated at ($r=.11$, $p<.05$). Looking at moderator variables, Table 4.8.1 supports the notion that all dimensions of perceived OJ are positively correlated with career satisfaction. Interactional justice is significantly more highly correlated with career satisfaction ($r=.33$, $p<.01$) followed by distributive justice

($r=.29$, $p<.01$) and procedural justice ($r=.13$, $p<.05$). However, all dimensions of perceived OJ are not correlated with number of promotion.

4.8.2 Inter-Correlation between Variables (Superior-Ratings Analyses)

Table 4.8.2 indicates that number of promotion is positively correlated with management ratings of teachers' OCB ($r=.11$, $p<.05$), but not correlated with teachers' task performance. As for the intrinsic CA, there are positive correlations between career satisfaction and management ratings of teachers' task performance ($r=.10$, $p<.05$) as well as career satisfaction and management ratings of teachers' OCB ($r =.13$, $p<.01$). Please refer Appendix 2.

Table 4.8.2
Inter-correlation between variables (Superior-ratings)

Variables	1	2	3	4	5	6	7
1. Interactional Justice	-						
2. Distributive Justice	.28**	-					
3. Procedural Justice	.27**	.00	-				
4. Task Performance	.09	.12*	.03	-			
5. OCB	.11**	.09	.07	.65**	-		
6. Number of Promotion	.02	-.02	.05	.09	.11*	-	
7. Career Satisfaction	.33**	.29**	.13*	.10*	.13*	.15**	-

*Correlation is significant at the .05 level (2-tailed)

**Correlation is significant at the .01 level (2-tailed)

Turning to moderator variables, Table 4.8.2 supports the notion that all dimensions of perceived OJ are positively correlated with career satisfaction. Interactional justice is significantly more highly correlated with career satisfaction ($r=.33$, $p<.01$) followed by

distributive justice ($r=.29$, $p<.01$) and procedural justice ($r=.13$, $p<.05$). However, all dimensions of perceived OJ are not correlated with number of promotion.

In sum, the correlation coefficients for the variables in Teachers Survey Set ranged from 0.00 to 0.62; meanwhile, the correlation coefficients for the variables in Management Survey Set ranged from 0.00 to 0.65. This indicated that the relationship between the variables for both self-ratings and superior-ratings of the present study had a very low to moderate correlation. Given that, the correlation among the variables did not exceed 0.70, thus no problem of multicollinearity is found in this study.

4.9 REGRESSION ANALYSIS

In order to test the hypotheses, multiple regressions are utilized. Multiple regression analyses are conducted to test the predictive power of the independent variables on the dependent variable. F statistic is used to analyze whether the relationship between variable was statistically significant. R squared is used to examine how strong the set of independent variables influenced the dependent variable; and Beta weight is used to examine which independent variables have the strongest effect on the dependent variable.

Hypotheses testing utilizing power analysis will determine the level of acceptance of rejection of the hypotheses at $p<.05$ and $p<.01$ (Cooper & Schindler, 2001; Hair *et al.*, 1998). Linear regression rests on four assumptions: normality, linearity, independence and homoscedasticity (Hair *et al.*, 1998). Normality requires that the dependent variable to be normally distributed at each value of the independent variable. Linearity requires

that the relationship between the independent and dependent variables to be linear. Independence requires that each observation to be independent of surrounding observations. Finally, homoscedasticity implies equal variances of the dependent variable at each observation of the dependent variable.

Four assumptions of multiple regression analyses were tested in this study. First, this study tested the normality of the data gathered using a visual inspection of data plot (histogram and stem and leaf plot), skewness, kurtosis, and P-P plots. The second assumption was the linear relationship between the independent and dependent variables using scatter plots of residuals (standardized residuals). The third assumption was the homoscedasticity of independent variables using a visual examination of a plot of the standardized residuals. The fourth assumption was the multicollinearity of independent variables detected by using the correlation matrix and squared multiple correlations.

In this study, multiple regression analysis is conducted for each rating, which involved with the self-ratings and superior-ratings. First of all, two categories of independent variables or predictors (e.g. task performance, OCB) for both self-ratings and superior-ratings were analyzed. This analysis can determine the relative contributions of the independent variables on CA (dependent variable) of the primary school teachers. Next, the relative contributions of the moderating variable (e.g. perceived OJ) on the dependent variables (e.g. number of promotion, career satisfaction) for both self-ratings and superior-ratings are examined. This analysis can determine the relative contributions of the moderating variable on CA of the primary school teachers.

Next, the interaction between the independent variables (e.g. task performance, OCB) and each dimension of the moderator (e.g. interactional justice, distributive justice and procedural justice) for self-ratings and superior-ratings to the criterion variables (e.g. number of promotion, career satisfaction) are presented. As explained in Chapter 3, a significant interaction term would be taken as an indication of a moderating effect (Jaccard & Turrisi, 2003; Zhang & Leung, 2001). Therefore, this analysis can determine the relative contributions of the interaction between independent variables and moderating variable on the CA of the primary school teachers. Finally, the split regression is tested on the variables that are found significant based on the multiple regression analysis. As deeply discussed in Chapter 3, the median for each moderating factors had been used. The use of the split regression to probe the significant interaction effects is then presented. In brief, through the three models of regression analyses, the results of the relative contributions of the independent variables and the moderating variable on teacher extrinsic CA (dependent variable) as well as interaction of the independent variables and the moderating variables on teachers' intrinsic CA (dependent variable); are examined. Thus, the changes of the variance for each relationship can be systematically reported.

4.9.1 Relationship between Self-Ratings of Task Performance and OCB to Extrinsic CA (Number of Promotion)

The results as summarized in Table 4.9.1 indicated the hierarchical multiple regression equation using self-ratings of task performance and OCB on extrinsic CA. The set of main effect of self-ratings for task performance and OCB accounted for approximately

3.0% of variance in number of promotion. The value of F equals to 6.60. Self-rating of task performance ($\beta=.09$, $t=1.45$, $p=.15$) and OCB ($\beta=.11$, $t=1.70$, $p=.09$) are not significantly related to number of promotion. The moderator variables accounted approximately 4.0% of the variance in number of promotion. The value of F equals to 2.99. Interactional justice ($\beta=-.04$, $t=-.79$, $p=.43$), distributive justice ($\beta=-.04$, $t=-.76$, $p=.45$) and procedural justice ($\beta=.04$, $t=-.77$, $p=.45$) are not significantly related to number of promotion.

Table 4.9.1

Results of hierarchical multiple regression evaluating the effects of self-ratings of task performance and OCB on number of promotion

	β	t	p	R ²	R ² Δ	F Change
Model 1 - Main Effect				.03	-	6.60
Task Performance	.09	1.45	.15			
OCB	.11	1.70	.09			
Model 2 – Moderators				.04	.01	2.99
Interactional Justice	-.04	-.79	.43			
Distributive Justice	-.04	-.76	.45			
Procedural Justice	.04	.77	.45			
Model 3 - Two Way Interactions				.07	.03	2.42
Task Performance * Interactional Justice	-.00	-.03	.98			
Task Performance * Distributive Justice	-.02	-.29	.77			
Task Performance * Procedural Justice	-.02	-.24	.81			
OCB * Interactional Justice	.07	.97	.33			
OCB * Distributive Justice	.19	2.62	.01*			
OCB * Procedural Justice	-.00	-.04	.97			

* $p<0.05$; ** $p<0.01$

The entry of the two-way interactions increased R^2 by about 3.0%. The value of F equals to 2.42. However, in term of perceived justice breakdown, the results presented that there are no significant interactions between task performance and interactional justice ($\beta=-.00$, $t=-.03$, $p=.98$); between task performance and distributive justice ($\beta=-.00$, $t=-.29$, $p=.77$); and between task performance and procedural justice ($\beta=-.02$, $t=-.24$, $p=.81$). Similarly, the results also presented that there are no significant interactions between OCB and interactional justice ($\beta=.07$, $t=.97$, $p=.33$), and between OCB and procedural justice ($\beta=-.00$, $t=-.04$, $p=.97$). However, there is a significant interaction between OCB and distributive justice ($\beta=.19$, $t=2.62$, $p=.01$). Please refer Appendix 3.

Based on the split regression, self-ratings of OCB is an important determinant of extrinsic CA (number of promotion) for teachers who perceived high distributive justice ($\beta=.27$, $t=2.46$, $p=.02$) as compared to teachers who perceived low distributive justice ($\beta=.06$, $t=.80$, $p=.43$). Please refer Appendix 7. Hence, the relationship between OCB and promotion is stronger among teachers who perceived high distributive justice as compared to teachers who perceived low distributive justice.

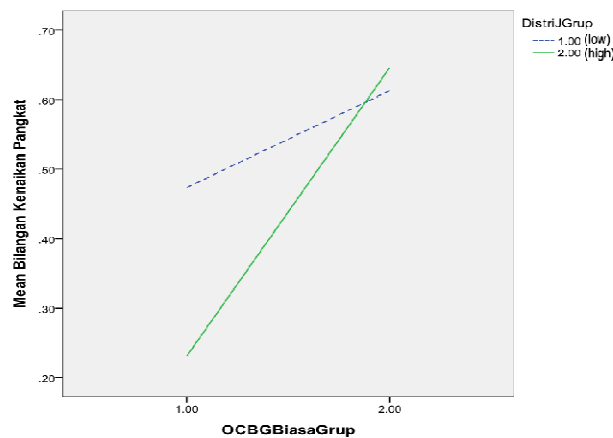


Figure 4.9.1: Interaction Plot between self-ratings of OCB and distributive justice on teachers' number of promotion.

Figure 4.9.1 revealed the nature of the interaction between self-ratings of OCB and distributive justice in promotion for teachers who perceived high level of distributive justice and low level of distributive justice. The interaction indicated that, an increase in the level of self-ratings of OCB was associated with an increase in teachers' number of promotion when teachers perceived high level of distributive justice ($\beta=.27$, $t=2.46$, $p=.02$). Among teachers who perceived low distributive justice, self-ratings of OCB seemed to be unrelated to number of promotion ($\beta=.06$, $t=.80$, $p=.43$). Therefore, the line representing teachers who perceived high distributive justice is more positively sloped than the line representing teachers who perceived low distributive justice.

Given that, hypotheses H1a, H1b, H3b, H3c, H3f, H7a, H7b, H7e, H8a, and H8e are not supported. However, hypotheses H3a and H8b are supported.

4.9.2 Relationship between Self-Ratings of Task Performance and OCB to Intrinsic CA (Career Satisfaction)

The results as summarized in Table 4.9.2 indicated the hierarchical multiple regression equation using self-ratings of task performance and OCB on intrinsic CA. The set of main effect of self-ratings for task performance and OCB accounted for approximately 4.0% of variance in career satisfaction. The value of F is equals to 8.43. Self-ratings of task performance ($\beta=.22$, $t=3.45$, $p=.00$) was significantly related to career satisfaction. However, the result presented that OCB is not significantly related to career satisfaction ($\beta=-.03$, $t=-.42$, $p=.68$).

The moderator variables accounted approximately 17.0% of the variance in career satisfaction. The value of F equals to 16.07. The results presented that there are significant relationships between interactional justice ($\beta=.21$, $t=4.40$, $p=.00$), distributive justice ($\beta=.28$, $t=6.02$, $p=.00$) and procedural justice ($\beta=.13$, $t= 2.76$, $p=.01$) with career satisfaction.

Table 4.9.2

Results of hierarchical multiple regression evaluating the effects of self-ratings of task performance and OCB on career satisfaction

	β	t	p	R ²	R ² Δ	F Change
Model 1 - Main Effect				.04	-	8.43
Task Performance	.22	3.45	.00*			
OCB	-.03	-.42	.68			
Model 2 – Moderators				.17	.13	16.07
Interactional Justice	.21	4.40	.00*			
Distributive Justice	.28	6.02	.00*			
Procedural Justice	.13	2.76	.01*			
Model 3 - Two Way Interactions				.21	.04	9.07
Task Performance * Interactional Justice	-.07	-1.16	.25			
Task Performance * Distributive Justice	.05	.70	.48			
Task Performance * Procedural Justice	.07	1.27	.21			
OCB * Interactional Justice	.05	.72	.47			
OCB * Distributive Justice	.11	1.66	.01*			
OCB * Procedural Justice	.05	.91	.36			

* $p<0.05$; ** $p<0.01$

The entry of the two-way interactions increased R^2 by about 4.0%. The value of F was 9.07. However, in term of perceived justice breakdown, the results presented that there are no significant interactions between task performance and interactional justice ($\beta=-.07$, $t=-1.16$, $p=.25$), between task performance and distributive justice ($\beta=.05$, $t=.70$, $p=.48$); and between task performance procedural justice ($\beta=.07$, $t=1.27$, $p=.21$). Similarly, the results also presented that there are no significant interactions between OCB and interactional justice ($\beta =.05$, $t=.72$, $p=.47$); and between OCB and procedural justice ($\beta=.05$, $t=.91$, $p=.36$). However, there is significant interaction between OCB and distributive justice ($\beta=.11$, $t=1.66$, $p=.01$). Please refer Appendix 4.

Based on the split regression, self-ratings of OCB is an important determinant of intrinsic CA (career satisfaction) for teachers who perceived high distributive justice ($\beta=.27$, $t=2.44$, $p=.02$) as compared to teachers who perceived low distributive justice ($\beta=-.16$, $t=-2.06$, $p=.04$). Please refer Appendix 8. Hence, the relationship between OCB and career satisfaction is stronger among teachers who perceived high distributive justice as compared to teachers who perceived low distributive justice.

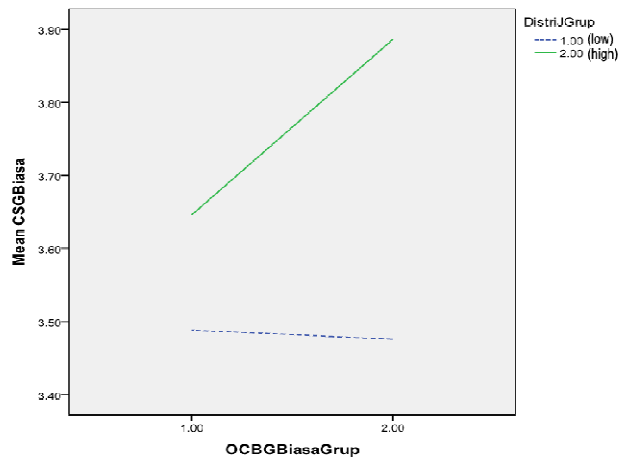


Figure 4.9.2: Interaction Plot between self-ratings of OCB and distributive justice on teachers' career satisfaction.

Figure 4.9.2 presented the nature of the interaction between self-ratings of OCB and distributive justice in career satisfaction, specifically for teachers in the group who perceived high level of distributive justice and low level of distributive justice. The interactions indicated that, an increase in the level of self-ratings of OCB was associated with an increase in teachers' career satisfaction when teachers perceived high level of distributive justice ($\beta=.27$, $t=2.44$, $p=.02$). However, among teachers who perceived low distributive justice, self-ratings of OCB seemed to be unrelated to career satisfaction ($\beta=-.16$, $t=-2.06$, $p=.04$). Therefore, the line representing teachers who perceived high distributive justice is more positively sloped than the line representing teachers who perceived low distributive justice. Given that, hypotheses H1d, H9a, H9b, H9e, H10a and H10e are not supported; however, hypotheses H1c, H4a, H4b, H4c, H4f, and H10b are supported.

4.9.3 Relationship between Superior-Ratings of Task Performance and OCB to Extrinsic CA (Number of Promotion)

The results as summarized in Table 4.9.3 indicated the hierarchical multiple regression equation using superior (management) ratings of task performance and OCB on extrinsic CA. The set of main effect of management ratings for teachers' task performance and OCB accounted for approximately 1.0% of variance in number of promotion. The value of F was 2.46. Management ratings of teachers' task performance ($\beta=.04$, $t=.61$, $p=.55$) and teachers' OCB ($\beta=.08$, $t=1.23$, $p=.22$) are not significantly related to number of promotion. The moderator variables accounted approximately 2.0% of the variance in number of promotion. The value of F was 1.24. Results presented that there are no

significant relationships between interactional justice ($\beta=.01$, $t=.15$, $p=.88$), distributive justice ($\beta=-.03$, $t=-.66$, $p=.51$) and procedural justice ($\beta=.05$, $t=.91$, $p=.36$) with number of promotion.

Table 4.9.3

Results of hierarchical multiple regression evaluating the effects of superior-ratings of task performance and OCB on number of promotion

	β	t	p	R ²	R ² Δ	F Change
Model 1 - Main Effect				.01	-	2.46
Task Performance	.04	.61	.55			
OCB	.08	1.23	.22			
Model 2 – Moderators				.02	.01	1.24
Interactional Justice	.01	.15	.88			
Distributive Justice	-.03	-.66	.51			
Procedural Justice	.05	.91	.36			
Model 3 - Two Way Interactions				.05	.03	1.88
Task Performance * Interactional Justice	.16	2.38	.02*			
Task Performance * Distributive Justice	-.03	-.36	.72			
Task Performance * Procedural Justice	-.13	-1.85	.06			
OCB * Interactional Justice	-.05	-.70	.49			
OCB * Distributive Justice	.07	1.06	.29			
OCB * Procedural Justice	.14	2.11	.04*			

* $p<0.05$; ** $p<0.01$

The entry of the two-way interactions increased R² by about 3.0%. The value of F equals to 1.88. However, in term of perceived justice breakdown, there are different results presented for each perceived justice dimensions. Although results presented that there are

no significant interactions between task performance and distributive justice ($\beta=-.03$, $t=-.36$, $p=.72$) and between task performance and procedural justice ($\beta=-.13$, $t=-1.85$, $p=.06$), there was a significant interaction between task performance and interactional justice ($\beta=.16$, $t=2.38$, $p=.02$). In contrast, the results presented that although there are no significant interactions between OCB and interactional justice ($\beta=-.05$, $t=-.70$, $p=.49$), and between OCB and distributive justice ($\beta=.07$, $t=1.06$, $p=.29$), there is significant interaction between OCB and procedural justice ($\beta=.14$, $t=2.11$, $p=.04$). Please refer Appendix 5.

Based on the split regression, management ratings of task performance is an important determinant of extrinsic CA (number of promotion) for teachers who perceived high interactional justice ($\beta=.23$, $t=2.66$, $p=.01$) as compared to teachers who perceived low interactional justice ($\beta=-.02$, $t=-.21$, $p=.84$). Please refer Appendix 9. Hence, the relationship between management ratings of teachers' task performance and number of promotion is stronger among teachers who perceived high distributive justice as compared to teachers who perceived low distributive justice.

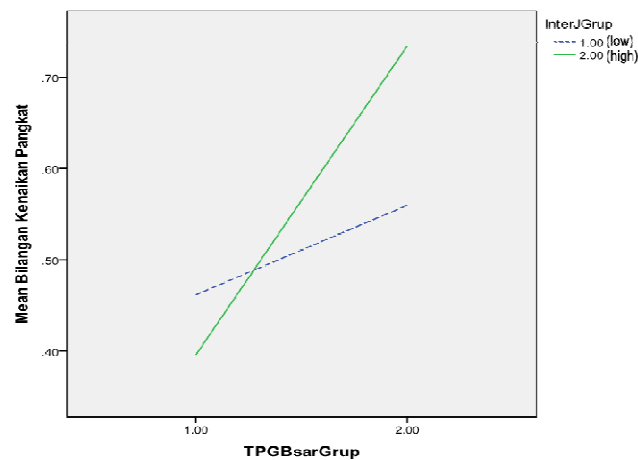


Figure 4.9.3.1: Interaction Plot between superior-ratings of task performance and interactional justice on teachers' number of promotion.

Figure 4.9.3.1 showed the nature of the interaction between superior-ratings of task performance and interactional justice in promotion, specifically for teachers in the group who perceived high level of interactional justice and low level of interactional justice. The interactions indicated that, an increase in the level of superior-ratings of task performance was associated with an increase in teachers' number of promotion when teachers perceived high level of interactional justice ($\beta=.23$, $t=2.66$, $p=.01$).

However, among teachers who perceived low interactional justice, superior-ratings of task performance seemed to be unrelated to number of promotion ($\beta=-.02$, $t=-.21$, $p=.84$). Therefore, the line representing teachers who perceived high interactional justice is more positively sloped than the line representing teachers who perceived low interactional justice.

Also, based on the split regression, management ratings of teachers' OCB is an important determinant of extrinsic CA (number of promotion) for teachers who perceived high procedural justice ($\beta=.19$, $t=2.44$, $p=.02$) as compared to teachers who perceived low procedural justice ($\beta=.06$, $t=.87$, $p=.39$). Please refer Appendix 10. Hence, the relationship between management ratings of teachers' OCB and number of promotion is stronger among teachers who perceived high procedural justice as compared to teachers who perceived low procedural justice.

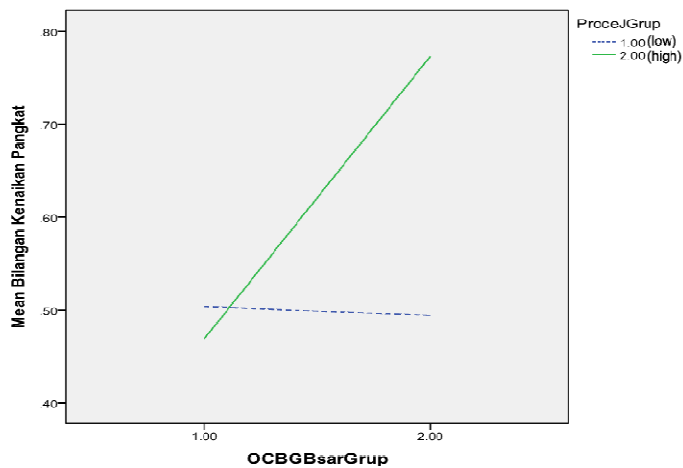


Figure 4.9.3.2: Interaction Plot between superior-ratings of OCB and procedural justice on teachers' number of promotion.

Figure 4.9.3.2 revealed the nature of the interaction between superior-ratings of teachers' OCB and procedural justice in promotion, specifically for teachers in the group who perceived high level of procedural justice and low level of procedural justice. The interactions indicated that, an increase in the level of superior-ratings of teachers' OCB was associated with an increase in teachers' number of promotion when teachers perceived high level of procedural justice ($\beta=.19$, $t=2.44$, $p=.02$). Among teachers who perceived low procedural justice, superior-ratings of OCB seemed to be unrelated to number of promotion ($\beta=.06$, $t=.87$, $p=.39$). Therefore, the line representing teachers who perceived high procedural justice is more positively sloped than the line representing teachers who perceived low procedural justice

Given that, hypotheses H2a, H2b, H5a, H5b, H5c, H5f, H11a, H11b, H12b and H12e are not supported. Apart from that, hypotheses H11e and H12a are supported.

4.9.4 Relationship between Superior-Ratings of Task Performance and OCB to Intrinsic CA (Career Satisfaction)

The results as summarized in Table 4.9.4 indicated the hierarchical multiple regression equation using superior (management) ratings of task performance and OCB on intrinsic CA. The set of main effect of management ratings for teachers' task performance and OCB accounted for approximately 2.0% of variance in career satisfaction. The value of F is 3.57. Results presented that management ratings of teachers' task performance ($\beta=.03$, $t=.45$, $p=.65$) is not significantly related to career satisfaction. However, management ratings of teachers' OCB ($\beta=.11$, $t=1.71$, $p=.01$) is significantly related to career satisfaction.

The moderator variables account approximately 16.0% of the variance in career satisfaction. The value of F is 14.47. Results also presented that there are significant relationships between interactional justice ($\beta=.23$, $t=4.81$, $p=.00$), distributive justice ($\beta=.28$, $t=5.91$, $p=.00$) and procedural justice ($\beta=.12$, $t=2.61$, $p=.01$) with career satisfaction.

The entry of the two-way interactions increased R^2 by about 2.0%. The value of F is 7.42. However, in term of perceived justice breakdown, there are no significant interactions between superior-ratings of task performance and all factors of perceived justice to teachers' career satisfaction. Similarly, there are also no significant interactions between superior-ratings of OCB and all factors of perceived justice to teachers' career satisfaction.

In detail, the results presented that there are no significant interactions between task performance and interactional justice ($\beta=-.02$, $t=-.36$, $p=.72$); between task performance and distributive justice ($\beta=-.11$, $t=-1.65$, $p=.10$); and between task performance and procedural justice ($\beta=-.05$, $t=-.75$, $p=.46$). Similarly, results also presented that there are no significant interactions between OCB and interactional justice ($\beta=.08$, $t=1.19$, $p=.24$); between OCB and distributive justice ($\beta=-.01$, $t=-.17$, $p=.87$); and between OCB and procedural justice ($\beta=-.00$, $t=-.05$, $p=.96$). Please refer Appendix 6.

Table 4.9.4

Results of hierarchical multiple regression evaluating the effects of superior-ratings of task performance and OCB on career satisfaction

	β	t	p	R ²	R ² Δ	F Change
Model 1 - Main Effect				.02	-	3.57
Task Performance	.03	.45	.65			
OCB	.11	1.71	.01*			
Model 2 – Moderators				.16	.14	14.47
Interactional Justice	.23	4.81	.00*			
Distributive Justice	.28	5.91	.00*			
Procedural Justice	.12	2.61	.01*			
Model 3 - Two Way Interactions				.18	.02	7.42
Task Performance * Interactional Justice	-.02	-.36	.72			
Task Performance * Distributive Justice	-.11	-1.65	.10			
Task Performance * Procedural Justice	-.05	-.75	.46			
OCB * Interactional Justice	.08	1.19	.24			
OCB * Distributive Justice	-.01	-.17	.87			
OCB * Procedural Justice	-.00	-.05	.96			

* $p<0.05$; ** $p<0.01$

Therefore, hypotheses H2c, H13a, H13b, H13e, H14a, H14b and H14e are not supported. Apart from that, hypotheses H2d, H6a, H6b, H6c, and H6f are supported.

4.10 RESULTS OF HYPOTHESES TESTING SUMMARY

This section reports the results of the data analyses of this study. First, a primary test was done including the response rate, factor analysis and reliability analysis. Second, descriptive analysis and correlation test were done. Finally, hierarchical multiple regression test are conducted to answer the research questions. In brief, 44 hypotheses consisting of the main effects, the moderator effects and the interacting effects are tested in this study. This study found that 12 out of 44 hypotheses are supported. The hypotheses conclusions are summarized in the separate tables as presented in the next section.

4.10.1 Main Effects

4.10.1.1 Self-Ratings of Task Performance and OCB to CA

The following four hypotheses concerned with the relationship between overall self-ratings of task performance and OCB to number of promotion as well as career satisfaction. The hypotheses conclusions were summarized in Table 4.10.1.1.

Table 4.10.1.1

Hypotheses summary for the relationship between self-ratings of task performance and OCB to CA

Hypotheses Statements	Results
H1a: Self-ratings of task performance will be significantly related to teachers' number of promotion.	Not Supported
H1b: Self-ratings of OCB will be significantly related to teachers' number of promotion.	Not Supported
H1c: Self-ratings of task performance will be significantly related to teachers' career satisfaction.	Supported
H1d: Self-ratings of OCB will be significantly related to teachers' career satisfaction.	Not Supported

4.10.1.2 Superior-Ratings of Task Performance and OCB to CA

The following four hypotheses concerned with the relationship between overall superior-ratings of task performance and OCB to number of promotion as well as career satisfaction. The hypotheses conclusions were summarized in Table 4.10.1.2.

Table 4.10.1.2

Hypotheses summary for the relationship between superior-ratings of task performance and OCB to CA

Hypotheses Statements	Results
H2a: Superior-ratings of task performance will be significantly related to teachers' number of promotion.	Not Supported
H2b: Superior-ratings of OCB will be significantly related to teachers' number of promotion.	Not Supported
H2c: Superior-ratings of task performance will be significantly related to teachers' career satisfaction.	Not Supported
H2d: Superior-ratings of OCB will be significantly related to teachers' career satisfaction.	Supported

4.10.2 Moderator Effects

4.10.2.1 *Self-Ratings of the Relationship between OJ and CA*

The conclusions for six hypotheses regarding the relationship between OJ and both types of CA (e.g. number of promotion, career satisfaction) in the self-ratings perspective are summarized in Table 4.10.2.1.

Table 4.10.2.1

Hypotheses summary for the relationship between OJ and CA in the self-ratings perspective

Hypotheses Statements	Results
H3a: In the self-ratings of perspective, there is significant relationship between procedural justice and number of promotion.	Not Supported
H3b: In the self-ratings of perspective, there is significant relationship between distributive justice and number of promotion.	Not Supported
H3e: In the self-ratings of perspective, there is significant relationship between interactional justice and number of promotion.	Not Supported
H4a: In the self-ratings of perspective, there is significant relationship between procedural justice and career satisfaction.	Supported
H4b: In the self-ratings of perspective, there is significant relationship between distributive justice and career satisfaction.	Supported
H4e: In the self-ratings of perspective, there is significant relationship between interactional justice and career satisfaction.	Supported

4.10.2.2 *Superior-Ratings of the Relationship between OJ and CA*

The conclusions for six hypotheses regarding the relationship between OJ and both types of CA (e.g. number of promotion, career satisfaction) in the superior (management) ratings perspective were summarized in Table 4.10.2.2.

Table 4.10.2.2

Hypotheses summary for the relationship between OJ and CA in the superior-ratings perspective

Hypotheses Statements	Results
H5a: In the superior-ratings of perspective, there is significant relationship between procedural justice and number of promotion.	Not Supported
H5b: In the superior-ratings of perspective, there is significant relationship between distributive justice and number of promotion.	Not Supported
H5e: In the superior-ratings of perspective, there is significant relationship between interactional justice and number of promotion.	Not Supported
H6a: In the superior-ratings of perspective, there is significant relationship between procedural justice and career satisfaction.	Supported
H6b: In the superior-ratings of perspective, there is significant relationship between distributive justice and career satisfaction.	Supported
H6e: In the superior-ratings of perspective, there is significant relationship between interactional justice and career satisfaction.	Supported

4.10.3 Interacting Effects

4.10.3.1 Interacting Effects of OJ with Self-Ratings of Task Performance and OCB on CA

The following six hypotheses concerned with interacting effects of OJ with self-ratings of task performance and OCB on number of promotion. However, the next following eight hypotheses concerned with interacting effects of OJ with self-ratings of task performance and OCB on career satisfaction. The conclusions for these hypotheses were summarized in Table 4.10.3.1.

Table 4.10.3.1

Hypotheses summary for the interacting effects of OJ with self-ratings of task performance and OCB on CA

Hypotheses Statements	Results
H7a: Teachers' procedural justice moderates the relationship between self-ratings of task performance and number of promotion.	Not Supported
H7b: Teachers' distributive justice moderates the relationship between self-ratings of task performance and number of promotion.	Not Supported
H7e: Teachers' interactional justice moderates the relationship between self-ratings of task performance and number of promotion.	Not Supported
H8a: Teachers' procedural justice moderates the relationship between self-ratings of OCB and number of promotion.	Not Supported
H8b: Teachers' distributive justice moderates the relationship between self-ratings of OCB and number of promotion.	Supported
H8e: Teachers' interactional justice moderates the relationship between self-ratings of OCB and number of promotion.	Not Supported
H9a: Teachers' procedural justice moderates the relationship between self-ratings of task performance and career satisfaction.	Not Supported
H9b: Teachers' distributive justice moderates the relationship between self-ratings of task performance and career satisfaction.	Not Supported
H9e: Teachers' interactional justice moderates the relationship between self-ratings of task performance and career satisfaction.	Not Supported
H10a: Teachers' procedural justice moderates the relationship between self-ratings of OCB and career satisfaction.	Not Supported
H10b: Teachers' distributive justice moderates the relationship between self-ratings of OCB and career satisfaction.	Supported
H10e: Teachers' interactional justice moderates the relationship between self-ratings of OCB and career satisfaction.	Not Supported

4.10.3.2 Interacting Effects of OJ with Superior-Ratings of Task Performance and OCB on CA

The following six hypotheses concerned with interacting effects with superior (management) ratings of task performance and OCB on number of promotion. However, the next following six hypotheses concerned with interacting effects with superior-ratings

of task performance and OCB on career satisfaction. The conclusions for these hypotheses were summarized in Table 4.10.3.2.

Table 4.10.3.2

Hypotheses summary for the interacting effects of OJ with superior-ratings of task performance and OCB on CA

Hypotheses Statements	Results
H11a: Teachers' procedural justice moderates the relationship between superior-ratings of task performance and number of promotion.	Not Supported
H11b: Teachers' distributive justice moderates the relationship between superior-ratings of task performance and number of promotion.	Not Supported
H11e: Teachers' interactional justice moderates the relationship between superior-ratings of task performance and number of promotion.	Supported
H12a: Teachers' procedural justice moderates the relationship between superior-ratings of OCB and number of promotion.	Supported
H12b: Teachers' distributive justice moderates the relationship between superior-ratings of OCB and number of promotion.	Not Supported
H12e: Teachers' interactional justice moderates the relationship between superior-ratings of OCB and number of promotion.	Not Supported
H13a: Teachers' procedural justice moderates the relationship between superior-ratings of task performance and career satisfaction.	Not Supported
H13b: Teachers' distributive justice moderates the relationship between superior-ratings of task performance and career satisfaction.	Not Supported
H13e: Teachers' interactional justice moderates the relationship between superior-ratings of task performance and career satisfaction.	Not Supported
H14a: Teachers' procedural justice moderates the relationship between superior-ratings of OCB and career satisfaction.	Not Supported
H14b: Teachers' distributive justice moderates the relationship between superior-ratings of OCB and career satisfaction.	Not Supported
H14e: Teachers' interactional justice moderates the relationship between superior-ratings of OCB and career satisfaction.	Not Supported

4.11 SUMMARY

Generally, the results revealed that self-ratings and superior (management) ratings yielded slightly different factors. The results of the main effect did not fully provide

support for the proposition that task performance and OCB is associated significantly with teachers' CA.

Specifically, in the perspective of self-ratings, this study found that task performance was the only factor that associated with teachers' intrinsic CA (e.g. career satisfaction). Apart from that, there were no significant relationships between self-ratings of OCB on teachers' extrinsic CA (e.g. number of promotion) or teachers' intrinsic CA (e.g. career satisfaction).

In term of the results for the main effect in the perspective of management ratings, this study found that OCB was the only factor that associated with teachers' intrinsic CA (e.g. career satisfaction). However, there were no significant relationships between management rating of task performance on teachers' extrinsic CA (e.g. number of promotion) or teachers' intrinsic CA (e.g. career satisfaction).

The results of the moderator effect also did not fully provide support for the proposition that all dimensions of OJ are associated significantly with teachers' CA. In the self-ratings perspective, this study revealed that perceived OJ dimensions were significantly related to teachers' intrinsic CA, but not to teachers' extrinsic CA. Also, in the management ratings perspective, this study revealed similar results regarding the relationships between all dimensions of perceived OJ on both types of teachers' CA.

Next, this study found that perceived OJ in the school context has such unique interacting effects based on its factor towards both types of teachers' CA. Briefly, this study found

that there was significant interaction between self-ratings of OCB and perceived distributive justice to teachers' extrinsic CA (e.g. number of promotion). Similarly, this study also found that there was significant interaction between self-ratings of OCB and perceived distributive justice to teachers' intrinsic CA (e.g. career satisfaction).

In the management ratings perspective, this study found that that there was a significant interaction between management ratings of task performance and perceived interactional justice to teachers' extrinsic CA (e.g. number of promotion). In addition, it was evidenced that management ratings of OCB and procedural justice were significantly interacted to teachers' extrinsic CA (e.g. number of promotion). Therefore, the findings confirm a partial support to what would be predicted based upon the SET.

Finally, although the factor of perceived OJ in the school context have an interacting effect between management ratings of task performance and OCB to teachers' extrinsic CA (e.g. number of promotion); however, the factor of perceived OJ in the school context did not have any interacting effect between management ratings of task performance and OCB to teachers' intrinsic CA (e.g. career satisfaction).

CHAPTER FIVE

DISCUSSIONS, IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

The chapter begins with a discussion regarding the influence of task performance and OCB, as the independent variables on CA, the dependent variable. Next, OJ as the moderating variable in the relationship between task performance and OCB to teachers' CA are discussed.

This chapter also touches the differences in results across the two sources of independent variables which involve self-rating and superior-ratings. This is followed by a section to discuss the implications of the findings, the limitations, the recommendations for future research and the suggestions against MOE, *JPN* and the school management. Finally, in brief, this chapter discusses the conclusions of the study.

5.1 DISCUSSION OF RESEARCH FINDINGS

The findings of this study are presented to answer the research questions. The study examines the main effects of task performance and OCB on teachers' CA; particularly in the number of teachers' promotion (extrinsic CA) and teachers' career satisfaction (intrinsic CA). Next, the study investigates the moderating effects of distributive justice, procedural justice and interactional justice on the relationship between task performance and OCB to teachers' CA. The following section discusses the answers to each research question.

5.1.1 Main Effects

5.1.1.1 Relationship between Self-Ratings of Task Performance and OCB to Extrinsic CA

The first and third research questions investigate the relationships between self-ratings of task performance and OCB to teachers' extrinsic CA (e.g. number of promotion) and teachers' intrinsic CA (e.g. career satisfaction). The results, as presented in Table 4.9.1 and Table 4.9.2, provide strong support for the relationships between both independent variables on teachers' CA in the perspective of self-ratings.

Based on the analyses as presented in Table 4.9.1, it was found that in the perspective of teachers, task performance and OCB predicted 3.0% of variances in number of promotion. Hence, this study confirms that the variances in extrinsic CA, which was explained by both task performance and OCB on number of promotion is relatively small. This suggests that task performance and OCB do not strongly influence teachers' extrinsic CA in term of promotion. In detail, the results reveal that there is no significant relationship between task performance ($\beta=.09$) and OCB ($\beta=.11$) to the number of promotion in the context of Malaysian education. It is likely that task performance and OCB do not affect a person's extrinsic CA in term of promotion in the school organization. These results suggest that task performance and OCB do not enhance the number of promotion of the school teachers. The perception that a person who has high level of task performance and OCB may results in greater number of promotion in the context of the Malaysian teacher is not supported in this study.

With regards to the relationship between task performance and extrinsic CA, this study presents the inconsistent findings compared to the findings reported by Bergeron (2005). As explained previously, Bergeron (2005) found that task performance and extrinsic CA (e.g. promotion, speed to CA) is associated positively among academician in UK. The inconsistent findings of this study with the previous studies (Bergeron, 2005) may occur due to other aspects that have been taken into consideration in teachers' promotion in Malaysian educational context. This means that task performance may not the only aspect that has been taken into consideration. The management representative may also look at the other aspects such as acknowledgement from the Headmaster and free from being any disciplinary action (see Table A in Chapter 1). As explained previously, there are eight (8) aspects that are considered in promoting Malaysian teachers. Therefore, all aspects should be investigated in future research in order to look at the impact of number of promotion among teachers.

With regards to the relationship between OCB and extrinsic CA, this study also presents the inconsistent finding with Bergeron (2005) study who found that several dimensions of OCB (e.g. research OCB, advising OCB, service OCB, professional service OCB) are positively and negatively related to extrinsic CA (e.g. promotion, speed to CA). In the perspective of teachers, OCB does not have any effect towards the increasing number of their promotion. As stated by Bergeron (2004), since OCB has made the organization more effective, it may take time to reward these behaviours. As shown in Table 4.6.1.5, half of the respondents (51.02 percent) for this study had less than 10 years of teaching experience. Therefore, they are considered new in servicing the educational institutions. Hence, the benefits for them in practicing OCB; particularly towards the enhancement of

the number of promotion could not be seen in a short period of time. According to the time based promotion (one of the career path for teachers in the Malaysian educational context), teachers should at least have 10 years of teaching experience and fulfill several conditions in order to make them entitle to apply for higher position.

Bergeron (2005) proves that the relationship between OCB and CA is significantly related among UK academician especially the Associates Professor and Full Professor rank already enjoy the full-time tenured or tenure-track in servicing their university. Therefore, more time is needed for teachers in Malaysia to see the positive effects of OCB, particularly towards their career outcomes such as promotion.

5.1.1.2 Relationship between Self-Ratings Task Performance and OCB to Intrinsic CA

The results regarding the effects of task performance and OCB on teachers' intrinsic CA is presented in Table 4.9.2. From the analyses, it was found that task performance and OCB predicted only 4.0% of variances in career satisfaction. Since the variances in intrinsic CA were explained by both task performance and OCB are relatively small, this suggest that task performance and OCB do not strongly influence teachers' intrinsic CA in term of career satisfaction. In detail, the results revealed that there was a significant relationship between self-ratings of teachers' task performance ($\beta=.22$, $p=.00$) and career satisfaction. However, OCB was not found to be significantly related to teachers' career satisfaction in the self-ratings perspective.

Even though it confirms that task performance is not likely to affect teachers' extrinsic CA (e.g. number of promotion), it does affect teachers' intrinsic CA in the term of career satisfaction. In other words, this result suggests that although task performance does not enhance the number of teachers' promotion, it is a predictor to teachers' intrinsic CA particularly in term of teachers' career satisfaction. This is similar to the findings of relationship between OCB and the number of teachers' promotion. This study also is seen to have no significant relationship between self-ratings of OCB and teachers' career satisfaction.

Thus, it is likely that the level of teachers' voluntary behaviour does not influence the level of their extrinsic CA (e.g. number of promotion) as well as intrinsic CA (career satisfaction). Hence, the perception that those individuals who have higher level of OCB that may result in greater level of career satisfaction in the context of Malaysian teachers is not supported in this study.

5.1.1.3 Relationship between Superior-Ratings of Task Performance and OCB to Extrinsic CA

The second and fourth research questions are to investigate the relationship between superior (management) ratings of task performance and OCB to teachers' extrinsic CA (e.g. number of promotion) and teachers' intrinsic CA (e.g. career satisfaction). The results as presented in Table 4.9.3 and Table 4.9.4 provide the support for the relationships between both independent variables (e.g. task performance, OCB) on teachers' CA in the perspective of management ratings.

Similar results are obtained when task performance and OCB do not have any significant relationship with the number of promotion in the perspective of managements' representative (e.g. Headmaster, Senior Assistant). Based on the analyses as presented in Table 4.9.3, it is found that task performance and OCB predict only 3.0% of variances in number of promotion in the perspective of managements' representative. The results reveal that there is no significant relationships between management ratings of teachers' task performance ($\beta=.04$) and teachers' OCB ($\beta=.08$) to teachers' number of promotion in the Malaysian educational context. Therefore, this result is inconsistent with the findings of Carmeli *et al.* (2007) who presented that task performance was positively related to extrinsic CA (e.g. career mobility) among employees in Israel. However, the finding regarding the relationship between OCB and extrinsic CA in this study is in line with Carmeli *et al.* (2007) who finds that there is no significant relationship between OCB (e.g. altruism, compliance) and extrinsic CA (e.g. career mobility).

Thus, this study finds that the ratings of managements' representative on teachers' task performance and OCB do not have any effect to influence the number of teachers' promotion in the school organization. Therefore, these results suggest that in view of managements' representative, teachers' task performance and OCB are not able to enhance the number of promotion for a particular teacher. In other words, in view of the managements' representative, the perception that teachers who have enhance the level of their task performance which may result in a greater number of promotions in the context of Malaysian education setting is not supported in this study. Therefore, in view of managements' representative, the perception that teachers who have enhanced the level

of their OCB which may result in a greater number of promotions in the context of Malaysian education setting is also not supported in this study.

Although it has been hypothesized that both task performance and OCB have significantly related to teachers' promotion; interestingly, results from this study reveal unexpected evidences. Since no empirical evidence has been found to support the significant relationships between task performance and OCB to teachers' promotion, therefore the number of teachers' promotion in Malaysian primary school may be predicted by other aspects. Similar with the suggestion by Bergeron (2004), there may be some other aspects such as ingratiation tactics (e.g. political influence behaviour) that predict promotion more than job performance domain. For example, Judge and Bretz (1994) found that political influence behaviour is a strong predictor to CA. Moreover, as stated by several political behaviour researchers (Ferris & Kacmar, 1992; Thacker & Wayne, 1995), the ignorance of politics will jeopardize and hold back one's CA.

In Malaysian education context, although there are no direct evidences regarding the influence of political influence behaviour in the school organization, Malakolunthu and Malek (2008) stated that performance appraisal is an important mechanism in determining teachers' promotion. However, many drawbacks are found in the implementation of the appraisal system in Malaysian schools. In addition, other Malaysian education scholars (Mat Zin, Nik Jaafar, Ngah, Ismail, Ibrahim, Jusoff & Salleh, 2011) stated that it is understandable as the ingratiating teacher is being favored by the managements' representative over those non-ingratiating ones who are more capable and high in self-efficacy.

As stated by these researchers (Mat Zin *et al.*, 2011), the feeling of dissatisfaction may appear when an ingratiating teacher whose performance is similar or of a lower level than other individuals is rewarded better compared to the accomplishment of real performance benchmark. Therefore, ingratiatory individuals would utilize tactical moves to increase likeability or to get a raise, promotion or positive evaluation. This statement is true in workplace situation since an individual's outcomes are measured in 'dollars' (e.g. raises). Such measurement allows teachers to make comparisons with their colleagues more easily rather than comparing inputs into the job.

5.1.1.4 Relationship between Superior-Ratings Task Performance and OCB to Intrinsic CA

Based on the analyses as presented in Table 4.9.4, it is found that task performance and OCB predict only 2.0% of variances in career satisfaction in the perspective of managements' representative. Given that, with regards to the relationship between superior (management) ratings of task performance and OCB to career satisfaction, the results reveal that there is no significant relationship between management perceptions of teachers' task performance ($\beta=.03$, $p=.65$) and teachers' career satisfaction. Therefore, this result is inconsistent with the findings of Carmeli *et al.* (2007) who find that task performance is the only predictor of employees' intrinsic CA in the term of promotion prospects. However, there is significant relationship between management perceptions of teachers' OCB ($\beta=.11$, $p=.01$) and teachers' career satisfaction. Thus, this result is also not in line with the findings of Carmeli *et al.* (2007) who believed that OCB (e.g.

altruism and compliance) did not show any significant relationship with employee's intrinsic CA.

In sum, analyses as presented in Table 4.9.1 and Table 4.9.3 confirm that there is no significant relationship between both ratings of task performance and OCB to teachers' extrinsic CA. Particularly, in the aspect of promotion. The analyses presented in Table 4.9.2 and Table 4.9.4 show the support that the impact of both performance ratings on teachers' intrinsic CA (career satisfaction) varies. First, it confirms that management rating of task performance is not likely to affect teachers' career satisfaction although self-rating of task performance does affect teachers' career satisfaction. As such, results show that self-rating of OCB is not likely to affect teachers' career satisfaction, but superior-rating of OCB does affect teachers' career satisfaction. Please see Table 5.0 regarding the summary of those relationships.

Table 5.0
Summary of Findings based on Job Performance Sources of Ratings

Job Performance Sources of Ratings	Career Advancement (CA)	
	Extrinsic CA (Number of Promotion)	Intrinsic CA (Career Satisfaction)
Self-ratings of Task Performance	Not Related	Related
Self-ratings of OCB	Not Related	Not Related
Superior-ratings of Task Performance	Not Related	Not Related
Superior-ratings of OCB	Not Related	Related

According to Bagdadli *et al.* (2005), one's career is likely to form across time since career is perceived as long-term reward. Therefore, this supports the notion of Bergeron

(2004) who concluded that OCB may take time to show its benefits towards an individual. For example, these benefits may relate with the enhancement of an individual level of career satisfaction. However, based on the findings of this study, the benefits of OCB show the effects from the perspective of management representatives. Hence, the school representative, Headmaster or Senior Assistant must have the perspective that teachers' must perform their OCB since it will benefit the organization in return.

As stated by Podsakoff, MacKenzie and Hui (1993), superiors (managers) take OCB into account when evaluating their subordinates. These may answer the things that in the perspective of management representatives, OCB is very crucial in most organizations including the school institutions. This is to enhance their performance and effectiveness. Based on this, it has added support for the notion of Organ (1988) who first suggested that OCB has the link to enhance the organization's performance and effectiveness. That is the reason why most management representatives will consider OCB in evaluating employees' performance (MacKenzie, Podsakoff, & Fetter, 1993). Hence, most of them may expect that OCB should be performed by all employees although there is no written requirement which clearly mentioned such behaviours.

Besides that, OCB seems to be a desire by managers who may encourage their subordinates to perform this behaviour (Oplatka, 2009). However, Motowidlo (2000) stated that managers cannot officially ask them to perform. As suggested by Oplatka (2009), OCB in teachers is related to the school's image and cooperation, and also collegial school climate. Hence, teachers who perform OCB without seeking rewards

may be intrinsically rewarded by their superior, who views their behaviour in a favorable light (Oplatka, 2009).

With regards to the teacher's view, this study finds that OCB is not significantly related to extrinsic CA (number of promotion) as well as intrinsic CA (career satisfaction). This is because in the view of teachers, they do not expect OCB to relate to their personal career expectation either in the number of promotion or career satisfaction. According to Oplatka (2009), teachers felt that OCB leads to better students' achievements, positive emotions towards class and school, and improve school discipline. As such, these findings pointed to a correlation between OCB and its positive impact on the organizational performance (Bolino, 1999; Motowidlo, 2000). In the view of teachers, OCB had been displayed without the expectation to gain its benefits, particularly towards their personal convenience (e.g. CA) such as the number of promotion or career satisfaction; but OCB was performed in order to help the school institution to enhance its performance. This confirms the argument of Oplatka (2009) who stated that the benefits for teachers (like service providers) who perform OCB seem to be marginalized.

This argument may support the statements of other researchers (Dipoala & Tschannen-Moran, 2001) who claimed that teachers who performed OCB in public schools are working towards the achievement of overall organizational goals while helping other teachers and students. The performance of OCB is subjectively related to teachers' self-fulfillment, enthusiasm and well-being (Oplatka, 2009). Therefore, these findings provide strong support for the notion of Organ (1997) who stated that OCB is a discreet behaviour that is not explicitly or formally rewarded by the organization.

5.1.2 Moderator Effects

5.1.2.1 OJ as the Moderator in the Relationship between Self-Ratings of Task Performance and OCB to Extrinsic CA

The results of this study show that there is no significant relationship between teachers' perceived OJ and their extrinsic CA (e.g. number of promotion). From the analyses as presented in Table 4.9.1, it is found that overall perceived OJ only predicts an additional 1.0% of variance in number of promotion. The factors of each perceived OJ (e.g. interactional justice, distributive justice, procedural justice) are found not related significantly to the number of promotion. Hence, in the teachers' perspective; the factors of interactional justice, distributive justice and procedural justice are not a set of predictors of their extrinsic CA in term of promotability (number of promotion). In other words, there is no significant relationship between the overall factors of perceived OJ and number of promotion among teachers from the primary schools in Malaysia.

Therefore, this finding is inconsistent with McEnrue (1989) who presents that perceived OJ and promotion is significantly associated among managers and assistant managers in fast growing international restaurant company. One plausible explanation for the inconsistent results regarding the relationships between each perceived OJ factors and promotion among teachers from the Malaysian primary schools may due to the fact that the promotion aspects for Malaysian teachers may be influenced by the combination of more than two out of eight aspects (e.g. have been confirmed in their position, achieved the required AWPR, passed the integrity screening from Malaysian Anti-Corruption Commission, free from being listed in any disciplinary action, etc.) as listed in Chapter 1.

As stated by other scholars (Sullivan & Baruch, 2009), an individual's career is influenced by many contextual factors such as national culture, economy, political environment as well as by personal factors such as relationships with others.

However, based on the results for Model 3, it is found that the interaction between independent variable and moderator predicts an additional 3.0% of variance in number of promotion. Although the findings of this study prove that there is no significant interaction between task performance and perceived OJ to teachers' number of promotion, this study reveals that there is significant interaction between OCB and distributive justice to teachers' number of promotion. The results reported the value of $\beta=.19$ and $p=.01$. In other words, there is a significant interaction between self-ratings of teachers' OCB and distributive justice to the number of their promotion in the context of Malaysian primary schools. Therefore, this finding is consistent with the previous study (Erkutlu, 2011) which presents the significant relationship between distributive justice and OCB among academicians in Turkey. In addition, this study also support the finding by Hemdi and Nasurdin (2008) in a local study which indicate that distributive justice perceptions are significantly related to OCB among employees in the hotels industry.

However, this study also inconsistent with the results of Nasurdin and Khuan (2011) who demonstrate that distributive justice has a significant and positive relationship only on task performance, but not on OCB among employees from telecommunication companies in Malaysia. Apart from that, this study also presents an inconsistent result from the research of Moorman (1991) who reports that the perception of distributive justice failed to influence any dimensions of OCB among employees from two medium-sized

companies in Midwestern of USA. One plausible reason may be related to the sample. The majority of employees surveyed were women (76.4 percent). According to Alexandra (2012), women appear to carry out citizenship behaviours regardless of how confident they feel in being able to successfully perform. This may be attributable to social and organizational norms which placed women in the role of 'helper' compared to men. In a local study, previous researcher (Hussin, 2005) finds that the level of OCB is higher among women compared to men in one of the educational institutions in the Northern region. Another possible explanation may relate to the job nature. In the Malaysian primary school context, distributive justice also is viewed as something relevant to teachers who may perceive that the distribution of work is consistent with their reward expectation (promotion). To date, in this study, the distributive justice refers to teacher's perception towards the rewards (promotion) that he/she receives which appears to be the only factor of justice that is significantly interacted with their ratings of OCB.

Procedural and interactional factors of justice are not found interacted significantly to teachers' ratings of OCB. In a service setting such as the educational institution, teachers may not be in a position to evaluate the prevalence of procedural fairness. As the government servants who are responsible to implement the Malaysian educational agenda, teachers have to constantly perform to fulfill the managements' requirements such as involving in teaching and learning activities. The compliance of school's regulation and teachers' fundamental role as the medium or agent in teaching and learning would made them perceived that they have not entitled to be knowledgeable about the processes and procedures used in determining their allocation outcomes.

Similarly, in the educational institution, teachers perceived that they may not be in a position that entitles to evaluate the prevalence of interactional fairness. Teachers may perceive that they do not have the right to get the proper interactional fairness as what should be provided by the school's management. For example, according to Malakolunthu and Malek (2008), several complaints were reported regarding the AWPR aspect. One of the aspects is the ways teachers get promoted. As stated by Malakolunthu and Malek (2008), teachers said that no discussions were held in connection with the result of teachers' performance evaluation from the management representative for teachers. After the assessment is made, teachers had never been informed about their achievement in the AWPR. Some teachers complaint that they have never been guided on the ways in filling in the AWPR Form; especially on the score regarding each section. Most teachers have their own understanding on the information to be filled in the AWPR Form. These show some evidences that the interactional justice is still lacking in the educational institution.

5.1.2.2 OJ as the Moderator in the Relationship between Self-Ratings of Task Performance and OCB to Intrinsic CA

The results of this study presents that there is significant relationships between teachers' perceived OJ and intrinsic CA in the term of career satisfaction. From the analyses as presented in Table 4.9.2, it is found that overall perceived OJ (e.g. interactional justice, distributive justice, procedural justice) predicted an additional of 13.0% of variances in teachers' career satisfaction. Also, the factors of overall perceived OJ are related significantly to career satisfaction.

In detail, distributive justice is the most significant predictor of teachers' career satisfaction with the value of $\beta=.28$ and $p=.00$. The next significant predictors of teachers' career satisfaction is interactional justice ($\beta=.21$, $p=.00$), and followed by procedural justice ($\beta=.13$ $p=.01$). Hence, in the perspective of teacher; the factors of distributive justice, interactional justice and procedural justice are a set of predictors to their career satisfaction. In other words, there are significant relationships between the overall factors of perceived OJ and career satisfaction among teachers from the primary schools in Malaysia. Therefore, these findings are in line with the previous study (Bagdadli *et al.*, 2006) who found that OJ in the factors of distributive justice and procedural justice are significantly associated with career satisfaction. In addition, this study also reveals that there is a significant relationship between interactional justice and career satisfaction. Thus, this finding is in line with the results of Jamali and Nejati (2009) study who found that the enhancement of the interactional justice factor can decrease the barriers for CA among academicians in the Iranian society.

Based on the results for Model 3, it is found that the interaction between independent variable and moderator predicted an additional 4.0% of variance in career satisfaction. To date, it is found that the factors of interactional justice, distributive justice, and procedural justice predicted an additional of 13.0% of variances in teachers' career satisfaction. Therefore, this suggests that teachers' perceived OJ influences their intrinsic CA in term of career satisfaction.

Although the findings of this study proved that there is no interaction between task performance and any factor of perceived OJ to teachers' career satisfaction, this study

reveals that there is a significant interaction between OCB and distributive justice to teachers' career satisfaction. The results report the value of $\beta=.11$ and $p=.01$. Hence, this study suggests that the way teachers' perceived about the distribution of their work is consistent with their reward expectation and their ratings of OCB was interacted significantly with career satisfaction. Again, this study is consistent with the study of Hemdi and Nasurdin (2008) who indicate that distributive justice perception is significantly related to OCB. However, the other two factors of OJ, which are; interactional justice and procedural justice are not significantly interacted with OCB and career satisfaction.

Moreover, this study suggests that the way teachers' perceive about their perceptions towards the interpersonal treatment received during the procedure of gathering incentives (e.g. interpersonal justice) and their own ratings of OCB does not have any interaction effect to their career satisfaction level. In addition, the way teachers' perceive clear information related to a decision made by the organization (e.g. informational justice) and their own ratings of OCB also does not have any interaction effect to their career satisfaction level. Therefore, it shows the evidence that lack of interactional justice in the school context in this study.

Examination of empirical work also reveals the lacking of interactional justice in the school context. In the previous study, Malakolunthu and Malek (2008) reported that teachers claimed management representatives refrained to discuss any matter related to the performance evaluation process. Most teachers assume that the performance evaluation process is a confidential procedure and they are not entitled to know

(Malakolunthu & Malek, 2008). As an implication, when teachers have not been informed about the actual mark they have obtained during the performance evaluation process and when teachers have not officially informed about the schools' expectation particularly regarding their expected performance from the management representative, teachers are likely to get lower marks and made them not entitled to be considered for promotion. At the same time, teachers also may not have any idea in which part they should improve their performance level if the management representatives do not discuss the expected performance with teachers.

In addition, this study also reveals that there is a lack of procedural justice in the school context. Hence, this study suggests that the perceptions of teachers' regarding the procedures and process of gathering rewards in school organization (e.g. procedural justice) and their own ratings of OCB does not have any interaction effect to their career satisfaction level. It seems logical because in the public educational institution, the procedural was made by the Malaysian Government and teachers basically do not have any chance to influence the policy maker towards the development of any rule and regulation regarding their performance evaluation or even the promotion process.

5.1.2.3 OJ as the Moderator in the Relationship between Superior-Ratings of Task Performance and OCB to Extrinsic CA

From the analyses presented in Table 4.9.3, it is found that the factors of teachers' interactional justice, distributive justice and procedural justice only predicted an additional of 1.0% of variance in teachers' number of promotion. In other words, this

study reveals that in the perspective of managements' representative, the factors of teachers' perceive justice is not significantly related to teachers' number of promotion. Therefore, it is likely that in the perspectives of the Headmasters or Senior Assistants, teachers' perceive justice is unable to create any effect on teachers' number of promotion in the school educational setting.

Based on the results from Model 3, it is found that the interaction between task performance and OCB to teachers' perceive justice predicted an additional 3.0% of variance in number of promotion. In terms of the interaction between perceive justice and task performance to the number of promotion, this study presents that interactional justice is the only factor which significantly interacted to management perceptions of teachers' task performance to teachers' number of promotion ($\beta=.16$, $p=.02$). However, this study finds that there is no significant interaction between distributive justice and management perceptions of teachers' task performance to teachers' number of promotion. Similarly, there is no significant interaction between procedural justice and management perceptions of teachers' task performance to teachers' number of promotion. Hence, this result is in line with the previous researcher (Williams, 1999) who stated that by providing participants with interactional justice through explanation of specific consequences received has improved the participants' task performance.

There is no significant interaction between procedural justice and management perceptions to teachers' task performance and teacher's number of promotion. Therefore, this study suggests that the perceptions of teachers' regarding the procedures and process of gathering rewards in the school organization (e.g. procedural justice) and management

ratings of teachers' task performance does not have any interaction effect to teachers' number of promotion. This result is also consistent with the study of Williams (1999) who presented that by providing the participants with procedural justice by allowing them a voice in the decision process does not affect their performance. Moreover, the results of this study also presents that there is no significant interaction between distributive justice and management perceptions of teachers' task performance to teacher's number of promotion. Therefore, this study suggests that the way teachers' perceive about the distribution of works which is consistent to their rewards expectation and management ratings of teachers' task performance is not interacted significantly to teachers' number of promotion.

The lack of procedural justice and distributive justice in the educational setting also has been reported by one of the local study. Research by Shaari *et al.* (2008) presented that both factors of distributive justice and procedural justice towards teachers' performance evaluation is at the average level for all aspects. According to Shaari *et al.* (2008), this may occur probably because there is negative element such as bias that lead to the dissatisfaction of teachers. That is why these researchers suggest that the factors of distributive justice and procedural justice require a greater focus in the school context. In this case, the perception of unfairness in the implementation of teachers' performance evaluation can be reduced. By doing so, the fairness in the implementation of teachers' promotion may also be enhanced.

Next, in term of the interaction between perceive justice and OCB to number of promotion, this study reveals that there is significant interaction between procedural

justice and management perceptions of teachers' OCB to the number of teachers' promotion ($\beta=.14$, $p=.04$). However, the findings of this study prove that there is no interaction between interactional justice and distributive justice with management perspective of teachers' OCB to the number of teachers' promotion. Therefore, this study suggests that the way teachers' perceive about the procedure in allocating teachers' rewards is interacted significantly to management perceptions of teachers' OCB to teachers' number of promotion in the school organization.

However, procedural justice did not strongly correlate to the effects of OCB on teachers' promotion. A possible explanation may be that fair procedure and OCB are somewhat incompatible and cannot both exist at high level at the same time. OCB can be said as a voluntarily behaviour in an ambiguous environment such as in the educational context where little can be predicted by the management. However, procedural justice acts to reduce the ambiguity (Bryne, 2006).

Although OCB is something that may be rewarded over times (Organ, 1977) but to the best of researcher knowledge, there is no research which has confirmed the link between OCB and employees' rewards such as promotion except for the study of Bergeron (2005). Procedural justice refers to the perceptions of the employees' regarding the procedures and process of gathering rewards. Therefore, procedural justice which refers to the procedures and process of gathering rewards maybe the antithesis of OCB which refers as the voluntary behaviour that is not officially been rewarded.

5.1.2.4 OJ as the Moderator in the Relationship Superior-Ratings of Task Performance and OCB to Intrinsic CA

From the analyses presented in Table 4.9.4, it is found that overall perceived justice predicted an additional 14.0% of the variance in teachers' career satisfaction. The variance in career satisfaction explained by overall perceived justice is relatively small. In detail, distributive justice is the most significant predictor of teachers' career satisfaction ($\beta=0.28$, $p=.00$). The next significant predictors of teachers' career satisfaction in the perspective of management representative is interactional justice ($\beta=.23$, $p=.00$) followed by procedural justice ($\beta=.12$, $p=.01$). Hence in the perspective of management representative, the factors of distributive justice, interactional justice and procedural justice are a set of predictors to teachers' intrinsic CA in the term of career satisfaction.

Based on the results for Model 3, it is found that the interaction between task performance and OCB to teachers' perceived justice predicted an additional 2.0% of variance in career satisfaction. Hence, the findings of this study proves that there is no interactions between teachers' perceive justice and superior-ratings of teachers' task performance as well as OCB to teachers' career satisfaction. Therefore, this study suggests that the way teachers' perceived about their perceptions towards the interpersonal treatment received during the procedure of gathering incentives (e.g. interpersonal justice) and management ratings of teachers' task performance and OCB does not have any interaction effect to teachers' career satisfaction. In addition, the way teachers' perceived about clear information related to a decision made by the

organization (e.g. informational justice) and management ratings of teachers' task performance and OCB also do not have any interaction effect to teachers' career satisfaction.

Moreover, this study also suggests that the way teachers' perceived about the distribution of works which is consistent to their rewards expectation (e.g. distributive justice) and management ratings of teachers' task performance and OCB are not interacted significantly with teachers' career satisfaction. Finally, this study suggests that the perceptions of teachers' regarding the procedures and process of gathering rewards in the school organization (e.g. procedural justice) and management ratings of teachers' task performance and OCB do not have any interaction effect to teachers' career satisfaction level.

Although all factors of justice are positively significant to teachers' career satisfaction, they failed to correlate to teachers' job performance factors in order to create any significant effects on teachers' career satisfaction. In the perspective of management, both teachers' task performance and teachers' OCB do not significantly interact with all factors of justice to teachers' career satisfaction. A possible explanation for the lack of moderating effects may be due to the school environment in which the study was conducted and the nature of the jobs examined in this study. The job of education professional such as teacher is to conduct teaching and learning and guide students to behave in a good moral behaviour. This job is bound by the ethics of the educational field and not so much determined by the organization or management representatives.

Therefore, perceptions of justice and managerial ratings of task performance as well as OCB in educational context simply do not interact to affect teachers' career satisfaction.

5.2 IMPLICATIONS OF THE STUDY

The findings of this study may have practical and theoretical implications for the teaching professions in Malaysia. Theoretically, the results of this study support the previous research, which indicate that there are some influences of both task performance and OCB on employees' CA. However, the relationships are distinctive according to the types of both extrinsic and intrinsic CA of employees.

This study has enhanced the existing body of knowledge related to CA literature. The results indicate that self-ratings of task performance have significant effects on intrinsic CA but not on the extrinsic CA. However, there is no significant effect of OCB in the self-ratings perspective on types of teachers' CA. The results also indicate that superior-ratings of task performance do not have significant effect on both types of teachers' CA. However, the results present that superior-ratings of OCB do have significant effect on teachers' intrinsic CA, but not on teachers' extrinsic CA.

In addition, the results confirm that teachers' perceived justice has played its roles as moderator in the relationship between task performance and OCB to teacher' intrinsic CA for both self and superior-ratings. Differently, the results show that teachers' perceived justice does not has any roles in creating the effects on teachers' extrinsic CA, also for both self and superior-ratings.

Uniquely, there are different types of interactions between self-ratings of task performance as well as OCB, and each factor of OJ in creating influences on teachers' CA. First, this study reveals that teachers' perceived distributive justice is the only OJ factor that interacts with teachers' OCB and has created its influences on teachers' extrinsic CA (e.g. number of promotion). Similarly, the only OJ factor that significantly interacts with OCB and has created its influences on teachers' intrinsic CA (e.g. career satisfaction) is also the factor of teachers' perceived distributive justice. Based on the findings of this study, there are no other interactions between self-ratings of task performance and each perceived OJ factor to teachers' extrinsic CA as well as teachers' intrinsic CA.

Next, this study finds that there is significant interaction between superior-ratings of task performance and interactional justice to teachers' extrinsic CA (e.g. number of promotion). However, there are no other interactions between superior-ratings of task performance and the other two perceived OJ factors (e.g. distributive justice, procedural justice) to teachers' number of promotion.

Apart from that, the results of this study present a significant interaction between management perspective of teachers' OCB and procedural justice to teachers' extrinsic CA (e.g. number of promotion). However, there is no other interaction between superior-ratings of OCB and the other two perceived OJ factors (e.g. interactional justice, distributive justice) to the number of teachers' promotion. Thus, the findings of this study may have such unique implications on teachers' extrinsic CA and intrinsic CA depends on the job performance factors from both ratings (e.g. self and superior perspective).

Moreover, this study also reveals the unique combination between task performance and OCB with each perceived OJ factors which has created different impact on teachers' CA. For example, all factors of OJ are significantly associated with teachers' intrinsic CA; however there are no significant relationship between all factors of OJ and teachers' extrinsic CA. Both practical and theoretical implications are discussed in the following sections. The implications of the present study are discussed according to the outcome of the study.

5.2.1 PRACTICAL IMPLICATIONS

Although there are no influences of task performance and OCB on teachers' extrinsic CA (e.g. number of promotion), the fact that the proportion of variance in teachers' intrinsic CA (e.g. career satisfaction) in this research is 4.0% for self-ratings provides strong support for the connection that task performance has its influences on teachers' career satisfaction ($\beta=.22$, $p=.00$). Interestingly, there is no significant relationship between teachers' ratings of OCB and career satisfaction based on this study findings ($\beta=-.03$, $p=.68$).

Apart from that, it suggests that task performance does not have any direct influences on the number of teachers' promotion in short term since there was no significant relationship between task performance and number of promotion ($\beta=.09$, $p=.15$). Therefore, although task performance is the factor that link to teachers' performance appraisal (Malakolunthu & Malek, 2008), in which is expected to create influences on teachers' number of promotion; however, this study reveals that there may be some other

factors that is more significant in influencing the number of teachers' promotion (e.g. upwards influence tactic, political behaviour).

In the long term, task performance has its influences on teachers' career satisfaction according to the results based on teachers' self-ratings. This is because internally teachers perceived that there must be a link between task performance and each description of their career satisfaction such as the perception that teachers are satisfied with the success their achievement in their career; the perception that teachers' are satisfied with the progress they have made towards meeting their overall career goals; the perception that teachers are satisfied with the progress they have made towards meeting their goals for advancement; the perception that teachers are satisfied with the progress they have made towards meeting their goals for the development of new skills; and the perception that teachers are satisfied with the progress they have made towards meeting their goals for income. Therefore, management representative should enforce the perception that although there is no direct influence of the positive evaluation of task performance on teachers' promotion; however, in other way, task performance must be beneficial for teachers specifically in increasing the level of their career satisfaction.

Apart from that, in view of management representative, although there is no influences of task performance and OCB on teachers' extrinsic CA (e.g. number of promotion); however, the fact that the proportion of variance in teachers' intrinsic CA (e.g. career satisfaction) in this research is 2.0% provides strong support for the connection that management perceptions of teachers' OCB had influence on teachers' career satisfaction ($\beta=.11$, $p=.01$). Interestingly, there is also no significant relationship between

management' ratings of OCB and teachers' number of promotion based of this study findings ($\beta=.08$, $p=.22$).

Thus, it suggests that management perception of teachers' OCB do not have any direct influence on the number of teachers' promotion since there is no significant relationship between management ratings of teachers' OCB and the number of teachers' promotion. As stated by Bergeron (2004), OCB may take such a long term to see the positive impact on the personal benefits of employees. Therefore, similar to the suggestions of Bergeron (2004) research, this study reveals that teachers' OCB has its influences on teachers' career satisfaction; however the connection is in the view of management representative.

Based on the results for management ratings of teachers OCB, this study presented that OCB does influence to a greater level of teachers' career satisfaction. This maybe because internally management representative also perceived that there must be a link between the positive effect of teachers' OCB on each description of teachers' career satisfaction such as the perception that teachers are satisfied with thier achievement in their career; the perception that teachers' are satisfied with the progress they have made towards meeting their overall career goals; the perception that teachers are satisfied with the progress they have made towards meeting their goals for advancement; the perception that teachers are satisfied with the progress they have made towards meeting their goals for the development of new skills; and the perception that teachers are satisfied with the progress they have made towards meeting their goals for income. Hence, management representative should enforce the perception that although there is no direct influence of the positive evaluation of OCB on teachers' number of promotion; however, in other

way, OCB must provide the positive effects, particularly towards a greater level of teachers' career satisfaction.

5.2.2 THEORETICAL IMPLICATIONS

The present study offers two theoretical contributions to CA literature in organizations. This study contributes to the existing literature by supporting the theory that both factors of employees' task performance and employees' OCB had influenced employees' CA. In shorts, SET which had been theorized in this study confirmed that several factors of OJ had played its roles in the relationship between task performance and OCB to CA. The next discussion will touches on SET which had been referred to explain the role of OJ in the relationship between job performance factors (e.g. task performance, OCB) and teachers' CA.

As reported in Chapter 4, this study shows that teachers' ratings of task performance; and managements' (superiors) ratings of teachers' OCB are significantly related to teachers' intrinsic CA. These findings are in line with Greenhaus *et al.* (1990) who suggested that individuals are led to a higher career satisfaction because of higher job performance (e.g. task performance, OCB) evaluations lead to valued outcomes. Therefore, this study supports the notion that self-ratings of task performance and teachers' intrinsic CA, particularly the term of career satisfaction are significantly related. Apart from that, this study also supports the notion that managements' (superiors) ratings of OCB are significantly related to teachers' career satisfaction.

Thus, the findings of this study are consistent with what had been described by Blau (1964). According to Blau (1964), social exchange entails unspecified obligations. Therefore, when one person does another a favor, there is an expectation of some future return, though exactly when it will occur and in what form is often unclear (Gouldner, 1960). Employees tend to take a long term approach to social exchange relationships at work, with the pattern of reciprocity over time determining the perceived balance in exchange (Blau, 1964; Rousseau, 1989). Given that, this study confirms that there is a direct link between teachers' ratings of task performance and teachers' intrinsic CA. Also, this study confirms that there is a direct link between managements' ratings of OCB and teachers' intrinsic CA. As explained earlier, teachers' intrinsic CA which referred to teachers' career satisfaction in this study basically may be formed in a long term (Bagdadli *et al.* 2006). Therefore, this study supports the notion of the previous studies (Blau, 1964; Rousseau, 1989) who stated that employees tend to take a long term approach to social exchange relationships at work, with the pattern of reciprocity over time determining the perceived balance in exchange.

This study also presented that there is no significant relationship between self-ratings of teachers' performance (e.g. task performance, OCB) and teachers' extrinsic CA. Also, this study presents that there is no significant relationship between management ratings of teachers' performance (e.g. task performance, OCB) and teachers' extrinsic CA. As explained in Chapter 3, in this study the extrinsic CA of teachers is referred to the number of teachers' promotion. Given that, this study is inconsistent with the notion of Van Scotter *et al.* (2000) who state that high performers get promoted more easily within an organization and generally have better career opportunities than low performers. To

date, Bagdadli *et al.* (2006) stated that employees are likely to have positive perceptions of their OJ when they receive a desired career outcome. Therefore, as a reaction, employee who perceives that there is justice towards a career decision will subsequently translate his reaction into the higher level of organizational attachment (e.g. task performance, OCB).

As presented in Chapter 4, there are significant interactions between teachers' ratings of OCB and distributive justice to both types of teachers' CA. Specifically, this study confirmed that there is a significant interaction between teachers' ratings of OCB and distributive justice to the numbers of teachers' promotion. Next, this study also presents that there is a significant interaction between teachers' ratings of OCB and distributive justice to teachers' career satisfaction.

With that, these findings are inconsistent with Colquitt *et al.* (2001) who stated that previous studies had demonstrated a consistent link between distributive justice and task performance (Ball *et al.*, 1994; Griffeth *et al.*, 1989). This is because this study fails to provide any evidences that there is any significant interaction between teachers' ratings of task performance and distributive justice. Apart from that, this study also is not in line with Colquitt *et al.* (2001) who stated that research on OCB has repeatedly demonstrated stronger linkages between procedural justice and OCB than between distributive justice and OCB (Ball *et al.*, 1994; Moorman, 1991). This is because in this study there is no significant interaction between teachers' ratings of OCB and procedural justice, since the significant interaction only exists between teachers' ratings of OCB and distributive justice.

However, in the perspective of managements' ratings of task performance and OCB, this study presented that there are no other evidence of any relationships between managements' ratings of task performance as well as managements' ratings of OCB to the number of teachers' promotion. Hence, this study confirms that although there is no significant relationship between self-ratings of OCB and career satisfaction; managements' ratings of OCB had showed its effect towards employees' intrinsic CA in longer term such career satisfaction. As suggested by previous scholars (Bergeron, 2004), OCB does result in some cumulative advantage and it would probably take a longer period of time to see the effect (p. 39). Given that, the result of this study revealed that there was a significant relationship between managements' ratings of OCB and teachers' career satisfaction in the Malaysian educational context. Hence, it confirms that managements' rating of OCB had created it positive effect on intrinsic CA when this study found that managements' rating of OCB is significantly related to teachers' career satisfaction.

In term of OJ's role as a moderator, there is a significant interaction between managements' ratings of task performance and interactional justice to teachers' number of promotion. Therefore, these results may support the notion of Masterson *et al.* (2000), who found that there is a strong interactional justice effect on task performance, and consistent with the agent-system model. [Task performance is determined by Masterson *et al.* (2009) based on the official personnel records and reflects performance evaluations conducted by the employees' supervisors]. Apart from that, although Masterson *et al.* (2000) study present that interactional justice is also significantly related to supervisor-directed OCB or OCBI; however, this present study does not find any evidence that

interactional justice in the view of superior has created its impacts on teachers' OCB. [Supervisor-directed OCB is measured with seven items ($\alpha = .78$) concerning employees' extra-role behaviours benefiting their work units and thus, their supervisors and this variable is similar to Williams and Anderson's (1991) OCBI measure].

Additionally, this study also confirms that there is a significant interaction between managements' ratings of OCB and procedural justice to teachers' number of promotion. Hence, these results may support the notion of Masterson *et al.* (2000), who found that procedural justice is related to the organization-directed OCB or OCBO. [Organization-directed OCB is measured by Masterson *et al.* (2000) by using two items reflecting the employee's discretionary behaviours directed at defending the organization].

As explained in Chapter 2, by relying on SET, previous scholars (Cohen-Charash & Spector, 2001) claim that if employee perceives that there is OJ (input), he will reciprocates to increase his performance (outcome) in the social exchange relationship; and the performance from the employee will benefit the organization in return. Specifically, this study relies on SET and supports the theory that 'if teacher perceives that there is interaction between distributive justice and their OCB in the promotion process as an input, then he will reciprocates to increase the level of his OCB as an outcome in the social exchange relationship'. Therefore, his OCB performance will benefit the organization in exchange.

Moreover, relying on SET this study support the theory that 'if teacher perceives that there is interaction between distributive justice and their OCB in the career satisfaction

process as an input, then he will reciprocates to increase the level of his OCB as an outcome in the social exchange relationship'. Therefore, his OCB performance will benefit the organization in exchange. In addition, this study relies on SET and support the theory that 'if teacher perceives that there is interaction between interactional justice and superior-ratings of task performance in their promotion process as an input, then the teacher will reciprocate to increase his task performance (outcome) in the social exchange relationship'. Thus, teacher's task performance will benefit the school in return.

Also, as theorized by SET this study confirms that 'if teacher perceives that there is interaction between procedural justice and superior-ratings of OCB in their promotion process as an input, then teacher will reciprocate to increase his OCB as an outcome in the social exchange relationship'. Thus, teacher's OCB will benefit the school in return. Given that, this study has added some contributions to the existing literature and confirmed that the role of OJ had influenced the relationship between employees' performance and CA as theorized by the concept of SET.

5.3 LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Through this study provides some insights to the importance of CA, several limitations of the research are notable. Therefore, researcher highlights the limitations and makes the following recommendations for further research. First, this study is conducted on teachers from the primary schools. Hence, a similar study should be conducted in other educational institutions in Malaysia. The study should be expanded to include a

comparison among teachers from both primary and secondary schools. The future research also should be focused on CA of Headmasters and compare it with the Principals from secondary schools. The perception of CA may be different at different levels of the organizational structure.

Second, the generalization of the findings is limited by the single organization data only, particularly in primary schools organization, and is concentrated only on the primary schools' teachers. Therefore, in order to generalize the findings to other organization, the study needs to be replicated in different institutions in the Malaysian public education setting (e.g. Secondary Schools, Teaching Institutes, Training Institutes, and Public Universities) since they might have different cultures and environments that contribute to the CA domain. Third, future study should conduct a longitudinal research. Longitudinal studies are needed to establish causal direction among the relationships investigated in this study. However, this data collection process would be quite difficult to be accomplished since it typically takes years to achieve the CA for individuals. Probably because of these difficulties, the lack of longitudinal research in the career literature is a common theme that has been noted by others. However, longitudinal data would increase our confidence in making and infer them.

Fourth, this study is limited by the set of performance factors that are proposed to be linked to CA. Although there are many predictors that have been examined in previous models of CA, this study examined the impact of performance factors including task performance and OCB on teachers' CA. Several researchers have suggested that individuals go through career stages, and that career planning and career management

processes are vary depending on the stage an individual is in (London & Stumpf, 1982). Therefore, it would be interesting to investigate if the effect of performance factors on CA depends on the career stage of teachers. Future research to investigate this may be informative to teachers for managing their career.

Fifth, this study is limited by the variable of task performance than has been developed based on the AWPR Forms and how it linked to teachers' CA. Thus, it is suggested that further studies should examine the variable of task performance from other perspectives of measurement such as developed by Williams and Anderson (1991). Thus, the different measure of task performance may create the different effect on teachers' number of promotion as well as career satisfaction. Sixth, another area for future research is the various dimensions of OCB. A number of taxonomies of OCB have been proposed (Organ, 1988; Somech & Drach-Zahavy, 2000; Williams & Anderson, 1991). Hence, it would be useful for future research to evaluate the relative validity and usefulness of these taxonomies. More work is needed in terms of comparing the various taxonomies. Thus, the next study should focus on the differences which influence OCB on teachers' CA based on various taxonomies.

Seventh, the results of the present study support the differential influence of job performance factors on the single aspect of extrinsic CA (number of promotion) and intrinsic CA (career satisfaction). Thus, it is important to note this influence and try to link it to other aspects of CA such as salary, and rank as the extrinsic categories; as well as life satisfaction and job satisfaction as the intrinsic categories. Moreover, the concepts of CA should be broader than extrinsic and intrinsic aspects. This may include the

sociological perspective of CA such as social status, reputation, and recognition. Hence, future research investigating this may be informative to add new knowledge to the existing literature based on other perspective of individuals CA. Eighth, it would also useful for future research to replicate the results presented in this study using a more heterogeneous sample of workers. While gathering data from primary schools increases the generalization of the results, an even greater generalization could be obtained by sampling the respondents from various department and institutions.

Finally, future studies should employ methodological triangulation by using qualitative methods, involving participant observations, and using in-depth interview methods. These methods are ways to get in depth and comprehensive information. Personal interviews might have different results when subjects are not likely to respond to survey methods.

5.4 RESEARCH MODEL BASED ON THE FINDINGS OF STUDY

Figure 5.4 presented the research model based on the findings of this study. It indicated that the domain of CA among teachers from the primary schools under MOE is predicted by the variables of task performance and OCB. However, the roles of moderator in this study are only related to three out of four factors as first hypothesized by the researcher.

Given that, the moderating factors in the relationship between job performance factors and CA among the primary school teachers are consist of distributive, procedural and interactional justice.

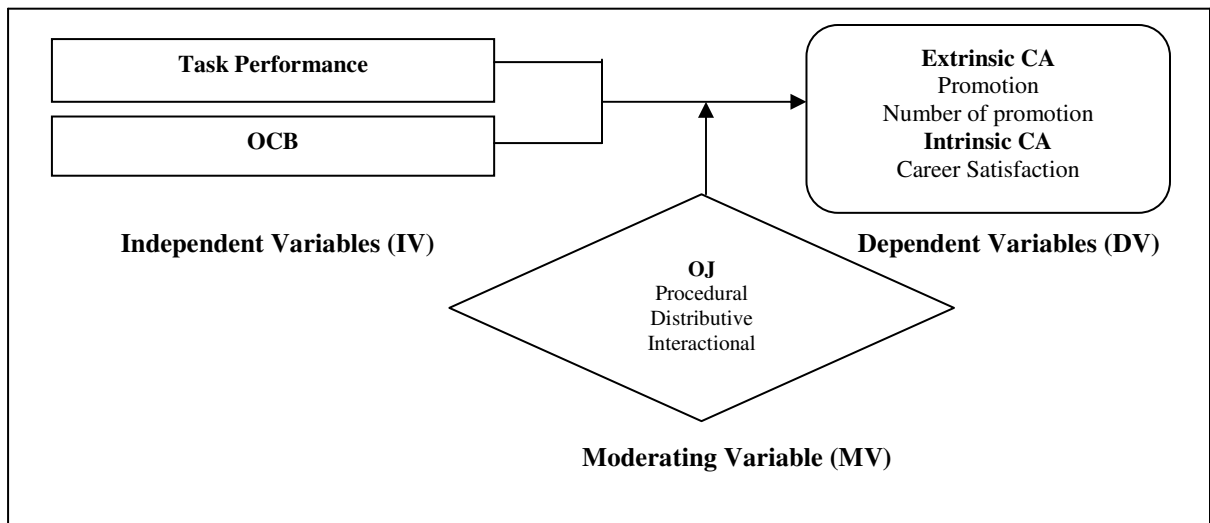


Figure 5.4: *Research Model Based on the Findings*

5.5 SUGGESTIONS TO MINISTRY OF EDUCATION (MOE), *JABATAN PENDIDIKAN NEGERI (JPN)* AND THE SCHOOL MANAGEMENT

After obtaining several results which had supported several statements as hypothesized by the researcher in this study, here are some suggestions that can be channelled to MOE, *JPN* and the school management in order to improve the level of task performance, OCB, OJ as well as CA among teachers, particularly in the primary schools context. The suggestions for each party will be presented separately in the next subsection.

5.5.1 Suggestions to Ministry of Education (MOE)

First, to develop a specific checklist mentioning the activities which relate to the primary school teachers with task performance as expected by the ministry. This is to ensure that all teachers maintain their excellent performance as expected by the MOE. Second, to develop a specific procedure on how the primary school teachers can fulfill their task

performance activities according to the written aspects as documented in AWPR Form. Since teachers will be evaluated based on the aspects as written in the AWPR Form; hence, there should be a formal procedure which can be referred by teachers in order to accomplish their task requirements.

Third, to develop a specific job description for the primary school teachers, hence the document can be referred by all teachers under MOE in order to maximize the level of their performance. Fourth, to prescribe the activities that involved teachers with voluntary behaviour that may be considered by the managerial side towards the process of teachers' performance evaluation as well as the process of teachers' promotion.

Fifth, to officially announce the list of performances those are expected from the ministry and thus, these kinds of performances should be displayed by all primary school teachers who are appointed under MOE. Also, the MOE should formally declare that those kinds of performances will create such good impact on teachers' CA process. Sixth, to held several discussions involving MOE, *JPN* and the school management to discuss about the action to be taken when there was drawback in the implementation of a formal procedure with regard to the process of teachers' CA.

5.5.2 Suggestions to *Jabatan Pendidikan Negeri (JPN)*

In addition, here are some suggestions that can be forwarded to *JPN* in order to improve the existence of OJ among the management representatives, particularly in the context of primary school.

First, to encourage the management representatives to increase the distributive justice level in the primary school context. Therefore, *JPN* is advised to get the feedback from teachers especially on activities that engage them with the allocation of works that will create the positive impact on their expected CA such as promotion. Therefore, the appearance of distributive justice can be enhanced in the primary school context.

Second, to encourage the management representatives to increase the interactional justice level in the primary school context. Therefore, *JPN* is advised to formally inform all management representatives that they are responsible to let teachers know about the information that relate teachers with the process of performance appraisal as well as the process of promotion. For example, Headmasters could conduct a handholding session in order to guide teachers on how to fill in the promotion form. Therefore, the appearance of interactional justice can be enhanced in the primary school context.

Third, to encourage the management representatives to increase the procedural justice practice in the primary school context. Therefore, *JPN* is advised to formally involve teachers from several categories of appointment (e.g. NRS, MRS, NPSN) in the process of the development of teachers' promotion. Thus, inputs from all categories of teachers can be obtained and can be considered during the discussions. Therefore, the practice of procedural justice can be improved in the primary school context.

5.5.3 Suggestions to the School Management

Below are some suggestions that can be channelled to the school management (e.g. Headmasters, Senior Assistants) in order to improve the performance of teachers, particularly in the primary school.

First, to encourage the primary school teachers to engage in several activities which relates teachers with task performance in order to ensure that teachers will maintain their excellence performance as expected by the ministry. Therefore, teachers know that their performances are tally with the expectation of the school management. Second, to encourage the primary school teachers to display several activities which involving teachers with voluntary behaviours that may be considered by the managerial side in determining the process of teachers' performance evaluation as well as teachers' promotion. Third, it is the responsible of the management representatives to acknowledge teachers on the new career path that are available in the scheme and to guide teachers on the proper action that they should take in order to enhance their CA.

5.6 CONCLUSIONS

As stated in Chapter 1, nine objectives have been established for this study and nine research questions have been set to be answered. As discussed in this chapter, these objectives have been achieved and all research questions have been answered. In sum, this study found that self-rating of teachers' task performance and superior-ratings of

teachers' OCB were significantly related to teachers' intrinsic CA (e.g. career satisfaction).

Furthermore, the findings indicated that self-rating of teachers' OCB was not significantly related to teachers' extrinsic CA (e.g. number of promotion) as well as teachers' intrinsic CA (e.g. career satisfaction). Also, the findings showed that superior-ratings of teachers' task performance was not significantly related to teachers' extrinsic CA (e.g. number of promotion) as well as teachers' intrinsic CA (e.g. career satisfaction). Also, this study found that interactional justice, distributive justice and procedural justice were significantly interacted with certain types of teachers' performance (e.g. task performance, OCB) in determining teachers' extrinsic and intrinsic CA.

As mentioned in Chapter 1, several gaps exist in the current CA literature concerning the relationship between task performance and OCB to employees' CA. Previous research on this area (Bergeron, 2005; Carmeli *et al.*, 2007) did not address the following issues in their research: (1) the inconsistent results regarding the relationship between OCB and CA, (2) there was lack of evidence regarding the influence of job performance factor (e.g. task performance, OCB) on individuals' CA especially in the Malaysian context, (3) to investigate the influence of both combination of task performance and OCB on teachers' CA in the Malaysian primary schools, (4) previous studies which are conducted to examine the link between employees' performance and CA highlighted more on the component of extrinsic CA, (5) previous studies did not investigate any moderating effects in the relationship between job performance and CA, (6) previous researchers did

not refer to any theory in their previous studies, and (7) issues in task performance and OCB ratings.

As discussed throughout this chapter, the nine research questions have been answered. Hence, the gaps have been filled. However, it is important to reiterate that, first, in this study investigated both types of employees' performance factor as predictors of teachers' extrinsic and intrinsic CA and thus provide several new findings. Secondly, this study found several moderated relationships between task performance and OCB to teachers' CA and thus sets a foundation for further investigation by future research. Thirdly, the present study presented reasonable theoretical underpinning for relating task performance and OCB to CA and thus provides a clearer conceptual framework for future research addressing such linkage. Fourthly, this study clearly indicated which types of teachers' performance factor that lead to their intrinsic CA (e.g. career satisfaction) and thus facilitate school organization in promoting teachers' career satisfaction.

Finally, the present study indicated that there were significant differences in the mean ratings across the two sources. Particularly, this study presented that the ratings of task performance made by self were significantly higher than ratings made by the management representatives on teachers' extrinsic and intrinsic CA. Also, this study presented that the ratings of OCB made by self were significantly higher than ratings made by the management representatives on teachers' extrinsic CA. However, this study presented that the ratings of OCB made by self were significantly lower than ratings made by the management representatives on teachers' intrinsic CA.

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