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

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DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
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Tujuan 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.


Di samping itu, hasil kajian menunjukkan bahawa penilaian kendiri guru tehadap 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 penambakan 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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<td>AWPR</td>
<td>Annual Work Performance Report</td>
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<tr>
<td>BKUN</td>
<td>Bidang Keberhasilan Utama Negara</td>
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<td>CA</td>
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<td>Education Development Master Plan</td>
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<td>Acronym</td>
<td>Description</td>
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<td>Social Cognitive Career Theory</td>
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<td>SCPS</td>
<td>Standard Curriculum for Primary Schools</td>
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<td>SET</td>
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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
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