Chapter 29

TTOCB Inventory: An Application in Malaysian Secondary Schools

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Abstract

The growing demands to raise the education quality in order to achieve developed nation status by 2020 has cause various education reforms in Malaysia. However, it still failed to enhance the standard of education as students’ academic performances in Malaysia still deteriorating. This inferred that despite various education reform, students’ academic performances would not increased if teachers are not willing to exhibit their extra-role behavior such as conducting extra classes. This voluntarily extra-role behavior is term as organizational citizenship behavior (OCB). Even though, teachers’ OCB plays a crucial role in enhancing education quality but to date, scholars still striving to determine teacher’s OCB as the existing inventories were ambiguous and vague. Thus, this research attempted to develop TTOCB (Teacher’s Triangular Organisational Citizenship Behaviour) Inventory based on newly synthesized Teacher’s Triangular OCB Model based on oriented extra-role behaviors, namely, affiliative, change, and innovative. TTOCB Inventory is the first inventory developed based on Malaysian school context that have never been tested empirically by previous researcher. Moreover, the development of TTOCB Inventory has undergone comprehensive procedures consist of three phases and eight steps which provided empirical evidences that this inventory is highly reliable and valid to be used to measure teacher’s OCB. In order to assist interactive evaluation of teacher’s OCB in school, Excel VBA program has been used to develop TTOCB Inventory windows based application. As for practicability, TTOCB Inventory is useful for teachers, principal, and Ministry of Education. For example, principal as a school leader can utilize TTOCB inventory to identify the level of teachers’ OCB. The results gathered from TTOCB Inventory could assist principal to uncover ways to motivate teachers to exhibit OCB. Higher level of OCB could give positive impact to students’ academic achievements, thus, increase education quality, which imperative to Malaysian economic growth in order to attain developed nation status. Finally, TTOCB Inventory has commercialization potential as it is high impact management tool, user friendly, economical, and applicable to be used in all Malaysian schools.

Keywords: Organisational citizenship behaviour, TTOCB Inventory, affiliative oriented OCB, change oriented OCB, innovative oriented OCB

Introduction

In today’s challenging and competitive environment, organisation needs employees who are willing to go beyond their prescribed roles to attain organisation’s aims and objectives (Miller, 2002). As in school organisation, teachers’ willingness to exhibit extra role behaviours are crucial to enhance school effectiveness (Belogolovsky & Somech, 2010). For instance, previous studies by Allison, Voss, & Dryer (2001) in Western context and by Shaiful Annuar Khalid, Kamaruzaman Jusoff, Mahmod Othman, Mohammad Ismail, & Norshimah Abdul Rahman (2010) in Malaysia discovered that teachers’ voluntary acts in exhibiting extra-role behaviours could enhance students’ academic performance. This implies that the quality of education and school effectiveness are dependent on teachers’ willingness to exhibit extra-role behaviours. The willingness to exhibit extra role behaviour is termed as organisational citizenship behaviour (OCB) by Organ (1998).

Despite the fact that OCB is one of the crucial elements in enhancing organisation effectiveness, scholars still debating on the best OCB inventory (e.g. Bettencourt, 2004; Sufaan Hussin & Chin, 2014; Naail Mohammed Kamil, Mohamed Sulaiman, Aahad M. Osman-Gani, & Khaliq Ahmad, 2014) due to overlapping issues of OCB dimensions and overemphasized on helping behaviour form of OCB (LePine, Erez, & Johnson, 2002). Thus, the vagueness in measuring OCB especially, in school context (Somech & Oplatka, 2014) has driven this study to
develop OCB inventory to assess teachers’ willingness to exhibit OCB known as Teacher’s Triangular Organisational Citizenship Behaviour (TTOCB) Inventory.

The Teacher’s Triangular Organisational Citizenship Behaviour Model

Fig. 1 shows the comprehensive development process of Teacher’s Triangular Organisational Citizenship Behaviour (TTOCB) Inventory consist of three phases and eight systematic steps. In the first phase, the conceptual model of teacher’s OCB has been developed, known as Teacher’s Triangular OCB Model. This model serves as a guideline for the development of TTOCB Inventory to ensure the items generated for TTOCB Inventory best represent the OCB construct. Based on exhaustive literature reviews, Teacher’s Triangular OCB Model consists of three dimensions, namely, affiliative oriented OCB, change oriented OCB, and innovative oriented OCB.

Fig. 1 The development process of TTOCB Inventory

Next, in the second phase of TTOCB Inventory development process, possible items for OCB were generated based on extensive review of literature and validated by panel of expert. The validated items were then pretested to six secondary school teachers to determine the face validity of TTOCB Inventory. Finally, pilot study was conducted on 320 secondary school teachers in the last phase of TTOCB Inventory development process. The results of exploratory factor analysis, reliability assessment, and confirmatory factor analysis demonstrated that TTOCB Inventory has good fit, high factor loadings, high validity, and high reliability. The results might be due to comprehensive and scientific process of TTOCB Inventory development. Moreover, TTOCB Inventory is the first OCB inventory developed in Malaysian school context and provides empirical evidences on distinguishing OCB dimensions. Also, it is the first OCB inventory proved that the assessment of teacher’s OCB should be based on oriented extra-role behaviour concept.

TTOCB Inventory Apps

In order to assist interactive evaluation of teacher’s OCB, the first technologically advanced TTOCB Inventory Apps was developed by using VBA Excel. This windows based application could be useful to measure teacher’s OCB efficiently. Not only that, TTOCB Inventory Apps is economical and user-friendly. Moreover, TTOCB Inventory Apps is a high impact management tool as it could be used to identify teachers with low level of OCB through automatic generated printable reports as shown in the following figures.
Fig. 2 Individual report of TTOCB Inventory

Fig. 3 School summary report of TTOCB Inventory
Conclusion

TTOCB Inventory has undergone comprehensive process of scale development and the validation and reliability tests have demonstrated that this newly developed inventory has high validity and reliability. However, TTOCB Inventory might require further validations and replicative studies as this study only tested the inventory with teachers in Selangor. It is also suggested that future studies could generate more suitable items to improve the inventory wherever necessary.

References


