

The Relationship between Collective Efficacy and Organisational Citizenship Behaviour among teachers in Malaysia

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ABSTRACT

The main objective of this study is to examine the role of collective efficacy on organisational citizenship behaviour among teachers in Malaysia. A conceptual framework was developed based on past empirical studies. Findings of the study showed that the two constructs, namely collective efficacy and organisational citizenship behaviour, contributed to the teachers' academic achievements.

Keywords: Academic achievements, collective efficacy, constructs, organisational citizenship behaviour

INTRODUCTION

In the modern education system, it is challenging for teachers to achieve goals set by the school and nation (Vigoda-Gadot, Beerli, Birman-Shemesh & Somech, 2007; Dipaola & Hoy, 2005a, 2005b). Hence, organisational citizenship behaviour (OCB) is essential to ensure efficiency

and effectiveness of any organisation (Kasekende, Munene, Otengei, & Ntayi, 2016; Chang, Nguyen, Cheng, Kuo & Lee, 2016; Kandeepan, 2016; Abd El Majid & Cohen, 2015; Cohen & Eyal, 2015). The concept of OCB is important to improve teacher training, and learning in classrooms (Yilmaz & Tasdan, 2009). It is especially vital to Malaysia's economic growth and national development (Ministry of Higher Education, 2015). According to Deputy Prime Minister and Minister of Education, the education sector is the most important key area of the twelve areas identified by Malaysian Government in Economic Transformation Programme to transform Malaysia into a high-income nation by 2020.

ARTICLE INFO

Article history:

Received: 15 September 2016

Accepted: 30 January 2017

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Additionally, the Malaysian education sector is targeted as hub for developing human capital under the New Economic Model (The World Bank, 2013).

The term organisational citizenship behaviour (OCB) was introduced in organisational literature only in recent years (Podsakoff, MacKenzie, Paine & Bachrach, 2000; Podsakoff, Whiting, Podsakoff & Blume, 2009).

The OCB has been shown to benefit individuals, groups and organisations (Oplatka, 2009). Dipaola and Tschannen-Moran (2001) examined OCB in the field of education. Their survey of teachers and students in selected public schools in Ohio and Virginia showed that OCB among the teachers was significantly associated with school climate. The concept and application of OCB has not been well studied in the context of education particularly in schools (Erturk, 2007; Dipaola & Hoy, 2005a; Dipaola & Tschannen-Moran, 2001).

Teacher's Self-Efficacy, an important determinant of OCB, is defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context" (Tschannen-Moran, Hoy & Hoy, 1998). Self-efficacy is important in order to perform a task confidently. Teachers with a low sense of efficacy are reluctant to practise OCB in their workplace. Several studies have shown that self-efficacy significantly contributes to with OCB and positively impacts on student achievement (Mangadu Paramasivam, 2015; Cohen & Mohamed Abedallah, 2015). There are limited studies

on the link between collective efficacy and OCB among teachers. Hence, the main aim of the study is to conceptually discuss their relationship, namely between collective efficacy and OCB among teachers.

LITERATURE REVIEW

Theoretical Background-Organisational Citizenship Behaviour

The concept of OCB was introduced by Barnard in the late of 1930s. He suggested that the formal job duties are difficult to complete in an effective manner and thus, it was necessary to encourage employees to exhibit citizenship behaviour that is discretionary, go above and beyond their formal job duties. This will then lead to a cooperative work environment (Barnard, 1938). In the mid-1960s, Katz (1964) termed OCB as supra-role behaviour. The supra-role behaviour can be defined as non-prescribed behaviour or behaviours that are not required in advance for a given job (Katz & Kahn, 1966). This behaviour is important for the smooth functioning of any organisation but it is not stated in the formal job description (Katz & Kahn, 1966). Bateman and Organ (1983) stated that this behaviour "lubricates the social machinery of the organization" (p. 588). For example: assisting and helping co-workers to solve problematic job related issues, ensure workplace cleanliness, helping co-workers with heavy workloads, conserving organisation resources and tolerate the inevitable temporary impositions of work without complaining (Bateman & Organ, 1983; Katz & Kahn, 1966).

The term OCB was coined by Organ and his colleagues (Bateman & Organ, 1983; Smith et al., 1983) who defined it as “individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate, promotes the efficient and effective functioning of the organization” (Organ, 1988). Lambert and Hogan (2013) argued that OCB has three important elements. First, this extra role behaviour is not explicitly required as part of formal job duties. Second, this behaviour does not directly benefit co-workers and organisation, but, it indirectly provides support to co-workers. Third, for those employees displaying OCB does not guarantee extra rewards. Most of these organisations encourage their employees to exhibit OCB in order to maintain and improve their organisational social system. As the result of this effort, it will significantly contribute indirectly to the effectiveness of the organisation (Organ, 1997). Additionally, OCB among employees is critical to the survival of the organisation (LePine, Erez & Johnson, 2002). This OCB includes cooperation, accommodation, assisting and helping co-worker in completing their daily tasks. However, no penalty or punitive actions are taken against those who do not practise OCB (Organ, 1988).

Dipaola and his colleagues were the first to investigate and examine the OCB concept in schools. It is important for scholars and researchers to study how OCB can be cultivated in school organisations as the components of OCB are not prescribed

in the teachers’ job description (Dipaola & Tschannen-Moran, 2001). Studies have shown that OCB is vital for betterment of the organisation (McKenzie, 2011) and significantly improves student achievements (Blanchard, 2012; McKenzie, 2011; Jackson, 2009; Wagner, 2008; Dipaola & Hoy, 2005a; Jurewicz, 2004; Dipaola & Hoy, 2004). By exhibiting OCB, teachers will be able to adapt to the dynamic environment more efficiently (Van Der Vegt, Van De Vliert & Oosterhof, 2003; Miles, Borman, Spector & Fox, 2002).

Collective Efficacy

The construct of efficacy evolved from two main theories, namely locus of control theory and social cognitive theory, developed by Rotter (1966) and Bandura (1977, 1986, 1993, 1997, 2002) respectively. Self-efficacy is defined as “the beliefs in one’s capabilities to organize and execute course of action required to produce a given attainment” (Bandura, 1997). In Rotter’s (1966) locus of control construct, the control of reinforcement is either on the teachers or the environment. The locus of control theory is an individual belief that the outcome of his or her actions is either within their control or the environment or events beyond their control (Rotter, 1966; Zimbardo, 1985).

Basically, the locus of control can be divided into internal control and external control (Rotter, 1966). If the reinforcement is a result of his or her luck, chance, fate or other external factors, then these forces are considered as external control. While internal control refers outcomes that are

within his or her control. Most of us fall between the two extremes.

Social cognitive construct is a psychological model of behaviour that emerged primarily from the work of Bandura (Denler, Wolters, & Benzon, 2014). For self-efficacy, it has emerged as an important concept within social cognitive theory (Denler et al., 2014; Bandura, 1997). Bandura (1997) opined that teachers with high efficacy have confidence and the belief that they can perform a particular task successfully. For social cognitive theory, it is a belief in one's own capability to produce certain actions which is related to self-efficacy. Whereas, the locus of control theory is the belief that outcome is either within their control or external factors. Thus, perceived self-efficacy has insignificant relationship with locus of control. Hence, the nature of teacher efficacy should be perceived within the social cognitive theory instead of locus of control theory (Bandura, 1997).

Social cognitive theory refers to individuals and collectives that have control over their lives via agentic action which is influenced by their perceptions of efficacy toward a specific task (Goddard, 2001). The term agency is an important fundamental assumption for social cognitive theory. The efficacy belief is an important key to the operation of agency when an individual and collectives believe they have better capabilities to perform the task or duty successfully, then he or she or the collectives are more likely to perform the activities (Goddard & Goddard, 2001). Goddard

contended that efficacy belief in both individual and collective level underpin the social cognitive theory (Goddard & Skrla, 2006; Goddard, Hoy & Hoy, 2000; Goddard, LoGerfo & Hoy, 2004a; Hoy, Sweetland & Smith, 2002; Goddard & Goddard, 2001). Both teacher efficacy and collective efficacy (CE) are anchored in agency assumption highlighted by Bandura. For teacher efficacy, it could be through the human or personal agency for control over their lives (Hoy et al, 2002). If a teacher possesses efficacy belief based on his or her capability, then he or she will overcome obstacles and face failure obstinately (Goddard et al., 2004a). In CE, the teachers have belief in their combined capabilities to achieve organisational or faculty objective (Goddard, LoGerfo & Hoy, 2004b; Hoy et al., 2002). Teachers with favourable CE beliefs will exhibit positive OCB to influence their student's academic performance as well as tenaciously overcome adversity (Hoy et al., 2002; Goddard & Skrla, 2006). In short, the belief in CE will foster creativity, effort and persistence in order to attain a goal successfully.

The concept of CE is further defined as "the perceptions of teachers in a school that the faculty as a whole can organize and execute the course of action required to have a positive effect on students" (Goddard, 2004, p. 184). If the teachers have a sense of CE, it will further improve student achievement and organisational performance (Goddard et al., 2000). Therefore, according to Hoy et al. (2002), the perceived CE is an important collective perception considered

an organisational property. Goddard et al. (2000; 2004a) highlighted that there is limited research on the effect of CE compared with teacher efficacy. Hence, this construct is included in the present study.

Collective Efficacy and Organisational Citizenship Behaviour

The CE improves school accountability, enhances student performance (Goddard et al., 2004a), elevates socioeconomic status (Goddard & Goddard, 2001) smoothens decision pertaining to education (Goddard et al., 2004a). Studies have indicated that CE (Goddard et al., 2004a; Hoy et al., 2002; Goddard, 2001; Goddard et al., 2000) and organizational citizenship behaviour (Burns & Dipaola, 2013; Dipaola & Hoy, 2005a; 2005b) are significantly linked to student achievement. According to Goddard et al. (2004b), CE is considered as a more recent construct compared with self-efficacy. Therefore, there are lack of empirical studies to support and validate the relationship between CE and OCB among teachers in school context (Jackson, 2009; Goddard et al., 2004b).

Somech and Drach-Zahavy (2000) examined the relationship between CE and OCB among teachers from 13 elementary schools in Israel. They found that CE is significantly related with OCB towards teamwork but its relationship was insignificant towards students and organisation. This might be due to the nature of the research sample bias. There were 251 respondents and out that, 31 were male teachers. Several studies have shown that

men perceived higher sense of commitment towards their job and organisation compared with female workers (Choong, Keh, Tan, & Tan, 2013; Choong, Tan, Keh, Lim, & Tan, 2012; Akintayo, 2010; Shapira-Lishchinsky, 2009). Choong and his colleague further clarified that female married academics are required to perform dual role in their live as they have the responsibility to take care of their children as well as being committed to their job.

Somech and Drach-Zahavy (2000) showed that by enhancing collegial interactions will influence the willingness of teachers to exhibit OCB or extra role behaviour within their workplace (Somech & Drach-Zahavy, 2000). Additionally, the construct of CE is originally rooted in teacher self-efficacy. Tschannen-Moran and Barr (2004) contended that the difference between CE and teacher self-efficacy is that the former is premised on its effect on the school as a whole while the latter refers to individuals. Hence, it can be concluded that CE is closely link to OCB. This is confirmed by Cooper (2010) whereby the CE is significantly related to OCB. Therefore, this study found that collective efficacy is significantly related to organisational citizenship behaviour among secondary school teachers in Malaysia.

CONCLUSION

The findings of this research, it is hoped would provide school principals with better knowledge and insights into the relationship between CE and OCB. Additionally, this concept can be useful to the Ministry

of Education as OCB is proven to be one of the most powerful antecedents of student achievement (Oplatka, 2009; Yilmaz & Tasdan, 2009; Dipaola & Hoy, 2005a, 2005b). Vigoda-Godat et al. (2007) contended that the management of schools need to ensure teachers are willing to exhibit citizenship behaviour such as handling students' special needs, monitor students with disciplinary problems, and provide innovative teaching and willing to devote his or her extra time and effort to guide poor students.

ACKNOWLEDGEMENT

The author expresses his gratitude to his main and co supervisors for their support and guidance in writing this paper as partial requirement for fulfilment of his Doctorate Thesis.

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