

Factors Impacting Teacher's Organizational Citizenship Behaviour

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Received Date: 28 April 2024

Accepted Date: 02 July 2024

Available Online: 18 September 2024

ABSTRACT

The informal connections between teachers' Organizational Citizenship Behaviour (OCB), school environment, competency level, empowerment and team commitment have not received much empirical attention. Additionally, the influence of certain aspects of job satisfaction and organizational commitment on teachers' overall community benefit is seldom given much thought. Thus, the purpose of this study was to determine whether these values had any real bearing on the OCB and how it affects the organization among the teachers at the school in Alor Setar. This study is significant because it looks into the OCB of teachers and how they contribute to the education sector, which is growing more and more important in Malaysia. To find out how these interactions affect teachers' OCB, pertinent hypotheses have been established, tested, and investigated further. In this study, 400 primary school teachers from Alor Setar were involved in completing the questionnaires. The results showed that the school environment, competency level, empowerment, and team commitment significantly influenced teachers' OCB. These findings were validated by the Pearson correlation analysis.

Keywords: *teachers' organizational citizenship behaviour, school environment, competency level, empowerment and team commitment*

INTRODUCTION

Research Background

Teachers who are keen to go far beyond the call of duty are essential to the success of schools (Somech & Bogler, 2023). Organ (1988) first proposed the term organizational citizenship behaviour (OCB) which is a helpful phrase to characterize these volunteer actions. Originating from Katz's (1964) concept of extra-role behaviours, Organ (1988) characterizes OCB as a collection of voluntary, helpful, and extra-role actions taken by staff members that

are not explicitly or directly acknowledged by the official system of rewards but nevertheless contribute positively to the organization's overall performance and are not subject to contract enforcement. OCB is a question of personal preference, and not engaging in such activity is typically not grounds for discipline. According to this definition, a teacher's OCB includes all selfless acts of kindness toward coworkers, administrators, and students (DiPaola & Hoy, 2005).

The majority of academics concur that OCB is multifaceted. Five dimensions have been identified by Organ (1988); namely conscientiousness, sportsmanship, civic virtue, courtesy, and altruism or helping behaviours. Several studies (e.g., Williams & Anderson, 1991) have separated OCB into two categories: behaviour focused on the person (OCBI) and behaviour focused on the organization (OCBO). While the majority of researchers concur that OCB is multidimensional, DiPaola and Tschannen-Moran (2001) discovered in two distinct factor analytic experiments that one dimension adequately reflects all facets of OCB in educational settings.

A significant amount of research has been focused on identifying the causes of OCB. Podsakoff et al. (2000) identified a number of antecedents, including person, task, and organizational traits along with leadership behaviours, based on a survey of the OCB literature. Prior research often focused on these four categories. Two primary types of individual traits, such as dispositional variables and employee attitudes, were also found by Podsakoff et al. (2000). The job attitudes of those employees were revealed by Organ and Ryan's (1995) meta-analysis of 55 research: in particular, school environment, competency level, empowerment and team commitment were discovered to be more trustworthy OCB indicators than dispositional factors. Numerous studies (e.g., Bateman & Organ, 1983; Fan et al., 2023; Khalid et al., 2021; Organ, 1988; Williams & Anderson, 1991) provide strong evidence in favor of the link between school environment, competency level, empowerment and team commitment with OCB.

It makes sense to propose a favorable relationship between these relationships. Positive behaviour, such as OCB, is usually reflected by employees who are content with their jobs. School environments refers to a collection of internal characteristics that establish school organizations apart from other types of organizations, influence student behaviour in general, and are crucial to school operations. (Somech & Ohayon, 2019). It also describes a set of standards, norms, values, and rules that all students embrace and follow voluntarily (Fein et al., 2023).

Competency refers to the abilities and information that workers require to carry out their jobs (Noer et al., 2023). Competency consists of customer awareness, team work, commitment and contribution, productivity, problem solving activities and technical expertise (St.Hatidja et al., 2023). Cahyaningrum et al. (2023), defines competency as a quality in a person that contributes to their successful or exceptional performance. McClelland (1973) demonstrated in one of his studies how competency is a performance component that is connected to life outcomes. Competencies, as opposed to conventional trait and intelligence measures, can be employed as

alternative approaches to forecast human performance. By focusing on competencies, this approach may be associated with broad psychological or behavioural attributes which are linked to extraordinary job and life success (Khan et al., 2015).

According to Wang et al. (2022), empowerment is the process of motivating and enabling people to accept personal accountability for enhancing their work performance and furthering the objectives of the company. Building a culture inspires individuals at all levels to assist others in gaining the skills and confidence they need to create change. People can take on more responsibility for their work in the employing institution when structures and chances for empowerment are established inside the organization. On the other hand, a higher sense of self-efficacy is associated with individual empowerment (Conger & Kanungo, 1988). Many studies such as Morrison (1996), Nihoff and Moorman (1993), and Bearn (2000) have concluded different outcomes to relate empowerment with OCB.

According to Dasgupta (2024), team commitment is a quality that each member of an organization possesses and that, in turn, enhances the efficacy and efficiency of the organization. It goes on to say that those with a strong sense of team commitment will also likely present themselves more effectively. Aubé et al. (2013) looked at the significance and usefulness of team commitment and found that team performance, quality, and competence are the components of the relationship between team commitment and team effectiveness. According to Aubé et al. (2013), a strong team commitment from team members would result in greater performance, implying that team commitment plays a significant influence in task performance. Given that team commitment can foster a synergy that leads to improved performance, it was shown that there is a substantial association between the two. According to Pearce and Herbik (2004), team commitment is defined as the psychological relationship between a member's attitude toward the team, which is in line with other researchers such as Meyer and Allen (1984). Mayer, Davis, and Schoorman (1995) and Munene (1995) stated that organizational commitment has a strong relationship with individual commitment. Pearce and Herbik (2004) reported in their study that there is a strong significance between team commitment and OCB.

Problem Statement

Though there is a lot of research on OCB in commercial organization contexts, there are not many reports of a connection between school environment, competency level, empowerment and team commitment with OCB especially in school (Mahmud et al., 2022). According to the data, OCB varies depending on the type of organization and is context-specific (Organ, 1988). There are behavioural differences between educational and non-educational environments. According to DiPaola and Hoy (2004), schools are service organizations with teacher professionals working there who are generally dedicated to providing the finest care possible for their students. Therefore, the type of job attitudes that impact teachers' OCB may differ from those found in other organizations.

Previous studies on school environment, competency level, empowerment and team commitment have shown a positive impact on OCB. However, there is a lack of research on the effects of certain factors on overall community behaviour, particularly among teachers. Thus, this research was conducted to study to identify whether school environment, competency level, empowerment and team commitment influence teachers' OCB.

Research Objectives

This study aims to investigate the association between teachers' organizational citizenship behaviour (OCB) and numerous parameters. The study specifically aims to determine whether there is a relationship between teachers' OCB with the school environment, teachers' OCB with competency level, teachers' OCB with empowerment, and teachers' OCB with team commitment. The goal of the research is to provide a thorough understanding of how these factors affect teachers' OCB by examining these correlations.

The research objectives of this study are:

- To investigate the relationship between the school environment and teachers' OCB.
- To study the relationship between competency level and teachers' OCB.
- To determine the relationship between empowerment and the teachers' OCB.
- To evaluate the relationship between team commitment and the teachers' OCB.

LITERATURE REVIEW

School Friendly Environment and Teachers' OCB

Discretionary actions such as eco-initiatives involve recommendations for enhancing environmental performance and practices (Paillé and Boiral, 2013). In the context of schools, teachers may engage in OCB in different ways. To improve environmental performance in the school, they could, for instance, create, recommend, and disseminate new practices (Boiral & Paillé, 2013), try to reduce waste and reuse paper (Lee et al., 1995), or undertake specific activities in schools (Daily et al., 2009). Consumer behaviour that is environmentally sensitive is more common among those who have high degrees of environmental concern (Czap & Czap, 2010). Most research assessing how environmental concern directly affects amiable behaviour indicates that they are weak to moderate correlations between these characteristics. According to earlier studies, there is little correlation between behaviour and environmental friendliness (Albayrak et al., 2013). Nonetheless, Daily et al. (2009) consider that people who care deeply about the environment will probably implement OCB—an environmentally friendly practice—in their school. People who care about the environment deeply are more likely to participate in OCB than people who care less about the environment (Daily et al., 2009).

Competency Levels and Teachers' OCB

A large independent positive influence on the mobilization of discretionary behaviours can be observed, according to Paré and Tremblay (2000), when an individual perceives that they have a great degree of autonomy and influence over their work, as well as the potential of leveraging their competencies. Tremblay also noted that when workers have a high degree of affective attachment to the company, their discretionary behaviours are more powerfully mobilized (Patil & Ramanjaneyalu, 2018). The findings of Tremblay's study demonstrated that the mobilization of discretionary behaviours is strongly positively influenced by the sense of having a high degree of autonomy, influence over the task, and potential to use one's competencies (Patil & Ramanjaneyalu, 2018). Furthermore, a study by Dio (1979) showed that motivated competency results in better decision-making, as well as increased achievement and efficiency (Patil & Ramanjaneyalu, 2018). According to Garavan and Mcguire (2001), the possession of competences can have both freeing and empowering effects. They contend that granting employees a significant degree of self-control and self-regulation will motivate them to contribute to the achievement of organizational goals. Furthermore, Dennison (1984) contends that psychological perceptions of meaningfulness, competence, self-determination, and impact will result from employee empowerment, and subsequently will lead to an effective organization (Lee & Koh, 2001).

Another technique to raise the level of effort is through empowerment within the organization (Wat & Shaffer, 2005). It can be summed up in an organizational context as: empowerment, freedom, direction and support (Ma et al., 2021). Ma et al. (2021) claim that empowerment allows employees the flexibility to take the initiative, enjoy taking chances, provide their ideas, solve problems independently, and speak their thoughts without fear. All of these things call for skills. One could see empowerment as directed autonomy. That is, the exercise of freedom must take place in the framework of a well-defined mission and direction; otherwise, anarchy may result (Wat & Shaffer, 2005). They go on to say that employees are genuinely empowered to contribute their all to the company if they have independence, management support, and clear instructions. Hermawan et al. (2023) countered that empowering workers in the absence of the necessary skills will not result in competitive organizations, and that empowerment is predicated on workers possessing those skills. According to the resource-based view of the company, competences are the resources that give the company a competitive edge. Knowledge workers, who are increasingly seen as the company's most important resource, possess these competencies.

Teachers' Empowerment and Teachers' OCB

According to a number of research and scholarly works, teachers' organizational behaviours are significantly and favorably impacted by empowerment (Somech & Bogler, 2002). Teachers' behaviours and attitudes toward one another and the educational institution are referred to as organizational behaviours (Thurlings et al., 2015). Since the goal of positive organizational behaviour among instructors is to foster an atmosphere that is focused toward

the sustainability and improvement of the organization, it should be encouraged and welcomed in all educational institutions (Cartwright & Cooper, 2014). Some of the various dimensions of teachers' organizational behaviours include organizational citizenship behaviour (Duke & Gansander, 1990; Taylor & Bogotch, 1994), job involvement (Hallberg & Schaufell, 2006), organizational commitment (Wall & Rinehart, 1998; Bogler & Somech, 2002; John & Taylor, 1999; Fu & Deshpande, 2014), and professional commitment (Pfeffer, 1994; Hackman & Lawler, 1971). Therefore, teacher empowerment has the potential to influence positive organizational behaviour and ultimately contribute significantly to the stability and success of an organization (Bogler & Somech, 2002).

Team Commitment and Teachers' OCB

Affective commitment and the demonstration of proactive behaviours like OCB have been linked in a number of research (Foote & Tang, 2008; Mathieu & Zajac, 1990). Kim (2006) reported that there is a relationship between organizational commitment and OCB as well as between public service motivation and OCB. She went on to explain that when team members exhibit OCB and are happy in their jobs, the team members will naturally exhibit commitment. While these studies primarily focus on organisational and affective commitment, they suggest that a strong sense of team commitment can similarly enhance the display of OCB among teachers. The impact of commitment was also examined by Ng and Feldman (2011), who found a connection with extra role behaviour by emergency care doctors and patient commitment. Farzaneh et al. (2014) found that organizational citizenship behaviour had a moderating role in the connection between organization commitment and OCB. They came to the conclusion that organizational commitment influences workers' motivation to provide results and support OCB (Kadar Khan et al., 2016). Ng and Feldman (2011) found an intriguing outcome in their investigation of the connection between OCB and organizational commitment. According to their research, there is a favorable correlation between organization commitment and OCB during the first ten years of employment, but this association diminishes after that time. According to Ng and Feldman (2010), employees that exhibit affective commitment are more likely to reciprocate with other companies. This highlights the impact of affective commitment. The above literature suggests that organisations cannot expect employees to perform OCB without having organisation commitment in them. There must be factors or variables, which increases organisation commitment initially to allow employees to be attached to the organisation before they initiate proactive behaviours such as OCB (Kadar Khan et al., 2016).

Hypothesis Statement

1. School environment has a positive significant relationship with the teacher's OCB.
2. Competency level has a positive significant relationship with the teacher's OCB.
3. Empowerment has a positive significant relationship with the teacher's OCB.
4. Team commitment has a positive significant relationship with the teacher's OCB.

Research Framework

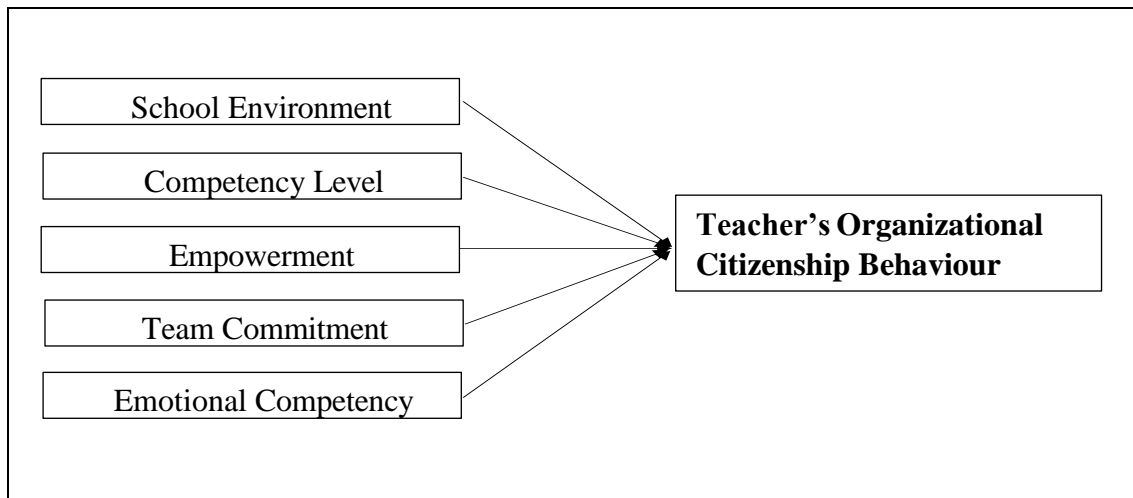


Fig 1 Research Framework

RESEARCH METHODOLOGY

Sample Size

In September 2023, there were 3215 primary school teachers working in the Kota Setar district. The table by Krejcie and Morgan (1970), which included the provision to arrive at the necessary sample size, was used to make the decision on the sample size. For this study, the sample size was 346 of the primary school teachers in Alor Setar. 400 questionnaires were distributed in order to get the results. This study used simple random sampling techniques. This technique was used in the population, where every individual was chosen randomly and entirely by chance. Each of them had the probability of being chosen. This technique can be efficiently conducted on randomly distributed items.

Measurement of the Variables

The instruments utilized in this study were taken from the original study's questionnaires. As for the demographic data, a self-created inquiry was employed. There are a total of seven questions in the two sections: the demographic component and the items pertaining to the independent and dependent variables. Six questions cover the demographic section, and the remaining are on the variable items. Demographic section contains the respondents' gender, age, ethnicity, marital status, nationality, working experience and department. Items on variables which are all independent variables (about school environment, competency, empowerment, team commitment and emotional competency) and also dependent variable (OCB). To develop an appropriate teacher OCB measure, it used a deductive approach (Schwab, 1980). School environment scales were adapted from the school level environmental questionnaire (SLEQ) developed by Fisher and Fraser (1990). The competency level measure

was adopted from the Competence Test developed by Wagner and Morse (1975). For empowerment, questionnaires were adopted from School Participant Empowerment Scale (SPES) (Short & Rinehart, 1992). As for team commitment, it was adopted from Allen and Meyer (1990). All the items consist of 6 questions on each variable. Five-point Likert scale was used which present 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The items were arranged based on the variables, and in dual language; Malay and English. The use of dual languages enabled the respondents to comprehend the directions and queries with better clarity.

Data Analysis

Data analysis was conducted to characterize and synthesise the data, assess the reliability of the variables, pinpoint any positive or negative correlations between the variables, and, finally, pinpoint any differences between the variables. The types of statistical techniques that had been used in this study were descriptive, frequency, means, maximum, minimum, standard deviation, cross tabulation, and correlations. This research used Statistical Package for Social Science version 23 (SPSS 23). The SPSS helped to facilitate data cleaning and check for logical inconsistency. By using this program, the result of the study is determined from reliability, regression, and correlation and determining whether the hypothesis can be accepted or not.

RESULTS AND DISCUSSION

Findings

The Cronbach's alpha coefficients for the five independent variables were 0.822 for School Environment, 0.819 for Competency Level, 0.850 for Empowerment, and 0.880 for Team Commitment. The dependent variable Teacher's OCB had a Cronbach's alpha of 0.747.

Table 1 Reliability Analysis

Variables	Number of Items	Cronbach's Alpha
School Environment	6	0.822
Competency Level	6	0.819
Empowerment	6	0.850
Team Commitment	6	0.880
Teacher's OCB	6	0.747

Cronbach's alpha for the dependent variable was 0.706, which was good. Because the alpha was greater than 0.6, the variable can be classified as good, indicating that it can be measured. It demonstrates how the variables correlate with one another. All independent variables, namely School Environment (0.822), Competency Level (0.819), Empowerment (0.858), and Team Commitment (0.880) indicating that the study was excellent. Meanwhile, the dependent

variable, Teacher's OCB, was 0.747, indicating that the study was good. Finally, the Cronbach's alpha reliability coefficient for teacher OCB with variables such as school environment, competency level, empowerment, and team commitment were good and positively correlated.

Table 2 Correlation Analysis

Variables	1	2	3	4
1. School Environment	-			
2. Competency Level	.46**	-		
3. Empowerment	.33**	.61**	-	
4. Team Commitment	.44**	.53**	.65**	-
5. Teacher's OCB	.41**	.59**	.53**	.54**

Table 2 shows the results of this study's Pearson correlation analysis. It illustrates the relationship between the dependent variable (teacher's OCB) and the independent variables (school environment, competency level, empowerment, team commitment, and organisational system). Teachers' OCB has a positive and significant correlation with school environment ($r=.58, p<.01$), competency level ($r=.48, p<.01$), empowerment ($r=.52, p<.01$), and team commitment ($r=.19, p<.01$). The results of correlation analysis provide preliminary support for the study hypotheses

Regression analysis demonstrates the relationship between the dependent and independent variables. The findings indicate that the variance of factors that could influence a teacher's OCB was 45%. The independent variables explained 45% of the variance in teachers' OCB. Another 55% was determined by variables outside the scope of the study.

Table 3 Regression Analysis

VARIABLES	β	SIGNIFICANCE
School Environment	.127	.001
Competency Level	.326	.001
Empowerment	.129	.003
Team Commitment	.189	.001
R Square	.445	
Adjusted R Square	.437	
F Test	57.410	

Dependent Variable: Teacher's OCB

Table 3 shows the multiple regression results for this study. It illustrates that four factors were positively and significantly associated with teacher's OCB: school environment ($\beta = 0.13$, $p < 0.01$), competency level ($\beta = 0.33$, $p < 0.01$), empowerment ($\beta = 0.13$, $p = 0.03$), and team commitment ($\beta = 0.19$, $p < 0.01$). It was a significant relationship because the p-value was less than 0.05. It demonstrated that these variables (school environment, competency level, empowerment, and team commitment) had a significant impact on the teacher's OCB. In conclusion, all four independent variables had a significant relationship with the dependent variable (p-values < 0.05).

Based on the Table 4 below, all four hypotheses were accepted: school environment, competency level, empowerment, and team commitment.

Table 4 Hypothesis Result

Hypothesis	Result	Remarks
H1: There is a significant relationship between the school environment with the teacher's OCB.	Accepted	Supported
H2: There is a significant relationship between competency levels with the teacher's OCB.	Accepted	Supported
H3: There is a significant relationship between an empowerment with the teacher's OCB.	Accepted	Supported
H4: There is a significant relationship between team commitment with the teacher's OCB.	Accepted	Supported

In terms of hypothesis testing, hypothesis 1 demonstrated that the study's findings were acceptable. The study found that the school environment had a significant impact on teachers' OCB. Second, hypothesis 2 demonstrates that the result had a significant influence on the dependent variable. It could imply that competency level was a significant predictor for the dependent variable. The p-value was less than 0.05, indicating a significant relationship. As a result, there was a significant correlation between competency level and teacher OCB. Thus, hypothesis two was accepted.

Hypothesis 3 indicates that empowerment significantly predicts teachers' OCB. Hypothesis 3 was accepted, indicating that empowerment influences teachers' OCB. Meanwhile, Hypothesis 4 demonstrates that team commitment is a strong predictor of teachers' OCB. Thus, Hypothesis 4 was accepted, demonstrating that team commitment affects teachers' OCB.

Discussion

To improve OCB for teachers in schools for specific purposes, it should be formalised and programmed. School administrators should create programmes and activities that have a direct or indirect impact on teachers' work engagement and job satisfaction. They should improve organisational citizenship behaviour by increasing teachers' trust in their ability to perform their duties independently and creatively creating a conducive school environment (Yang et al., 2016).

Headmasters can encourage teachers to work more productively by putting in place school policies that offer the tools they need for their jobs, sufficient support for learning administration, and assistance in creating a welcoming and safe learning environment for students. The administration of the school must formally recognize OCB and encourage teachers' efforts to keep the school environment in good condition. Programs for schools should be created with the goal of raising teachers' OCB through planned professional development.

For particular goals, higher management must be able to match OCB with the school's vision and mission in order to establish a sustainable learning environment. The school's principles and values, the principal and teacher's communication, and the collaboration of all staff members must form the foundation of OCB. To prevent teachers' discretionary behaviour from becoming excessive and detrimental to the goals and missions of the school, they must be able to manage teachers' OCB.

Organizational citizenship behaviour is expected to be congruent with each school's unique culture for certain reasons, as OCB is not a culture-free action. The following guidelines can be used to implement OCB: first, it must be voluntary; therefore, it need not always be a role or a component of a formal task; second, it can offer significant organizational benefits; and third, it should be multifaceted, encompassing elements of student development and curriculum implementation (Bogler and Somech, 2004; Podsakof et al., 2000).

This can be achieved by showing concern for the school environment and developing a meaningful vision for the school organization. The entire school community must then receive a clear explanation of the vision, goal, and strategy to make sure they are realistic. Headmasters can become role models for teachers, influencing their lives and attitudes. The headmaster can maximise teachers' OCB by setting an example and putting it into practice at school. School administration should work to raise awareness about OCB so that it becomes a lifestyle factor for all students.

Headmasters must be able to encourage teachers to incorporate all aspects of the school environment into each learning activity, shaping it as a potential avenue for expressing and negotiating opportunities that lead to high OCB. They should work with parents and school committees to improve OCB. In addition, teachers are encouraged to use shared leadership in decision making and to communicate with their colleagues on a regular and effective basis. Headmasters must choose the best strategy for empowering teachers through collaboration,

providing opportunities to improve their profession, and encouraging engagement in order to produce reliable and responsible teachers. The headmaster is responsible for effectively supervising activities related to maintaining the school environment and enforcing regulations in the event of a violation (Clark et al., 2003).

The next variable is competency level. Some of the ways to improve the competencies and the OCB level are as follows: regular or weekly in-house discussions, school development programmes, encouraging management teachers to attend more workshop seminars, team development activities, training need analysis to identify the competencies to be developed, using appraisal as a tool for faculty development, having vision-sharing workshop within college to bring the management by objectives concept and to bring integrity, identifying or rewarding those who exhibit OCB, involving students and corporations in the design of course outline and lesson plans, sending faculty members to corporate training, and attending staff development sessions to help school teachers improve their competencies. In turn, this will raise their OCB.

In terms of empowerment, allowing nursing faculty teaching staff with varying educational backgrounds to participate in decision making can lead to improved teachers' leadership skills, work-life quality, and professionalism. The significance of stakeholders is emphasized in education, including principals, officials from the ministry of education, and officials from the zonal directorate of education, in giving teachers a platform to showcase OCB. Notably, employees displaying OCB assist coworkers, take reasonable inconvenience without complaining, effortlessly offer insightful suggestions, and significantly impact the accomplishment of organizational objectives (DiPaola and Mendes da Costa Neves 2009). Thus, this present study will theoretically add to the existing literature, as few studies had previously been conducted on the impact of empowerment and OCB in the Alor Setar district, in particular.

Team commitment can occur anywhere, particularly in the workplace. The primary school management must encourage teacher performance while also increasing a sense of belonging. A person's perspective of themselves is known as their self-concept, and it forms the basis for their behaviour going forward, especially in the classroom. The goal of management should be to establish a healthy school climate in order to encourage teachers to view their jobs and their clients with positivity.

CONCLUSION

The study's findings have significant implications for theory and future research. According to the findings, the variables school environment, competency level, empowerment, and team commitment all had a significant positive impact on the teacher's OCB among employees. According to previous research, the four independent variables were expected to have an effect on the teacher's OCB. Understanding these relationships is crucial for school administrators and policymakers who aim to foster a supportive and productive educational

environment. By enhancing the school environment, developing teachers' competencies, empowering staff, and promoting team commitment, schools can effectively encourage teachers to go above and beyond their formal duties. This not only improves individual teacher performance but also contributes to the overall success and improvement of the educational institution.

Furthermore, this study has implications for future research due to some limitations. The current study thus continues and broadens this line of inquiry in schools, as the majority of empirical evidence on the effects of employment attitudes on OCB has been limited to non-educational settings. However, the findings from this primary school sample cannot be extrapolated to all schools (middle and high). Researchers can learn more about the study's final model's ability to generalise by testing it in various educational settings. Furthermore, this study only examined male principals and did not compare male and female teacher role models.

Understanding the gendered nature of structural linkages is critical for understanding model invariance across genders. Additional limitations should be considered when interpreting the study's conclusions. This study used self-report measures to assess organisational commitment and job satisfaction. Self-report data are commonly used to assess respondents' attitudes towards their jobs; however, researchers should be aware that this may not accurately reflect respondents' true attitudes. Furthermore, OCB was treated as a single factor in this study. The multidimensional approach can help teachers better understand their OCB and its antecedents.

The study's findings could be expanded to include the effects of other variables, such as perceived supervisory support or job satisfaction. In addition, because the current study was conducted in primary schools, it may be worthwhile to look into middle and high schools to see if the findings presented here are representative of the overall situation of teachers across all levels. It is also suggested that in order to fully represent Malaysia, future studies should enlarge the sample to include instructors of both genders and from both primary and secondary education levels. This larger focus would improve the findings' generalizability and offer a more thorough grasp of the variables affecting teacher's OCB.

ETHICS STATEMENTS

All subjects gave their informed consent for inclusion before they participated in the study. The study was conducted in accordance with the Declaration of Helsinki, and the protocol was approved by the Ethics Committee.

AUTHOR STATEMENTS

Mohd Azrin Akmar Md Kamar carried out the research, wrote and revised the article. Dr. Luqman Mahmud provided the central research idea and supervised the research progress and Mohd Khairul Nizar Maula Muhamad Akhir monitored the research progress.

ACKNOWLEDGMENTS

The authors would like to acknowledge the support of Jabatan Pendidikan Negeri Kedah and Pejabat Pendidikan Daerah Kota Setar for providing the data support on this research.

DECLARATION OF INTERESTS

The authors agree that this research was conducted in the absence of any self-benefits, commercial or financial conflicts and declare the absence of conflicting interests with the stakeholders.

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