THE EFFECTS OF JOB RESOURCES AND JOB DEMANDS ON TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR: THE ROLE OF BURNOUT AS A MEDIATOR

by

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ABBREVIATIONS

Abbreviations used in this study are as follows:

OCB   Organizational Citizenship Behavior

OCBO   Organizational Citizenship Behavior- Organization

OCBI   Organizational Citizenship Behavior- Individual

JDR   Job Demand Resources

COR   Conservation of Resources Theory

EE   Emotional Exhaustion

DEP   Depersonalization

DPA   Diminished Personal Accomplishment

KESAN-KESAN PERSUMBERAN KERJA DAN TUNTUTAN KERJA KE ATAS GELAGAT KEWARGANEGARAAN ORGANISASI GURU-GURU: PERANAN KELESUAN KERJA SEBAGAI ANGKUBAH PENCELAH

ABSTRAK

Gelagat kewarganegaraan organisasi telah menarik banyak perhatian dari golongan para ilmiah. Keberkesanan fungsi sesebuah organisasi sebahagian besarnya adalah bergantung kepada usaha para pekerja yang melebihi keperluan tugas rasmi. Memandangkan kurangnya kajian terutamanya di dalam bidang bukan komersil iaitu dalam bidang pekerjaan yang melibatkan perkhidmatan, kajian ini cuba untuk mendalami bagaimana angkubah persumberan kerja (sokongan penyelia, sokongan rakan sekerja, autonomi, dan penglibatan dalam pembuatan keputusan), tuntutan kerja (kesamaran peranan, percanggahan peranan, bebanan kerja, dan perlakuan pelajar yang tidak sopan) mempengaruhi gelagat kewarganegaraan organisasi guru-guru. Kajian ini juga mengkaji samada kelesuan kerja akan berperanan sebagai angkubah pencelah hubungan di antara angkubah persumberan kerja, tuntutan kerja, dengan gelagat kewarganegaraan organisasi. Data diperolehi melalui soalselidik secara pos dari 509 guru di lima puluh (50) buah sekolah menengah biasa kerajaan di Semenanjung Malaysia. Dapatan kajian menunjukkan terdapat dua dimensi gelagat kewarganegaraan organisasi iaitu gelagat kewarganegaraan organisasi menyasarkan kepada organisasi (sekolah) dan gelagat kewarganegaraan organisasi menyasarkan kepada individu (pelajar dan rakan sekerja). Hasil kajian membuktikan angkubah persumberan kerja dan dan tuntutan kerja memainkan peranan penting dalam mempengaruhi gelagat

kewarganegaraan organisasi. Kajian ini juga memberi bukti-bukti yang menyokong kelesuan kerja sebagai angkubah pencelah di antara angkubah persumberan kerja, tuntutan kerja, dan gelagat kewarganegaraan organisasi. Berasaskan dapatan kajian, perbincangan hasil kajian, dan juga kekangan kajian, implikasi teoritikal dan praktikal disediakan.

THE EFFECTS OF JOB RESOURCES AND JOB DEMANDS ON TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR: THE ROLE OF BURNOUT AS A MEDIATOR

ABSTRACT

Organizational Citizenship Behavior (OCB) has generated a considerable amount of scholarly attention. It is now firmly believed that the effective functioning of an organization depends largely on employees' efforts that extend beyond formal role requirements. Due to the paucity of research in non-commercial setting, specifically service occupation, this study attempts to uncover how job resources (supervisor support, peer support, autonomy, and participation in decision making) and job demands (role ambiguity, role conflict, role overload, and students' misbehavior) influence teachers' organizational citizenship behavior. This study also investigates whether the role of burnout would mediate the relationship between job resources, job demands and organizational citizenship behavior. Data were obtained through mailed survey from 509 teachers in 50 regular government secondary schools in Peninsular Malaysia. Findings of this study revealed two dimensions of organizational citizenship which are organizational citizenship behavior targeted at the organization/OCB-O (school), and organizational citizenship behavior targeted at the individual/OCB-I (students and peers). The findings provided some empirical support for the framework. The results provided evidence that job resources and job demands played important roles in influencing teachers' organizational citizenship behavior. The findings also demonstrated some evidence to support the mediating effect of burnout on the relationship between job resources, job demands and organizational citizenship

behavior. Theoretical and practical implications of the study as well as suggestions for future studies were discussed.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter provides the background and presents the problem of the study. Specifically, it includes the background of the study, problem statement, research objectives, research questions, significance and scope of this study and definitions of key terms.

1.1 Background of the Study

In today's highly competitive environment, organizations are constantly looking for new ways to maximize employee's work efforts. With the increased use of information technology, still there is lacuna in the effective functioning of the organization (Garg & Rastogi, 2006). It is now firmly believed that the effective functioning of an organization depends largely on employees' efforts that extend beyond formal role requirements.

Organizational citizenship behavior (OCB) was first used by Organ to denote organizationally beneficial behavior of workers that was not prescribed but occurs freely to help others achieve the task at hand (Bateman & Organ, 1983). OCB is defined as "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997, p. 95). OCB has been implemented in organizations for their effective functioning, and such behavior has been promoted in

public and private organizations. The practical importance of OCBs is that they can improve organizational efficiency and effectiveness by contributing to resource transformation, innovation and adaptability (Organ, 1988; Williams & Anderson, 1991; Podsakoff, MacKenzie, Paine & Bacharach, 2000).

In general, OCB has received a great deal of attention in business and organizational studies (Podsakoff, MacKenzie, Paine & Bacharach, 2000; Van Dyne, Cummings & Parks, 1995). In fact, interest in citizenship behavior has expanded from the field of organizational citizenship behavior to a variety of different domains and disciplines, including human resource management (Podsakoff, MacKenzie & Hui, 1993), marketing (MacKenzie, Podsakoff & Ahearne, 1998; Netmeyer, Bowles, MacKee & McMurrrian, 1997; MacKenzie, Podsakoff & Paine, 1999), hospital and health administration (Organ, 1990; Bolon, 1997; Konovsky & Organ, 1996; Cropanzano, Rupp & Byrne, 2003; Cohen & Kol, 2004), international management (Chen, Hui & Sego, 1998; Farh, Earley & Lin, 1997) and leadership (Podsakoff & MacKenzie, 1995; Podsakoff, MacKenzie & Bommer, 1996). Recent research has also focused on educational setting (Bogler & Somech, 2005; DiPaola & Tschannen-Moran, 2001; Erturk, 2007; Jimmieson, Hannam & Yeo, 2010; Somech & Drach-Zahavy, 2004; Yucel, 2008). This is due to the fact that field studies have shown OCB enhances the effectiveness of the organization because it frees up resources for more productive purposes, help coordinate activities within the organization, and enable employees to adapt more effectively to environmental changes (e.g. Podsakoff et al., 2000; Van Der Vegt, Van De Vliert & Oosterhof, 2003).

Malaysia aims to become the regional hub for educational excellence. One of the key thrusts in the Ninth Malaysia Plan (2006 – 2010) relates to knowledge, innovation and values-which will be the key determinants of Malaysia future success as a knowledge-based economy. The Ninth Malaysia Plan for the year 2006 up to 2010 has placed a lot of importance on education, training and also life long learning. In line with the greater focus on human development under the Ninth Malaysia Plan, a total of RM40.3 billion was allocated for the development expenditure for education and training (Ninth Malaysia Plan, 2006-2010, 2006). In addition, the Tenth Malaysia Plan (2011- 2015) emphasizes on students' outcomes whereby "in order to rapidly deliver significant, sustained and widespread improvements in student outcomes, the Government will move beyond an emphasis on investing in bricks and mortar for providing access to education, to investing in the most critical levers that impact students outcomes, such as the quality of teachers and the leadership in schools" (Tenth Malaysia Plan, 2010). Therefore, teachers play pivotal role in making sure this vision is materialized as they constitute the oil that lubricates the academic performance of the students. In addition, schools will become more dependent on teachers who are willing to contribute to the schools' success regardless of their formal job requirements. This is because most of the time, official obligations and procedures are not enough for organizational effectiveness (Yucel, 2008).

Since the performance of schools is usually determined by the state of teachers' psychological well-being and their commitments (Yucel, 2008), one question that arises is with regard to the number of teachers who are actually willing to go over and above their call of duty, especially in secondary schools in Malaysia. This is based on several

reports related to teaching profession such as the issues on commitment to teaching, turnover intention and burnout. For example, the New Strait Times highlighted that Malaysians spent RM4 billion on tuition in 2005. In addition, the Star (15 September 2006) reported that teachers who are conducting tuition classes outside school hours are being warned by the Education Minister, Datuk Seri Hishammudin Tun Hussein, to give priority to their school duties. On the same issue, the Director of Schools, Norizan Bapoo Hashim warned teachers who are seriously running tuition classes on the sideline to quit their job or face stern action including dismissal (The New Straits Times, 21 June 2007). These reports showed that teachers are neglecting their responsibilities at schools and monetary gain is more important to them. Although there is no empirical evidence on teachers' lack of OCB so far, it is expected that teachers who are more "business- focused' are less likely to perform OCB.

1.2 Problem statement

Successful organizations have employees who go beyond their formal job responsibilities and freely give their time and energy to succeed the task at hand. Such altruism is neither prescribed nor required; yet it contributes to the smooth functioning of the organization (DiPaola & Hoy, 2005). Research on organizational citizenship behavior has produced some intriguing insights into a variety of organizational settings (Organ, 1988; Organ & Ryan, 1995), however, there remains a paucity of research on this behavior among school teachers (Oplatka, 2009). In addition, Jimmieson, Hannam and Yeo (2010) pointed out that although little-researched, the topic of OCB in the

teaching context is an important one, given that teaching is one of the largest professions in the world.

A few assumptions could be made regarding whether or not teachers are willing to perform OCB and one of them is based on the reports on teachers' burnout and turnover intention. In recent years, teacher's burnout has increasingly received recognition as a widespread problem (Boyle, Borg, Falzon & Baglioni, 1995; Guglielmi & Tatrow, 1998; Kyriacou, 2001; Dick & Wagner, 2001; Chan, 2002). Morris and Raabe (2002) stated that teaching is a stressful profession and one major source of stress is overwork. In fact, it has been frequently highlighted that certain occupations such as teachers are stressful and heavily laden with work. Furthermore, teachers face so many multiple roles that are expected of them such as guidance counselor, social worker, care giver, parent, fund raiser and extracurricular organizer (Younghusband, 2006), and this would definitely cause teachers' burnout.

Burnout was found to be a major factor influencing teachers' intention to quit. In a study conducted by Weisberg and Sagie (1999), intention to quit among female teachers in Israel was contributed by burnout. In another study conducted by Merseth (1992), the reason behind the resignation of 50% of teachers within 7 years of experience was due to burnout. A study conducted by Chan and Hui (1995) among 415 Chinese secondary school teachers in Hong Kong indicated that one of the major sources of stress was having too heavy a workload. In Malaysia, teaching is not very attractive, partly because of its low social status and also because a teacher's job is very complex and demanding (Lee, 2004). In 1997, the National Union of Teaching Profession (NUTP) reported that 15,000 teachers in the country have quit the profession

since 1992. Furthermore, a study on Malaysian teachers reported that 73% of them indicated moderate to high level of intention to quit (Ding, 2000).

The onerous nature of the profession of a teacher is particularly shown in the oppressive quantities of stress they experience in their job (Evers, Brouwers & Tomic, 2002). In a study conducted by Aeria (1995) among 264 teachers in the District of Petaling, it was revealed that these teachers suffered from emotional exhaustion with the highest mean score of 3.8 as compared to teachers in Canada (Sarros, 1988) and Australia (Sarros & Sarros, 1990). In another study conducted by Chua (2001), it was reported that 43 per cent of technical school teachers experienced moderate to high level of burnout in the teaching job. In Jun 2000, the Star conducted a "teachers' poll" and it was revealed that 82 percent of the teachers are not satisfied in their profession and 91 percent said that they are not getting recognition for their contribution in teaching (NUTP, 2005). Ismail and Che Mohamed (2011) highlighted that at present, Malaysian teachers are not limited to only teaching but they also have to prepare lesson plans, examination questions, take note of students' attendance, fill in the discipline books and assess students' homework. In addition, the teachers are involved in students' extra-curricular activities such as clubs and societies and prepare for sports day. As a result, teachers might suffer from mental and health problems due to a variety of job functions.

In 2005, the National Union of Teaching Profession (NUTP) conducted a survey among 9,000 primary, secondary and technical school teachers and it was revealed that 67% of Malaysian teachers suffered from stress. Among the causes identified were high expectations and demanding parents (83%), workload (79%) and also students' misbehavior. Based on statistics, there are about 50 cases of insurance payout each year

with cases occurred mainly in urban areas with high student population (NUTP, 2005). The Star (2005) reported that teachers in four states (Selangor, Kuala Lumpur, Johor and Malacca) have been overburdened with a heavy teaching and school administration workload. Statistics indicate that these teachers spend 74 hours a week on their job; 68.1% of this time is used to carry out curriculum-related duties, 12.7% co-curricular activities and 8.9 % attending to students' needs. This problem of over burden would definitely result in teachers experiencing burnout.

In a study conducted by Segumpan and Bahari (2006) among 1209 teachers from 14 secondary schools in Malacca, it was found that 57.2% of the respondents had high stress level with respect to students' misbehavior. In addition, the Minister of Education, Datuk Seri Hishamuddin Tun Hussein also revealed that teachers in Malaysia are facing work overload whereby the teachers have to carry the burden of disciplining the students which are traditionally the responsibilities of parents (Utusan Malaysia, 22 January, 2008). These alarming figures indicate the urgency of addressing the problem of burnout in Malaysia. Hence, it could be concluded that the reason why some teachers in schools are not performing OCB is because they are suffering from burnout. This is in line with Yucel's (2008) suggestion that the level of burnout can explain why some teachers failed to demonstrate OCB.

Organizational citizenship behaviors are not only perceived to make important contributions to organizational performance but are regarded by leaders as significant in the performance of the individuals (Werner, 1994). Several studies on OCB in different fields have been conducted in Malaysia. For example, Nasurdin (2001), and Hemdi and Nasurdin (2008) studied OCB among hotel employees, Ishak (2004) among bank

employees, Lau (2003) and Mohd Salleh (2007) among nurses. However, in the educational field, OCB is still an unfamiliar concept. To the researcher's knowledge, very few studies have been conducted in educational setting. Saraih (2006) conducted a research on academicians' OCB from the Northern Malaysia University College of Engineering, while Yew (2006) focused on academicians' OCB in 15 private institutions of higher learning in Penang. The researcher located only one study that focused on OCB among teachers in secondary schools in Penang, which was conducted by Teh (2000). Thus, the study of OCB among teachers in secondary schools becomes vital so as to motivate them to work by going beyond their formal requirements. At the same time, this can widen our understanding of OCB in various settings especially in Malaysian educational setting.

In a separate vein, researchers have found that burnout brings enormous costs to both organizations and individuals because it negatively impacts employees' job attitudes and leads to undesirable behaviors such as lower job involvement, reduces task performance, aggression and increased turnover intentions (Leiter & Maslach, 1988; Shirom, 1989; Wright & Bonett, 1997; Wright & Cropanzano, 1998, Schaufeli, 2003). DiPaola and Hoy (2005) pointed out that the results of efficiency and effectiveness derived by organizations with greater citizenship behaviors is a reduction in employee turnover and its associated costs. In fact, individuals who exhibit such behaviors are less likely to leave the organization (Chen, Hui & Sego, 1998). Thus, the study of OCB is important as it is related to positive individual and organizational outcomes.

When individuals affected by burnout take leave, organizations are required not only to pay for the sick leave, but also need to incur costs to fund replacement labor.

In addition, when employees decide to leave the organization (turnover), the replacement cost and training as well as the loss of immediate productivity, results in an additional cost for the employers. The end result for organizations is that greater levels of burnout mean lower levels of quality of service being produced (Maslach & Leiter, 1997). As for the education sector, the problem of burnout among teachers will have a great impact on the accomplishment of predetermined educational goals. Both the education success of the students and the progress of the school development will be greatly affected (Chan, 2001). If teachers suffer from burnout, then the tendency of them demonstrating OCB is lesser.

Travers and Coopers (1991) found that teachers to be significantly poorer in mental health in comparison with other highly stressful occupational groups such as nurses and those working in hotels. Guglielmi and Tatrow (1998) conducted a comprehensive research and they conclude that the literature reviews appears to support the notion that occupational stress and burnout are associated with poor health in teachers. The findings also showed that in general, teachers who suffered from burnout, provide significantly less information, less praise and less acceptance of their students' ideas, and they interact with them less frequently (Beer & Beer, 1992). As for the Malaysian context, based on a study conducted on behalf of the National Union Teaching Profession (NUTP), it was found that 70% of 9,000 teachers in Malaysia suffer from depression (KOSMO, 2009). Burnout seriously affects the health of teachers (Guglielmi & Tatrow, 1998), the welfare of the students (Capel, 1987) and the attainment of educational goals and objectives (Farber, 2000). Given the potentially high cost of burnout, understanding factors that cause burnout is important. This is because,

in today's organizations, a key factor to the overall evaluation of performance in the minds of many managers were the extra things people did well above and beyond the call of duty (DiPaola & Hoy, 2005). In other words, if teachers are willing to go the extra mile by working with students on their own time and by helping colleagues, this will lead to better students' performance as well as the effective functioning of the schools.

1.3 Research Objectives

Specifically, the objectives of this study are:

1. To investigate the direct influence of job resources (supervisor support, peer support, autonomy, and participation in decision- making) on OCB [OCBO (school) and OCBI (students and peers)] among secondary school teachers in Malaysia.

2. To investigate the direct influence of job demands (role stressors which include role ambiguity, role conflict, role overload; and students' misbehavior) on OCB [OCBO (school) and OCBI (students and peers)] among secondary school teachers in Malaysia.

3. To investigate the indirect influence of job resources (supervisor support, peer support, autonomy, and participation in decision-making) and OCB via burnout (emotional exhaustion, depersonalization and diminished personal accomplishment) as the mediator.

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4.   To investigate the indirect influence of job demands (role stressors- role conflict, role ambiguity and role overload; and students' misbehavior) and OCB via burnout (emotional exhaustion, depersonalization and diminished personal accomplishment) as the mediator.

1.4 Research Questions

In attempting to fill in the gaps identified in previous studies, this study attempts to answer the following research questions:

1.   Do job resources (supervisor support, peer support, autonomy, and participation in decision-making) have a direct relationship with OCB [OCBO (school) and OCBI (students and peers)] among secondary school teachers in Malaysia?

2.   Do job demands (role stressors which include role conflict, role ambiguity and role overload; and students' misbehavior) have a direct relationship with OCB [OCBO (school) and OCBI (students and peers)] among secondary school teachers in Malaysia?

3.   Does burnout (emotional exhaustion, depersonalization, diminished personal accomplishment) mediate the relationship between job resources (supervisor support, peer support, autonomy, and participation in decision-making)   and OCB among secondary school teachers in Malaysia?

4. Does burnout (emotional exhaustion, depersonalization, diminished personal accomplishment) mediate the relationship job demands (role stressors which include role conflict, role ambiguity and role overload; and students' misbehavior) and OCB among secondary school teachers in Malaysia?

1.5 Significance of the study

This study provides significant theoretical and practical contributions in the area of teachers' OCB. Specifically, the contributions are:

1.5.1 Theoretical contribution

First, this study investigates the relationship between job resources (supervisor support, peer support, autonomy, and participation in decision making) and job demands (role stressors which include role conflict, role ambiguity, role overload; and students' misbehavior) with organizational citizenship behavior. The role of burnout as the mediator is also examined. Even though there are several studies that have been conducted on OCB in the education setting in Malaysia (e.g.Hussin, 2010; Khalid, Jusoff, Othman, Ismail & Abdul Rahman, 2010; Saraih, 2006; Teh, 2000; Yew, 2006; Yusoff, 2002) these studies focused on different dimensions of OCB. Hussin (2010), Khalid et al., (2010), Saraih (2006) and Yew (2006) looked at Organ's (1988) five-dimension model, while Yusoff (2002) only focused on altruistic OCB. This study sought to integrate Somech and Drach-Zahavy's (2000) taxonomy of OCB with those of Williams and Anderson's (1991). This study utilized Somech and Drach-Zahavy's

(2000) three dimensional construct of OCB which are: OCBs targeted at the school is conceptualized as OCB-O (towards the organization), and OCBs targeted at students and peers are conceptualized as OCB-I (towards the individual).

Second, Schnake (1991) pointed out that additional research is needed in a variety of organizations and occupations to identify all types of OCB. Therefore, this study hopes to identify the types of organizational citizenship behavior occurring in educational organizations and thus, enlarging our understanding of OCB in various setting.

Third, recent research has revealed that employees may be motivated to perform or not to perform work behaviors (such as OCBs) from the perspective of the job demands-resources (JD-R) model (Bakker, Demerouti & Schaufeli, 2003; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). According to this model, involvement in any organization may be produced by two specific sets of working conditions: job resources and job demands. Job resources refer to those physical, psychological, social or organizational aspects of the job (Bakker et al., 2003). It is assumed that job resources have motivational potential and are likely to stimulate employees to engage in favorable work attitudes and behaviors. In contrast, job demands refer to those physical, social or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (Demerouti, et al., 2001). Based on the Conservation of Resources Theory (COR) (Hobfoll, 1989), job resources are likely to increase OCB whereas job demands are likely to reduce OCB. Since research using this perspective is scanty, this hopes to extend the knowledge on the predictors of OCB from the JD-R perspective.

Fourth, previous research have used Conservation of Resources Theory (COR) (Hobfoll, 1989) in the Western setting (e.g. Wright & Bonnett, 1997). This study also hopes to extend the application and validity of Conservation of Resources Theory in the Malaysian setting, specifically in the education context. In addition, this study incorporates negative psychological state (burnout) and positive psychological behavior (OCB) which can be predicted by similar antecedents.

1.5.2 Practical contribution

Firstly, the result of this study could provide a greater insight of the phenomenon of OCB among secondary school teachers in Malaysia. Besides that, the findings of this study could serve to facilitate greater understanding among teachers of these voluntary, discretionary and non-required contributions. It also helps the Ministry of Education to understand and realize the significant contribution of OCB among teachers and the effects it has on the education system.

Secondly, Malaysia intends to develop its human capital towards a knowledge-based economy. Hence, teachers' role is crucial in making sure that this vision is realized. They need to perform more than what is required and they must be willing to go extra mile in order to deliver quality education. Given that job resources such as supervisor support, peer support, autonomy, and participation in decision-making are likely to increase teachers' OCB, this study could provide information to the Malaysian Ministry of Education regarding the importance of increasing job resources among the teachers as well as the principals so that teachers would be willing to perform OCB. On the other hand, job demands may turn into job stressors when meeting these demands

requires high effort and therefore, is associated with high costs that elicit negative responses such as depression or burnout. In addition, it is a well known fact that job demands such as role overload could have deleterious effect on the teachers' well-being. This in turn, would reduce the likelihood of teachers engaging in the extra-role behavior. Thus, the findings of this study could be used to help the ministry in reducing job demands and thus promote OCB among teachers.

Thirdly, this study could assist the Malaysian Ministry of Education so that proper plan can be made in order to create school climate that would make teachers feel comfortable and motivated to carry out their duty. In addition, the findings of this study could help the policy makers to redesign more suitable roles for the teachers to help reducing the level of burnout and at the same time encouraging these teachers to perform over and above their call of duty.

1.6 Scope of the study

In this study, the term teacher only encompasses those teaching in regular government secondary schools (fully residential, religious, vocational or technical teachers were excluded). This is to control the type of students, workload and working environment that could differ from each category of these schools. This study will be conducted among teachers in secondary schools in Peninsular Malaysia. This is because there might be cultural, social and political differences between West and East Malaysia that might be reflected in the workplace variables of the teachers (Naina, 2004).

1.7 Definitions of key terms

In order to facilitate common understanding of the elements of this study, the following operational definitions are used:

Organizational Citizenship Behavior

In this study, OCB, as defined by Organ (1988), represents behavior 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. Following Williams and Anderson's (1991) dimensions of OCB, this study focuses on:

> **OCBO (Organization)** which   is behaviors that benefit the organization (school)   as a whole.

> **OCBI (Individual)** which is behaviors that immediately benefit particular individual within the organization (students and peers).

Burnout

Following Maslach and Jackson (1986), burnout in this study refers to a psychological syndrome of emotional exhaustion, depersonalization, and diminished personal accomplishment that can occur among individuals who work with other people in some capacity.

> **Emotional exhaustion** refers to the affective, feeling states of the individual characterized by depleted emotional resources and a lack of energy.

> **Depersonalization** refers to negative, cynical attitudes and feelings about one's clients.

Diminished personal accomplishment refers to the tendency to evaluate oneself negatively.

Supervisor Support.

In this study, supervisor support refers to assurance that aid will be available from the supervisor when it is needed to carry out one's job effectively and to deal with stressful situations as defined by Somech and Ron (2007).

Peer support

Peer support refers to the degree to which other teachers can relied on to help the teacher as defined by Mueller, Finley, Iverson & Price (1999).

Autonomy

Following Pearson and Hall (1993), autonomy in this study refers to the perception that teachers have regarding whether they control themselves and their work   environment. Pearson and Hall (1993), and Pearson and Moomaw (2005) identify two dimensions of autonomy.

General Teaching Autonomy refers to issues concerning classroom standards of conducts and personal on-the- job discretion.

Curriculum Autonomy refers to issues concerning selection of activities and materials and instructional planning and sequencing.

Participation in decision-making

In this study, teachers' participation in decision making is defined as participation by teachers in making decisions about issues that affect their activities or job assignments as defined by Taylor and Bogotch (1994).

This study focuses on two domains of decision making in schools which are the managerial and technical domains as identified by Somech (2002)

Managerial domain includes activities that relate to the school as a whole (e.g. setting school goals, hiring staff, allocating budget, evaluating teachers).

Technical domains are those decisions that have an immediate relevance to the teacher's own classroom (e.g. instructional policies, classroom discipline policies, resolving learning problems).

Role stressors

Following McShane and Glinow (2003), role stressors in this study refers to the conditions where employees have difficulty understanding, reconciling or performing the various roles in their work lives. This study focuses on three main role stressors namely role conflict, role ambiguity and role overload as identified by Chen and Spector (1991); and Yousef (2002).

Role Conflict

In this study, role conflict refers to conflict that occurs when people face competing role requirements as defined by Rizzo, House and Lirtzman (1970).

Role Ambiguity

In this study, role ambiguity refers to confusion a person experience related to not understanding what is expected, not knowing how to perform or not knowing the consequences of failing to meet the expectations as defined by Rizzo et al., (1970).

Role Overload

In this study, role overload refers to the inconsistency between activities and tasks demanded for an employee and the time or other resources available for completing the tasks as defined by Bacharach, Bamberger and Conley (1990).

Students' Misbehavior

Following Friedman (1995), students' misbehavior in this study refers to the behavior of the students that are against the school regulations.

1.8 Organization of the Remaining Chapters

The current chapter provides an overview of the study which covers problem statement, research objectives, research questions, significance of study and definition of key terms.

Chapter 2 discusses the review of the related literature that includes organizational citizenship behavior, burnout, job resources (supervisor support, peer support, autonomy, and participation in decision-making) and job demands (role ambiguity, role conflict, role overload, and students' misbehavior). The chapter also presents the theoretical framework and a set of hypotheses postulated for the study.

Chapter 3 focuses on the methodology used in this study with regards to the sample, research instruments, data collection procedures and the type of statistical analysis.

Chapter 4 covers the results of the various analyses conducted and records the relevant findings. It also details the profile of the respondents.

The final chapter, Chapter 5, discusses the findings, implications of the findings and limitations of the study. Some suggestions regarding areas for future research are also presented.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter presents a review of studies on teachers' organizational citizenship behavior (OCB), job resources, job demands and burnout. This chapter first reviews research literature with respect to the study variables. Next, previous empirical findings are presented and discussed. This is followed by the elaboration of the theoretical framework of this study. Finally, hypotheses are presented to show the relationships between the studied variables.

2.2   Conceptualization of Organizational Citizenship Behavior

Over the past decades, interest in behavior that generally fits the definition of OCB has increased dramatically. However, scholars have not been completely consistent with the terminology used to label it (Le Pine, Erez & Johnson, 2002). Labels for domains of behavior that overlap with OCB as described by Organ (1988) and others (e.g., Morrison, 1994; Van Dyne, Graham, & Dienesch, 1994) include organizational prosocial behavior (Brief & Motowidlo, 1986; George, 1991, George & Bettenhausen, 1990), organizational spontaneity (George& Brief, 1992), and extra-role behavior (Van Dyne, Cummings, & Parks, 1995). The label that is probably most relevant to human resource management scholars and industrial and organizational psychologists is contextual performance (Borman & Motowidlo, 1993; Borman, White, & Dorsey, 1995;

Motowidlo & Van Scotter, 1994; Van Scotter & Motowidlo, 1996). Regardless of the specifics of the definition, scholars have always perceived OCB as consisting of several behavioral dimensions.

Organizational Citizenship Behavior (OCB) represents individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Organ, 1988, p. 4). OCB consists of informal contributions that participants can choose to make or withhold, without regards to considerations of sanctions or formal incentives. They are often described as behaviors that "go above and beyond the call of duty". The employees who perform citizenship behaviors are considered "good soldiers" (Organ, 1988) for their effort contributed without formal exchange or reward in the employment contract.

Earlier studies of OCB focused on a two-model emphasizing the roles of altruism and generalized compliance (Smith, Organ & Near, 1983). The first dimension, altruism, captured behavior directly intended to help a specific person in face-to-face situations (e.g. helping others who have been absent, volunteering for things that are not required, orienting new people even though it is not required, helping others who have heavy workloads). The second dimension, generalized compliance, represented impersonal behaviors such as compliance with norms defining a good worker (e.g. being punctual, not spending time in idle conversation).

Organ (1988) provided a multi-dimensional scale of OCB. The scale consists of five dimensions that make up the OCB construct which are altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Altruism refers to voluntary behaviors that

help other organizational members. Conscientiousness refers to behaviors that go beyond minimal role requirements and expectations. In contrast with altruism that stands to benefit the individual at whom help is directed, the effects of conscientiousness are more encompassing (Organ, 1988). Sportsmanship characterizes behaviors that avoid complaining and/or aggravating unpleasant situations. Courtesy includes proactive gestures that consider consulting with other workers in the organization before acting, giving advance notice, and passing along information. Finally, civic virtue involves behaviors which indicate that the individual responsibly participates in or is involved in the life of the organization.

Graham (1989) proposed a four-dimension model of OCB consisting of interpersonal helping, individual initiative, personal industry, and loyal boosterism. Williams and Anderson (1991)) found a two-dimensional structure of OCBs, and defined it as: (1) benefits directed at the organization in general, such as performing duties that are not required but which improve organizational image and performance (OCBO), and (2) benefits directed at individuals within the organization, such as altruism and interpersonal helping colleagues who have heavier work loads (OCBI). On the other hand, Van Dyne, Graham and Dienesch (1994) proposed OCB framework that includes social participation, loyalty, obedience and functional participation.

Coleman and Borman (2000) categorized OCB in three dimensions which are interpersonal citizenship performance, organizational citizenship performance and job-task citizenship performance The first dimension, interpersonal citizenship performance, refers to behavior that benefits other organizational members and includes Organ's (1988) altruism and courtesy dimensions and, thus, is similar to OCBI. The second

dimension, organizational citizenship performance, refers to behavior that benefits the organization and includes Organ's sportsmanship, civic virtue, and conscientiousness dimensions and, thus, is similar to OCBO. The third dimension, job–task citizenship performance, refers to behavior that reflects extra effort and persistence on the job, dedication to the job, and the desire to maximize one's own job performance. Even though the last dimension seems to be outside the scope of Organ's notion of OCB, it is quite similar to the functional participation (Van Dyne et al., 1994) and job dedication (Van Scotter & Motowidlo, 1996) dimensions.

Although most scholars agree on the multidimensionality of the OCB construct, a review of the literature reveals a lack of consensus about its dimensionality (Belogolovsky & Somech, 2010; Somech & Ron, 2007). Podsakoff, MacKenzie, Paine and Bachrach (2000) identified almost 30 potentially different forms of OCB and categorized them into seven dimensions based on prior conceptualizations and taxonomies of OCB (Organ, 1988, 1997; Van Dyne et al., 1994). The seven dimensions are: (a) helping behavior which involves voluntarily helping others with, or preventing the occurrences of, work-related problems; (b) sportsmanship which has been defined by Organ (1990) as a willingness to tolerate the inevitable conveniences and impositions or work without complaining; (c) organizational loyalty which involves the promotion of the organization to outsiders; (d) organizational compliance which refers to the employees' internalization and acceptance of the organization's rules, regulations, and procedures even when no one is   observing or monitoring; (e) individual initiative refers to innovation initiation that is far beyond the actions minimally required or generally expected from the employees; (f) civic virtue represents, according to

Podsakoff et al. (2000), a macro level interest in, or commitment to, the organization as a whole; and (g) self developments which refers to the development of oneself for the sake of others.

As for the educational setting, Somech and Drach-Zahavy (2000) proposed three components of teachers' OCB. The first component consists of OCB towards the school. OCB towards the school refer to behavior beneficial to a larger and more impersonal organization. Somech and Drach-Zahavy (2000) suggest that these behaviors represent innovative and initiative activities, which are not part of the job description. The second component consists of OCB towards team member. These OCB represent behaviors intentionally directed at helping teachers in one's own team and refer to behavior beneficial to one's own group of colleagues. The third component consists of OCB towards students. These OCB are behaviors directly and intentionally aimed at improving the quality of teaching and helping students to improve their achievements. Interestingly, in a study of OCB in schools, DiPaola and Tschannen-Moran (2001) identified a single dimension of citizenship behavior in schools, that is helping behavior that incorporates all five of Organ's (1988) dimensions into one factor. According to these researchers, schools are professional service organizations whose overall mission is congruent with the mission of highly-committed teachers, which is to enhance student learning and improve student achievement. Hence, DiPaola and Tschannen-Moran (2001) concluded that the voluntary and prescribed teachers behaviors in schools all shared this central purpose. Recently, Emmerik and Euwema (2007) also looked at the three components of teachers' OCB in Dutch secondary schools, similar to the dimensions proposed by Somech and Drach-Zahavy (2000). However, these researchers