

Item Generation Stage: Teachers' Organizational Citizenship Behavior

Suriani Ismail^{1*}, Zoharah Omar², Ismi Arif Ismail¹, Siti Noormi Alias¹ and Ahmad Aizuddin Md Rami¹

¹ Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM, Serdang Selangor, Malaysia

² Elektrisola (Malaysia) Sdn. Bhd, Jalan Damai 1, Janda Baik, 28750 Bentong, Pahang, Malaysia

ABSTRACT

Discussion on organizational citizenship behavior (OCB) among teachers has gained much interest among scholars. However, a review of past literature indicates no specific instrument developed for measuring teachers' OCB in Malaysia. Most studies pertaining to the OCB of teachers in the country have adopted instruments previously developed in the Western context. Therefore, this study aims to generate items that can truly measure the OCB of teachers in the Malaysian context. This study employed two types of research approaches involving the collection and analysis of both quantitative and qualitative data. Stage one involved 64 secondary school teachers, while stage two comprised 14 teachers who participated in a Focus Group Discussion (FGD). The result found 35 behaviors that have been identified as the OCB of teachers in Malaysia, where 18 behaviors were specific to the OCB of teachers in Malaysia and 17 behaviors were adapted from existing instruments

developed in the Western context. A total of 24 items measuring teachers' OCB in the Western context were dropped because they were considered tasks related to the performance of teachers in Malaysia. The findings show that OCB among teachers in this country should be measured using an instrument specifically designed to suit the local context. Furthermore, there are several differences in behavior with regards to teachers' OCB in Malaysia compared to those in the Western context. Therefore,

ARTICLE INFO

Article history:

Received: 23 April 2021

Accepted: 19 August 2021

Published: 03 December 2021

DOI: <https://doi.org/10.47836/pjssh.29.4.23>

E-mail addresses:

suesyaurahism@gmail.com (Suriani Ismail)

zoharah@elektrisola.my (Zoharah Omar)

ismi@upm.edu.my (Ismi Arif Ismail)

sitinoormi@upm.edu.my (Siti Noormi Alias)

ahmadaizuddin@upm.edu.my (Ahmad Aizuddin Md Rami)

*Corresponding author

this study extends the existing body of knowledge about measuring OCB.

Keywords: Extra-role behavior, organizational citizenship behavior, school, teacher

INTRODUCTION

The Malaysian education system is undergoing a major reform, particularly in its primary and secondary education system, to meet the emerging educational needs and cope with the changing and increasingly competitive environment at the national and international level. The aim is to transform the Malaysian education system into a world-class system. The success of this reform lies not only on the policymakers, education administrators, and school leaders but also on the school teachers themselves (Da Wan et al., 2018). One of the key thrusts of the Education Blueprint 2013-2025 is to elevate the quality of Malaysian student outcomes to be on the same level as the top third of education systems globally (Economic Plan Unit, 2016). Thus, teachers play a vital role in achieving this aspiration (Ahmad & Ghavifekr, 2014; Da Wan et al., 2018).

Past research has indicated that teachers need to strengthen their capability in terms of knowledge and skills to meet the diverse needs of students, schools, and the Ministry of Education (Handler, 2010). More so, in times where education reforms are being implemented, teachers play a more significant role in ensuring successful implementation of the educational reform

at the school level (Oplatka, 2009). Often when schools undergo transformation resulting from educational reforms, there are more things to do. Therefore, teachers are required to take up those additional responsibilities where some of which are beyond their formal job requirement (Oplatka, 2009; Vigoda-Gadot et al., 2007). Also, schools need proactive teachers who are willing to participate and support the schools' initiatives (Oplatka, 2006; Somech & Ron, 2007; Vigoda-Gadot et al., 2007). These proactive or discretionary behaviors are described in the literature as organization citizenship behavior (OCB) (Eddleston et al., 2018; Gupta & Sharma, 2018; Zhu, 2013) and known as teachers' OCB in the school setting (Mansor et al., 2013; Oplatka, 2006; Oplatka & Stundi, 2011; Somech & Ron, 2007; Vigoda-Gadot et al., 2007). The key aspect in OCB is the initiatives taken by employees, in this context referring to teachers, to function beyond the formal job requirement willingly.

The importance of OCB in schools cannot be denied. Previous studies revealed that successful organizations require employees who will perform beyond the given tasks and contribute to better than expected performance to increase organizational effectiveness (Jahangir et al., 2004; Zabihi et al., 2012). Other than benefiting an organization, OCB may enhance employees' performance (Chib, 2016). In the educational setting, Somech and Ron (2007) argued that schools' success depends on the willingness of the teachers to engage and take responsibilities beyond the

prescribed works. In addition, past studies have revealed that teachers' OCB influences their development in terms of the level of job satisfaction and a sense of self-fulfillment, as well as improve students' achievement and schools' performance in terms of school image (Oplatka, 2009; Zabihi et al., 2012). In other words, engaging in OCB affects the schools' effectiveness and success and the development of its teachers and students.

Rationale for Generating Items for Teachers' OCB

There are several reasons to justify the need for study on developing teachers' OCB scale. First, although a validated teachers' OCB scale has been developed, researchers argue that the nature of teachers' OCB cannot be generalized across all teachers and may vary by cultural and social rules (Amah, 2017). Thus, the teachers' OCB identified in one country may not be in another country (Suharnomo & Hashim, 2019). Taking this into consideration, scholars suggested that it would be essential to investigate the types of teachers' OCB in other countries (Dipaola & Neves, 2009; Jiao et al., 2013; Jimmieson et al., 2010; Oplatka & Stundi, 2011).

Second, the majority of past studies that measured the OCB of teachers in Malaysia had adopted instruments that were developed in the West, which might not be appropriate for the school setting in the local Malaysian context (Saraih et al., 2015; Selamat et al., 2016; Shah & Halim, 2018). Third, despite its importance, studies on teachers' OCB have been scarce. Teachers' OCB was generally measured

in past studies using the validated generic OCB scales developed in industrial settings, such as those developed by Podsakoff et al. (2000), Smith et al. (1983), and Williams and Anderson (1991) or by using scales which were developed in school settings but in the western context (Dipaola & Hoy, 2005; Habeeb, 2019; Kumar & Shah, 2015).

Fourth, there is a lack of generalizability of the construct in the educational environment where the nature of OCB may vary due to contextual differences (Farh et al., 2004; Jimmieson et al., 2010). In fact, schools cannot lay out the specific description of all tasks and roles as well as the conduct and behavior needed to achieve its goals and aspirations because of the nature of the teaching profession (Amah, 2017). While OCB is considered an extra-role behavior, it is difficult to determine which of the behavior forms part of the essential tasks or voluntary behavior at schools in different countries (DiPaola & Neves, 2009). Moreover, in the education sector, the role of teachers covers a wide range of duties and responsibilities inside and outside the classroom (Muema et al., 2019). Therefore, it is difficult to determine the boundary of the teaching profession objectively. Teaching is also a field that emphasizes helping others. Therefore, some aspects of OCB can overlap with the responsibility of teaching (DiPaola & Neves, 2009; Jimmieson et al., 2010), which may vary by country. Hence, a country-specific scale is needed to measure the OCB of teachers in the Malaysian school setting. This study thus aims to generate

a pool of items for eventual inclusion in the Malaysian version of the teachers' OCB scale. For the purpose of this study, the quantitative and qualitative research questions were formulated:

1. To what extent the previous scale of teachers' OCB suits the teacher's behavior in Malaysia?
2. What are the attributes of OCB that would most likely suit school teachers in Malaysia?

Organizational Citizenship Behavior (OCB)

The initial idea of organizational citizenship behavior (OCB), known as self-development, was derived from Katz in 1964 (Podsakoff et al., 2000), who pointed out that self-development can be defined as a person's effort to participate in the activities that can improve one's knowledge, abilities, and skills for the sake of organization. The concept of self-development comprises employees' involvement within the organization, employees' capabilities on the organization's operation system, and employees' spontaneous behavior. Based on Katz's (1964) definition, spontaneous behavior includes providing assistance to others and sustaining a good attitude to improve the performance of the members and organization entirely. Katz (1964) has also identified three basic types of behavior that are important to the function of an organization, in which: 1) employees must be motivated to join and remain in the organization, 2) employees must carry

out a specific role with a reliable way, and 3) employees must have an innovative and spontaneous activity that exceeds the role prescription (Organ et al., 2006). Scholars revealed that the third feature of an effective organization from Katz and Kahn's theory had gained much attention from many scholars (Chou & Stauffer, 2016). The third behavior, which refers to innovative and spontaneous behavior, explains that organizations need employees with a desire to succeed beyond the minimum requirement of their jobs and specific aspects of business operations. Many scholars developed their study and derived OCB dimensions based on the innovative and spontaneous behavior introduced by Katz and Kahn in 1966 (Podsakoff et al., 2000). This feature also leads to the concept of extra-role behavior (ERB) introduced by Katz and Kahn (1966).

Organ and his colleagues were the pioneers in the use of the OCB term in the 1980s. The definition of OCB has gone through many revisions, but the constructions kept their core (Hoffman et al., 2007). The rapid growth of research on OCB has contributed to numerous definitions of OCB. At first, they emphasized OCB as a discretion behavior that people implement without any reward and training provided for the task. Based on such understanding, OCB also can be defined as a behavior that yields benefits for the social process in an organization, which affects task performance indirectly (Bateman & Organ, 1983). Citizenship behavior includes helping others with job-related problems, volunteering, sharing ideas to produce new products,

making constructive recommendations, being punctual, encouraging supervisors to achieve higher goals, making creative suggestions, encouraging teamwork, and participating in organizational governance (Podsakoff et al., 2000).

Furthermore, Organ (1988) had extensively discussed the definition of OCB by describing it as a spontaneous behavior, which helps promote the functioning of an organization without any reward and official appreciation. Workers are free to help others to achieve tasks. It is discretionary, promotes the effectiveness of organizational performance, and is not directly related to the reward system. This definition emphasizes that the behavior ought to be voluntary to promote the organization whether the role is prescribed or part of an official duty.

OCB is also defined as a kind of behavior that emphasizes the discretion of people, which is not directly rewarded for enhancing the organization's performance (Bakhshi et al., 2009). Chib (2016) defined OCB as anything positive behavior that employees do voluntarily, which has a positive impact on co-workers and benefits the company. The value of OCB lies in its contribution to performance. As global competition increases, successful business managers must consider every available approach to increase efficiency. Thus, engaging workers to go beyond the minimum and discretionarily work to enhance the organization's fortune without increasing direct rewards seems to be an ideal approach (Turnipseed & Turnipseed, 2013).

As reviewed above, although there is no empirical study that confirms self-development as a form of OCB, the element of spontaneous behavior in the self-development concept continuously appears to be a discretionary form of employee behavior in the literature (Bakhshi et al., 2009). Accordingly, Katz's first idea of OCB consisting of spontaneous behavior still influences scholars' defining OCB. Moreover, the literature review found that scholars also use other terms to explain OCB, such as contextual performance, extra-role behavior, pro-social behavior, and organizational spontaneity.

Based on the review presented, it can be observed that studies by Organ and his colleagues have become the foundation for other scholarly studies pertaining to the topic of OCB. Although there have been some efforts to define OCB based on different contexts or terms, such as Bakhshi et al. (2009) and Chib (2016), these definitions still share the same meaning and concept with Organ and his colleagues. Hence, it can be concluded that OCB refers to voluntary behavior conducted by employees to benefit employees' performance and the organization. It also indicates that the definition and concept of OCB proposed by Organ and his colleagues continuously influence the OCB field in an organizational setting.

Teachers' OCB

Nowadays, schools are moving towards the era of advanced education development. The performance of teachers is evaluated

by “task roles,” which are compulsory but insufficient to determine the schools’ success (Bogler & Somech, 2004). In other words, teachers need to perform tasks that exceed their formal work to help schools to be successful. Psychologists assume that to meet the new standards set for schools, the school personnel must go beyond the minimum performance standards of their duties (Farooqui, 2012). For this reason, several scholars have defined OCB from the perspective of the school setting.

In an educational context, OCB is viewed as behaviors that go beyond the requirements of the role specified and the individual, group, or organization as one unit, to promote the organization’s goals (Bogler & Somech, 2005; Somech & Ron 2007). Somech and Drach-Zahavy (2000) defined OCB as voluntary behavior directed towards an organization and its team and individuals, which are performed beyond the required formal task to achieve the organizational goals. This definition emphasizes three main components of extra-role behavior (ERB) in teachers’ OCB, in which: (1) the behavior should be voluntary whether it is part of formal duty or non-job description; (2) the behavior might not be performed in the organization, but it is directed towards the organization’s success, and effectiveness; and (3) the definition of OCB is multidimensional naturally. Although scholars agree with the multidimensionality of the OCB construct, the recognition of its dimension is still lacking (Belogolovsky & Somech, 2012; Somech & Drach-Zahavy, 2000).

Meanwhile, Bogler and Somech (2004) and DiPaola and Hoy (2005) defined OCB in schools as an extra-role behavior played by teachers towards their colleagues and students that can influence the technical core of the organization. In this regard, teachers’ extra-role behavior includes helping students with class materials, providing extra assignments for students, contributing voluntarily to the school committee, and helping absent teachers by preparing and assigning assignments to their classes (Bogler & Somech, 2004). These extra-role behaviors are related to the technical core, which helps the organization (i.e., school) to achieve its goals.

Adding to the discussion, Vigoda-Gadot et al. (2007) defined OCB in school via three components: helping others, benefiting the organization, and achieving formal tasks at work. Unfortunately, Dipaola and Neves (2009) stated that the third component is inconsistent with the basic concept of OCB as the behavior is discretionary and exists only when an individual freely and willingly helps others in accomplishing a task.

In a study that focused on OCB in school, Dipaola and Neves (2009) defined OCB as work behavior performed in excess of formal jobs, which benefits the individual and organization. Thus, teachers who exhibit OCB usually do their work beyond what has been described in the formal task. In other words, teachers are doing the stipulated task and must freely help others complete the task (Dipaola & Neves, 2009).

OCB among teachers has also been discussed by Oplatka and Stundi (2011)

as teachers' behavior in school that is implemented discretionarily, not defined in the specification, and beneficial to the school. There are four components to describe the concept of OCB: 1) teachers volunteer to do a task that is beyond what is required; 2) teachers personally choose to perform the behavior; 3) the behavior is directed towards others or the school; and 4) the behavior is not harmful to the school (Oplatka & Stundi, 2011). In addition, the concept of OCB among teachers also refers to their helpful behavior to the school administrators and colleagues, such as helping to reduce the workload or providing specific assignments based on the students' achievement (Belogolovsky & Somech, 2010; Nutov & Somech, 2017). Accordingly, OCB is done by teachers voluntarily, including activities such as conducting additional tasks, helping, and collaborating with others and supporting schools' activities without expecting any reward and recognition (Mansor et al., 2013). Indeed, this behavior is unrelated to the formal reward system, and it can improve the function of the respective organization (Zabihi et al., 2012).

Following the review of teachers' OCB as presented above, it can be concluded that there are two characteristics of OCB in schools. These characteristics of teachers' OCB are supported by Belogolovsky and Somech (2012).

1. The behavior must be done on a voluntary basis, which is not specified in the duties.
2. The focus is not on the behavior that only occurs at school but also on its benefits to the school as a whole.

Based on the review of various OCB concepts, either in the organizational or school setting, it is shown that most OCB concepts are subjective. A significant number of studies on OCB have concluded that there are inconsistencies with regards to the terms used where some concepts have been noted to overlap with different terms used to explain similar concepts. Several scholars also assert that OCB is highly associated with contextual performance, prosocial organizational behavior, and extra-role behavior (Borman, 2004; Eddleston et al., 2018; Somech & Drach-Zahavy, 2000; Zhu, 2013).

Notably, most OCB concepts are operationalized based on the context of people's behavior in different study settings. Based on the review presented, the definition of OCB in an organizational setting seems to focus more on the benefit to the respective organization since the studies deal with employees' behavior within organization. In contrast, OCB in a school setting focuses more on the benefit to students, other teachers, and the respective schools since the studies deal with teachers' behavior in schools. Furthermore, scholars have stated that OCB is generally a new construct and has become a crucial subject studied in the literature (Ocampo et al., 2018). The concept of OCB has reached far and wide into the organizational setting, supporting the fact that it influences the effectiveness and performance of the respective organizations.

The Process of Item Generation

Scale development is a critical process in certain areas, such as health, social, and behavioral science (Boateng et al., 2018). In fact, many studies attempt to create the best practices for scale development (Boateng et al., 2018; Delgado-Rico et al., 2012; Kyriazos & Stalikas, 2018). For this study, the researchers employed the steps of scale development by Boateng et al. (2018) and specifically followed the steps of item generation by Delgado-Rico et al. (2012).

Boateng et al. (2018) divided the process of scale development into three phases, 1) item development, 2) scale development, and 3) scale evaluation. Specifically, these phases consisted of nine other steps of scale development. Phase one of Boateng et al.'s (2018) guideline in scale development was 1) identification of the domain and item generation and 2) consideration of content validity. It is important to note

that this study aims to generate items for measuring Malaysian teacher OCB. Therefore, this study used only one step of scale development by Boateng et al. (2018), which involved identification of the domain and item generation.

In other studies, there were two steps for the item development, which consist of the conceptual definition of construct and item construction (Delgado-Rico et al., 2012). In the current study, the conceptualizing construct started by reviewing previous studies on the instrument development of general OCB and teachers' OCB as well. Several discussions were made to ensure the construct of teachers' OCB could be defined accurately. Then, two stages of studies were conducted for item construction to generate items for teachers' OCB. The process of item generation for the current study is shown in Figure 1.

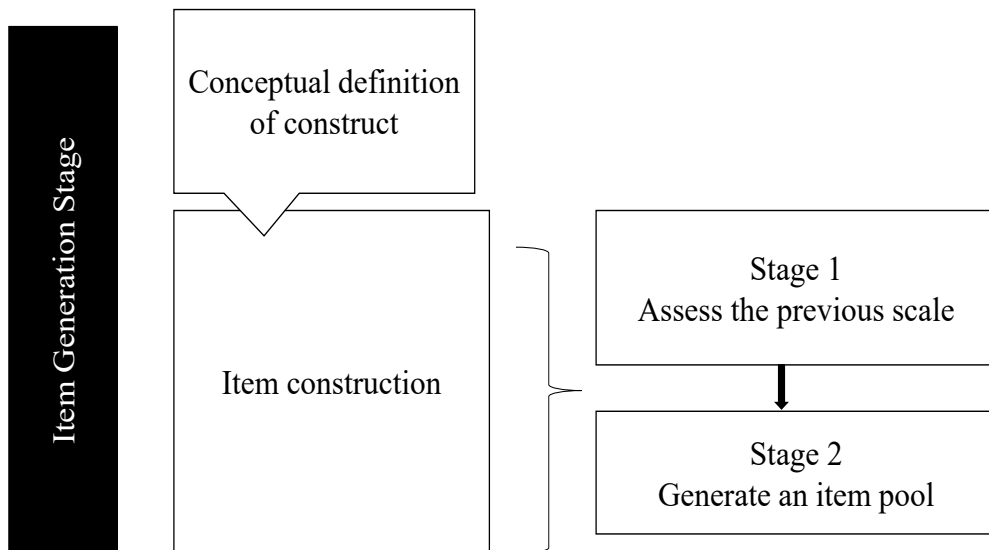


Figure 1. The process of item generation

METHODS

The purpose of this study is to generate items for assessing teachers' OCB in Malaysia. This study employed two types of research approaches, which involved the collection and analysis of both qualitative and quantitative data. Data is collected sequentially at two stages in the research process. Stage one involved quantitative research that was conducted to determine the extent to which the previous OCB scale suit to teachers' behavior in Malaysia. Meanwhile, Stage two involved qualitative research in exploring new items for the OCB of Malaysian teachers. The combination of two methods (qualitative and quantitative) in a research process contributes to a better understanding of the research problems rather than using one approach alone (Creswell & Garrett, 2008).

Participants

Stage 1: A total of 64 secondary school teachers were selected using convenient random sampling. This study used inter-rater agreement to assess the teachers' OCB items. Bujang and Baharom (2017) revealed that the minimum sample size for inter-rater agreement ranges from 2 to 927. In some studies, sample sizes for the inter-rater agreement were as low as 10 to 50 respondents (Hoy et al., 2012; Zapf et al., 2016). The current study showed that more than half of the respondents (59.4%) were female, and 40.6% were male. There were larger proportions of older Malaysians between the ages of 35 to 43 category

(40.6%) versus respondents ages 35 to 43 (35.9%) and 44 to 53 (23.4%). The result also revealed that most of the respondents were bachelor's degree holders (98.4%). In terms of teaching experience, the result showed that a total of 18 respondents (28.1%) had 2 to 10 years of teaching experience, followed by 54.7% respondents with 11 to 19 years of teaching experience and 17.2% respondents with 20 to 30 years of teaching experience.

Stage 2: A total of 14 teachers were selected as the respondents via purposive sampling. Creswell (2013) suggested that purposive sampling involves selecting respondents from those who meet the specified criteria. A proper and appropriate selection of respondents is an important part of a qualitative study to deepen and enrich the obtained information (Creswell, 2014; Silverman, 2013). These respondents were selected based on their expertise in the education sector which include (1) teachers with a minimum of five years of service in the education sector; or (2) teachers who held positions in school (e.g., school principal). Additionally, the respondents must voluntarily participate in the study. These criteria were set to ensure the information obtained from the respondents was precise. The 14 respondents comprised ten females (71.4%) and four males (28.6%). The finding also showed that eight respondents (57.1%) were at the age of 30 to 38 years old, and three respondents (21.4%) were between 39 to 47 and 48 to 55 years old, respectively. Their education level comprised bachelor's

degree (64.3%), master's degree (28.6%), and Ph.D. (7.1%). Additionally, half of the respondents (57.1%) had seven to 16 years of experience in the educational field, five respondents (35.7%) had 17 to 25 years of experience, and only one respondent (7.1%) had more than 26 years of experience in the educational field.

Instruments

Stage 1: From the review of past literature, a pool of 41 items was determined pertaining to teachers' OCB. These items were constructed based on two previously established instruments. The first instrument was adapted from Somech and Ron (2007). The items were constructed from the OCB Scale, specifically adjusted to suit the educational setting developed by Podsakoff et al. (1990). This instrument was used by Somech and Ron (2007) to conduct a study on teachers' OCB, whereby the internal consistency reliability (Cronbach's alpha) in the study was .80. Meanwhile, the second instrument was acquired from Belogolovsky and Somech (2010). The internal consistency reliability of the study using this measurement was .84. The respondents were asked whether the teachers' behavior listed in the questionnaire was 'voluntary behavior' or 'tasked related.' In addition, these 41 items were divided into two categories of teachers' behavior related to teachers' tasks and their relationship with others at school. Teachers' behavior is related to tasks comprised of 30 items. The first 13 items, such as "Keep abreast of changes in the school," were taken from

Somech and Ron (2007). Another 17 items, such as "Acquire expertise in new subjects that contribute to teaching," were derived from Belogolovsky and Somech (2010). Items pertaining to teachers' relationships with others at school consisted of 11 items. The first ten items, such as "Does not find fault with what the organization is doing," were adapted from Somech and Ron (2007), and one item was adapted from Belogolovsky and Somech (2010). At the end of the questionnaire, respondents were asked to suggest other behavior related to OCB among teachers in Malaysia.

Stage 2: Interview protocol was used as the instrument in this study that comprised two sections. The first section consisted of the demographic profile of the respondents, such as gender, age, educational level, and employment details. Meanwhile, the second section contained the interview questions. The participants were asked to list all kinds of behavior teachers may perform that benefit the students, peers, and school.

A translation model by Brislin et al. (1973) was used in the translation and adaptation process. It consists of five steps of the translation process: 1) forward translation, 2) assessment of the forward translation, 3) backward translation, 4) assessment of the backward translation, and 5) discussion with experts. First, a Malaysian professional translator translated the items from English into Bahasa Melayu, and the forward translation was reviewed with the supervisor. Then, another professional translator conducted backward translation by translating the items from Bahasa Melayu back into English to ensure the credibility of

the translation. Finally, the translation was once again reviewed with the supervisor. This translation approach is called back-to-back translation. Then, after several discussions with the other authors, experts were held to review the translated items. These experts comprised individuals who have been involved in scale development studies and have working experience as secondary school teachers.

Validity and Reliability

The reliability of the teachers' OCB scale in the quantitative study was tested for inter-rater reliability. It provides statistical proof to the extent to which the items in this study were correct to represent teachers' OCB. In addition, rater reliability is important to determine the extent to which an instrument measures the particular behavior within the test (McHugh, 2012). For the current study, the reliability of teachers' OCB scale was obtained using κ Fleiss kappa statistic. Kappa value of items exceeding .60 was substantial and considered reliable (Belur et al., 2021; McHugh, 2012).

The validity and reliability of qualitative research are often the subjects of debate by scholars (Amankwaa, 2016). However, the validity and reliability of a qualitative study lie in the extent to which the study's finding is based on evidence (Silverman, 2013). Furthermore, the proof of validity and reliability ensures the establishing of rigor in a qualitative study (Amankwaa, 2016; Creswell, 2012). For the current study, three strategies have been used, such as audit trail, peer examination, and double

coding, to ensure the validity and reliability of the study (Anney, 2014; Creswell, 2012).

Data Collection Procedure

Stage 1: A pool of 41 items was determined for teachers' OCB from conceptualizing the construct. Study 1 was conducted by distributing the questionnaire to 70 teachers through the drop and collect method. A total of 64 questionnaires were completed, returned, and valid for further analysis. In order to ensure and facilitate the participants' understanding of OCB, the definition of OCB was provided at the beginning of the questionnaire. The respondents were also required to list other potential teachers' OCB besides the items listed in the questionnaire. This process aimed was to investigate the clarity of the statements, the meaning reflected by each item, typo or grammatical mistakes, and the time needed to answer all questions in the questionnaire. The data obtained from Study 1 was then analyzed.

Stage 2: This study also employed a qualitative method by conducting Focus Group Discussion (FGD) involving 14 teachers. Three FGDs were conducted separately among three groups of teachers—one of the FGDs comprised school principals, including school administrators. Before the FGD began, a general definition of OCB was explained to participants of the FGD. After that, the participants were asked to discuss teachers' behavior in school that can be seen as OCB. These discussions were recorded and transcribed before further analysis.

Data Analysis

Stage 1: The result of stage one was calculated based on the percentage of the behavior that the respondents classified as ‘voluntary behavior.’ This study used the kappa statistic to test the inter-rater reliability of OCB items. Generally, the kappa value ranges from -1 to +1. The inter-rater reliability is a crucial process to determine the items that represent teachers’ OCB. For the current study, the items were accepted as OCB if at least 61% of the respondents classified it as ‘voluntary behavior.’ This decision was based on the kappa value of the inter-rater agreement of .61, and the above is considered good (Belur et al., 2021; Dettori & Norvell, 2020). In fact, kappa below .60 indicates inadequate agreement (McHugh, 2012).

Stage 2: In a qualitative study, data analysis is the process of making sense of the data by interpreting the informants’ opinions and the researchers’ understanding of what they have seen and read (Merriam, 2009). The purpose of this study is to generate items for measuring teachers’ OCB scale. This study used a constant comparative method developed by Glaser and Strauss (1967) to analyze the data. It began with comparing a particular incident from the interview, field notes, or documents

with another incident in the same or another set of data. Such comparison will lead to several categories of data, which will be compared to each other and other instances. The researcher will continue to collect the data, analyze and code the information, and compare incidents until the point of data saturation is reached (Kolb, 2012).

RESULTS

The results of the study are presented in two sections. Section one describes the quantitative study by presenting the stage of selecting items for teachers’ OCB in Malaysia. Section two focuses on the qualitative study by presenting the stage of exploring new items for OCB among Malaysian teachers.

Stage 1

Following the item generation stage, the study found that 17 out of 41 existing instruments in the West obtained a minimum of agreement coefficient = .60, as teachers’ OCB in Malaysia. The study showed that 24 items measuring teachers’ OCB in the West were dropped because that behavior was classified as task-related performance for teachers in Malaysia. The result for stage one is shown in Table 1.

Table 1
The result of item generation

No	New Item
1	Organize additional classes at night to improve students’ performance.
2	Organize training (e.g., sports/competitions) outside the school schedule.

Table 1 (Continue)

No	Item	Kappa	Action Taken
3	Helps orient new teachers even though it is not required.	.84	Kept
4	Willingly helps others who have work-related problems.	.75	Kept
5	Is always ready to lend a helping hand to those around him/her.	.88	Kept
6	Attendance at work is above the norm.	.35	Eliminated
7	Does not take extra breaks.	.43	Eliminated
8	Obeys school rules and regulations even when no one is watching.	.20	Eliminated
9	Believes in giving an honest day's work for an honest day's pay.	.67	Kept
10	Attends meetings that are not mandatory but are considered important.	.51	Eliminated
11	Attends functions that are not required but help the school image.	.57	Eliminated
12	Keeps abreast of changes in the school.	.33	Eliminated
13	Reads and keeps up with school announcements, memos, and so on.	.24	Eliminated
14	Organize social activities for school.	.77	Kept
15	Make innovative suggestions to improve the school.	.71	Kept
16	Attend functions, which help the school's image.	.43	Eliminated
17	Organize joint activities with parents.	.48	Eliminated
18	Decorate the school.	.50	Eliminated
19	Volunteer for school committee.	.63	Kept
20	Offer the colleagues worksheets that the teacher prepared for his/her class.	.71	Kept
21	Participate actively in teachers' meetings.	.61	Kept
22	Prepare learning programs for substitute teachers.	.50	Eliminated
23	Help an absent colleague by assigning learning tasks to the class.	.73	Kept
24	Stay after school hours to help students with class materials.	.86	Kept
25	Arrive early for class.	.30	Eliminated
26	Acquire expertise in new subjects that contribute to teaching.	.47	Eliminated

Table 1 (Continue)

No	Item	Kappa	Action Taken
27	Stay in class during breaks to listen to students.	.92	Kept
28	Go to school on free days to prevent problems in the class.	.94	Kept
29	Participate in private celebrations of students.	.90	Kept
30	Invite students to the home.	.94	Kept
31	Does not consume a lot of time complaining about trivial matters	.67	Kept
32	Looking at things positively rather than negatively.	.51	Eliminated
33	Does not make "mountains out of molehills".	.51	Eliminated
34	Do not find fault with what the organization is doing.	.41	Eliminated
35	Is the classic "squeaky wheel" that always needs greasing.	.57	Eliminated
36	Takes steps to try to prevent problems with other teachers.	.39	Eliminated
37	Is mindful of how his/her behavior affects other people's jobs.	.37	Eliminated
38	Does not abuse the rights of others.	.36	Eliminated
39	Tries to avoid creating problems for colleagues.	.31	Eliminated
40	Considers the impact of his/her actions on coworkers.	.43	Eliminated
41	Work collaboratively with others (planning assignments, joint projects, etc.	.35	Eliminated

Stage 2

Furthermore, the study found an additional 18 items that are unique to the context of Malaysian teachers and different from previous studies. These items were derived from the qualitative phase. Supporting literature was used to operationalize the items based on the responses provided by the respondents. Therefore, better and meaningful items can be added to the pool

of OCB among teachers in Malaysia. These items are presented in Table 2.

In summary, deductive and inductive approaches were used in this study to generate a pool of items measuring the OCB among Malaysian teachers. As a result, 35 behaviors have been identified as the OCB of teachers in Malaysia based on stage one and stage two. However, this study is limited to generating an item pool of teachers'

OCB. Hence, the developed items ought to be reviewed by relevant experts (content validation stage) in the future to validate the content and relevance of each item in terms of wording, vocabulary, and sentence structure.

Table 2

The result of Focus Group Discussion (FGD)

No	New Item
1	Organize additional classes at night to improve students' performance.
2	Organize training (e.g., sports/competitions) outside the school schedule.
3	Provide own transport to send students to any events/functions.
4	Participate in <i>gotong-royong</i> to clean the school ground.
5	Send students to certain competitions (sports) outside of school hours.
6	Make copies of school assignments using personal items, such as printers and copiers
7	Act as the inventory officer to check school equipment/items, which need to be disposed of, and others.
8	Repair school furniture, such as damaged chairs, textbooks, and others.
9	Teach using personal LCD to improve the effectiveness of teaching and learning.
10	Look for sponsors to support school events.
11	Allocate time to join the external agencies 'network' to help the school.
12	Get involved in NGOs to get benefits for students.
13	Voluntary collaboration among teachers to improve the school's academics.
14	Use personal money to cover students' food expenses for events outside the school.
15	Do not charge students for exercise sheets/notes.
16	Willing to spend time working during my off days.
17	Willing to key in students' information/exam results in the online system outside working hours (e.g., at night, during holidays).
18	Search for additional materials for students.

DISCUSSION

The purpose of this study is to generate items related to OCB among teachers in Malaysia. The decision to use an existing instrument to generate the items in this study is consistent with Jimmieson et al.

(2010), who developed a new scale of OCB for Australian teachers. The construction of an OCB scale for teachers that combined existing and new items may better measure the phenomenon. Based on the results, new OCB items that suit the Malaysian context

were adapted, and several existing items in the Western OCB scale were removed. In addition, this study discovered several additional items based on the teachers' point of view.

Initially, the first draft of the teachers' OCB instrument consisted of 41 items. However, 24 items were eliminated as schools in Malaysia require teachers to obey certain behaviors, such as 'helps other teachers who have been absent,' 'arrive early for class,' and 'does not abuse the rights of others.' Therefore, these behaviors were irrelevant to be considered as part of the teachers' OCB in Malaysia. Furthermore, this study revealed that 40 items were familiar with previous studies (Belogolovsky & Somech, 2010; Somech & Ron, 2007; Williams & Anderson, 1991).

This study employed a quantitative method to assess the content of existing items and a qualitative method (i.e., Focus Group Discussion) to increase the amount of information. The result revealed 18 unique attributes that are appropriate for the context of this study. These attributes serve as new behavior for Malaysian teachers, which translates as part of their OCB. Notably, the qualitative phase is the strength of the current study as it revealed different attributes of teachers' OCB. It provides relevant information on the prevalence of necessary OCB features among teachers in the Malaysian context. Moreover, the items found from the qualitative investigation provide a comprehensive meaning to OCB among teachers. The combination of using quantitative and qualitative methods in the

current study resulted in strong evidence to create new content for the construct. Items that were retained and eliminated reveal that OCB among teachers is often geographically segregated and tends to differ across countries. Therefore, this study supports the suggestion of previous scholars that the characteristics of OCB are affected by cultural and social rules (Amah, 2017; Suharnomo & Hashim, 2019).

The present study also revealed the steps that ought to be considered to generate an item pool via the adaptation process and construction process (Boateng et al., 2018; Delgado-rico et al., 2012). The adaptation process includes the process of reviewing the original scale and defining the construct clearly and accurately. Therefore, information obtained from the adaptation process can be used during the construction process. Furthermore, it is important to note that the adaptation process is not limited to merely translating the original items and validating them in a new context; however, also enriches the validity of studies by concerning various aspects of cultures and items (Delgado-rico et al., 2012). For this reason, this study provides a good contribution in test construction or adaptation and offers important applications for developing OCB instruments.

Limited evidence on teachers' OCB has opened an opportunity for the implementation of this study. It reveals a gap in the existing literature related to the issue in measuring OCB in the educational context, where most existing OCB instruments were developed in the Western context.

Thus, the outcome of this study extends the existing body of knowledge on the subject of measuring OCB by generating a pool of items for teachers' OCB scale in the Malaysian context. The findings of this study show that the effort to build a scale that measures teachers' OCB in Malaysia is necessary. This study is limited to the item generation stage of teachers' OCB. Hence, further studies need to be done to develop and validate the OCB scale for Malaysian teachers. Ultimately, both practitioners and scholars can use the findings of this study for further improvement and accurately measure OCB among teachers.

ACKNOWLEDGEMENT

The authors acknowledge this paper as partial fulfillment of the Doctorate Thesis requirement.

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