

**RELATIONSHIP BETWEEN TASK PERFORMANCE,
ORGANIZATIONAL CITIZENSHIP BEHAVIOUR,
ORGANIZATIONAL JUSTICE AND CAREER
ADVANCEMENT AMONG PRIMARY SCHOOL TEACHERS**

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DOCTOR OF PHILOSOPHY

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ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengenalpasti kesan dua angkubah tidak Kajian ini dijalankan adalah untuk mengenalpasti kesan dua angkubah tidak bersandar terhadap peningkatan kerjaya (CA) guru daripada semua sekolah rendah yang terletak di bahagian utara Semenanjung Malaysia, iaitu Kedah. Secara khususnya, kajian ini mengkaji kesan prestasi tugas dan gelagat kewarganegaraan organisasi (OCB) ke atas peningkatan kerjaya ekstrinsik (bilangan kenaikan pangkat) guru; dan peningkatan kerjaya intrinsik (kepuasan kerjaya) guru. Di samping itu, kajian ini juga mengkaji peranan keadilan organisasi (OJ) sebagai moderator dalam hubungan antara prestasi tugas dan OCB terhadap setiap dimensi peningkatan kerjaya guru.

Kajian ini menggunakan teknik persampelan rawak secara mudah. Hal ini adalah untuk memastikan setiap guru daripada semua sekolah rendah di Kedah mempunyai peluang yang sama rata untuk dipilih sebagai sampel. Kajian ini telah menggunakan pendekatan *dyadic*. Oleh itu, dua set soal selidik telah dibangunkan dalam kajian ini. Set soal selidik yang pertama (Set Soal Selidik Guru) telah diedarkan kepada semua guru yang dipilih secara rawak. Manakala set soal selidik yang kedua (Set Soal Selidik Pentadbiran) telah diedarkan kepada semua Guru Besar/Guru Penolong Kanan sebagai wakil bagi pihak sekolah. Data berkaitan peningkatan kerjaya, prestasi tugas guru, OCB guru dan keadilan organisasi diperolehi dari perspektif guru-guru melalui Set Soal Selidik Guru. Pada masa yang sama, data berkaitan prestasi tugas guru dan OCB guru turut diperolehi dari perspektif Guru Besar/Guru Penolong Kanan melalui Set Soal Selidik Pentadbiran. Semua data telah dikumpul melalui kaedah tinjauan mel melibatkan 390 responden berpasangan. Hasil kajian menunjukkan bahawa: 1) penilaian sendiri guru terhadap prestasi tugas guru mempunyai hubungan yang signifikan dengan kepuasan kerjaya guru; dan 2) penilaian 'superior' terhadap OCB guru mempunyai hubungan yang signifikan dengan kepuasan kerjaya guru.

Di samping itu, hasil kajian menunjukkan bahawa penilaian sendiri guru terhadap OCB guru dan penilaian *superior* terhadap prestasi tugas guru tidak mempunyai hubungan yang signifikan dengan peningkatan kerjaya ekstrinsik guru; mahupun terhadap peningkatan kerjaya intrinsik guru. Selain itu, kajian ini mendapati bahawa keadilan interaksi, pengagihan dan prosedur mempunyai interaksi yang signifikan dengan beberapa jenis prestasi kerja guru (prestasi tugas, OCB) dalam menentukan peningkatan kerjaya ekstrinsik dan intrinsik guru.

Hasil kajian ini telah menyumbang kepada pengetahuan semasa bagi meningkatkan kerjaya dari perspektif prestasi kerja. Hasil kajian ini boleh membantu pihak Kementerian Pendidikan Malaysia (KPM) untuk membuat penambahbaikan perancangan kerjaya organisasi dan juga boleh membantu individu dalam menguruskan kerjaya mereka. Akhir sekali, tesis ini turut membincangkan implikasi kajian terhadap teori dan amalan; keterbatasan kajian dan cadangan untuk kajian masa hadapan.

Katakunci: Peningkatan Kerjaya, Prestasi Tugas, Gelagat Kewarganegaraan Organisasi dan Keadilan Organisasi

ABSTRACT

The purpose of this study is to explore the effects of two independent variables on teachers' career advancement (CA) from all primary schools which are located in the northern region of Peninsular Malaysia, which is Kedah. In particular, this study investigated the effect of task performance and organizational citizenship behavior (OCB) on teacher's extrinsic CA (number of promotion); and teachers' intrinsic CA (career satisfaction). In addition, the study also examined the role of organizational justice (OJ) as a moderator in the relationship between task performance and OCB to each dimension of teacher's CA.

This study used the simple random sampling technique. This is to ensure that every teacher from all primary schools in Kedah has a chance or probability of being selected as sample subjects. This study had utilized the dyadic approach. Therefore, two sets of questionnaire had been designed in this study. The first set of questionnaire (Teachers Survey Set) is addressed to the randomly selected teachers. Meanwhile, the second set of questionnaire (Management Survey Set) is specifically addressed to Headmasters/Senior Assistants as the school's representatives. Data on CA, teachers' task performance, teachers' OCB and OJ were obtained from teachers' perspective through the Teachers Survey Set. At the same time, data on the teachers' task performance and teachers' OCB were obtained from the perspective of Headmaster/Senior Assistant through the Management Survey Set. All data was gathered through mail survey method from 390 paired respondents. Results show that: 1) self-ratings of teachers' task performance was significantly related to teachers' career satisfaction; and 2) superior-ratings of teachers' OCB was significantly related to teachers' career satisfaction.

In addition, the findings indicate that self-rating of teachers' OCB was not significantly related to teachers' extrinsic CA (number of promotion) as well as teachers' intrinsic CA (career satisfaction). Also, the findings show that superior-ratings of teachers' task performance was not significantly related to teachers' extrinsic CA (number of promotion) as well as teachers' intrinsic CA (career satisfaction). Apart from that, this study finds that interactional justice, distributive justice and procedural justice were significantly interacted with certain types of teachers' performance (task performance, OCB) in determining teachers' extrinsic and intrinsic CA.

The findings of this study have contributed to current knowledge of CA from job performance perspective. The results of this study may help the Ministry of Education (MOE) to improve the organizational career planning and also can help individuals to manage their career. Finally, the thesis discusses the implications of the study to theory and practice; limitations, and recommendations for future research.

Keywords: Career Advancement, Task Performance, Organizational Citizenship Behaviour, Organizational Justice

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LIST OF ABBREVIATIONS

AWPR	Annual Work Performance Report
<i>BKUN</i>	<i>Bidang Keberhasilan Utama Negara</i>
CA	Career Advancement
EDMP	Education Development Master Plan
ELA	Efficiency Level Assessment
ERB	Extra-role Behavior
<i>GMGBM</i>	<i>Gabungan Majlis Guru Besar Malaysia</i>
<i>GPMS</i>	<i>Gabungan Pelajar Melayu Semenanjung</i>
I-O	Industrial-Organizational
<i>JPN</i>	<i>Jabatan Pelajaran Negeri</i>
KBSR	<i>Kurikulum Baru Sekolah Rendah</i>
KMO	Kaiser-Meyer-Olkin
KPA	Key Performance Appraisal
<i>KSSR</i>	<i>Kurikulum Standard Sekolah Rendah</i>
<i>KUP</i>	<i>Khas untuk Penyandang</i>
LINUS	Literacy and Numeracy
<i>LNPT</i>	<i>Laporan Nilai Prestasi Tahunan</i>
LMX	Leader-member Exchange
MOE	Ministry of Education
MRS	Malaysian Remuneration System
NCPS	New Curriculum for Primary Schools
NEP	National Educational Philosophy

NHEFC	National Higher Education Fund Corporation
NKRA	National Key Results Area
NPSNS	New Public Service Numeration System
NRS	New Remuneration System
NUTP	National Union of the Teaching Professions Malaysia
OCB	Organizational Citizenship Behavior
OCBI	Organizational Citizenship Behavior Individual
OCBO	Organizational Citizenship Behavior Organization
OCBSS	Organizational Citizenship Behavior School Scale
OJ	Organizational Justice
<i>PBS</i>	<i>Pentaksiran Berasaskan Sekolah</i>
PCA	Principle Component Analysis
<i>PDRM</i>	<i>Polis DiRaja Malaysia</i>
PHEI	Private Higher Education Institutions
<i>PIPP</i>	<i>Pelan Induk Pembangunan Pendidikan</i>
<i>PPPLD</i>	<i>Pegawai Perkhidmatan Pendidikan Lepas Diploma</i>
<i>PPPM</i>	<i>Pelan Pembangunan Pendidikan Negara</i>
<i>PPPS</i>	<i>Pegawai Perkhidmatan Pendidikan Siswazah</i>
PSAT	Primary School Achievement Test
PSDM	Public Service Department Malaysia
<i>PTK</i>	<i>Penilaian Tahap Kecekapan</i>
<i>PTPTN</i>	<i>Perbadanan Tabung Pendidikan Tinggi Nasional</i>
SBA	School Based Assessment

SCCT	Social Cognitive Career Theory
SCPS	Standard Curriculum for Primary Schools
SET	Social Exchange Theory
SME	Small and Medium Enterprise
SPSS	Statistical Package for the Social Sciences
SSBPA	<i>Sistem Saraan Baru Perkhidmatan Awam</i>
SSM	<i>Sistem Saraan Malaysia</i>
TBBK	<i>Time Based Berasaskan Kecemerlangan</i>
UMNO	United Malays National Organization
UPSR	<i>Ujian Penilaian Sekolah Rendah</i>
UUM	<i>Universiti Utara Malaysia</i>

CHAPTER ONE

INTRODUCTION

There are several reasons for the growing interest in career research. Career provides the opportunity for social meaning in an individual's action (Patton & McMahon, 2006). It involves the interconnection between all the actions and all the processes of action in operating in both feedforward and backforward ways (Young & Valach, 1996). Young and Valach (1996) acknowledge that the term people use to refer to career may vary. Career, therefore, has a rich ambiguity (Watts, 1981b), and makes it very challenging to study.

In a new work structure, career scholars should embrace and integrate perspectives to create a more complete picture of critical issues in career research (Collin, 1998). Following these challenges, the present study explores one of the most current research topics that is, career advancement (CA). Zhao and Zhou (2008) indicated that CA is one of the objectives that all employees are looking forward throughout their career. CA can be categorized into extrinsic and intrinsic (Judge & Bretz, 1994). According to Judge, Cable, Boudreau and Bretz (1995), extrinsic CA comprises several visible outcomes such as pay, promotion and ascendancy; whereas intrinsic CA comprises several invisible outcomes such as career satisfaction, life satisfaction and job satisfaction.

Apart from that, performance appraisal is defined as a periodic evaluation of the output of an individual measured against certain expectations (Yong, 1996). Clearly, one important dimension of job performance which is taken into consideration in appraisal decisions is

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