

SERVANT LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP  
BEHAVIOR, MEDIATED BY INTERPERSONAL EMPLOYEE CONFLICT IN  
MALAYSIAN UNIVERSITIES

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## DEDICATION

To my husband, and my three children Esha, Ubaidullah and Arfa, for their sacrifices during this endeavour. And my parents, I missed them in these three years.



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## ABSTRACT

In contemporary work environment, universities seek to maximize academicians' performance. Organizational citizenship behaviour (OCB) is beneficial for organizations so universities expect the academicians to engage in OCB. As, OCB is not rewarded so academicians lack in its practice. Therefore, there was a need to investigate the factors which impact the OCB of academicians in Malaysian universities. This study investigated the effect of the five constructs of Servant Leadership on OCB of academicians in MTUN universities. Additionally, Interpersonal Employee Conflict (IEC), is natural and inevitable in any organization but have not been studied between Servant Leadership and OCB. To fill this gap, this quantitative study investigated the mediating role of IEC between servant leaders and OCB. Unit of analysis of this study was the academicians of MTUN universities. Study was conducted using a survey questionnaire distributed to 684 academicians of MTUN using stratified proportionate systematic sampling, mostly through online resources. Variance-based structural equation modelling was used to perform the analysis, using SmartPLS3 and SPSS Version 25. Results revealed that four of the five constructs of Servant Leadership were positively and significantly related to OCB, while IEC had a negative relationship with OCB. Servant Leadership constructs also had a negative relationship with IEC. Results revealed that IEC mediated the relationship between Servant Leadership and OCB. The findings have implications for academic leaders to practice Servant Leadership to foster academicians' OCB and manage interpersonal conflicts. This study revealed that practice of servant leadership by academic leaders positively influence academicians' OCB despite the presence of interpersonal employee conflicts. It is recommended to perform this study in the private universities in future, moreover, it is recommended to perform this study on non-faculty employees of public and private universities in different countries.

## ABSTRAK

Dalam suasana persekitaran pekerjaan yang kontemporari, Universiti sentiasa berusaha untuk memaksimumkan prestasi dikalangan ahli akademik. Gelagat kewarganegaraan organisasi (OCB) adalah bermanfaat kepada organisasi. Oleh itu, universiti mengkehendaki ahli akademik melibatkan diri dalam OCB. Namun, disebabkan OCB tidak diberikan ganjaran yang sewajarnya, amalan OCB adalah kurang di kalangan ahli akademik. Oleh kerana itu, adalah menjadi keperluan untuk menjalankan kajian berkaitan faktor yang memberi kesan terhadap amalan OCB dikalangan ahli akademik di Universiti Malaysia. Kajian ini adalah untuk mengkaji lima konstruk kepimpinan *servant* ke atas OCB di kalangan ahli akademik dari rangkaian Universiti Teknikal di Malaysia (MTUN). Tambahan lagi, konflik di kalangan pekerja (IEC) adalah biasa berlaku secara alami dan tidak disedari dalam sesebuah organisasi. Namun, hubungan antara kepimpinan *servant* dan OCB belum pernah di kaji. Kajian ini adalah untuk mengisi kekurangan yang terdapat pada kajian lepas dengan menggunakan kaedah kuantitatif bagi memeriksa peranan IEC sebagai pengantara antara kepimpinan *servant* dan OCB. Responden dalam kajian ini adalah terdiri dari ahli akademik di rangkaian universiti MTUN yang berstatus sepenuh masa. Sebanyak 684 borang kajian telah diedarkan kepada ahli akademik universiti MTUN dengan menggunakan kaedah persampelan sistematik berkadaran rawak berstrata. Kebanyakan soalan kajian diedarkan melalui atas talian. Varian asas permodelan persamaan struktur telah digunakan dalam analisis data dengan menggunakan SmartPLS3 dan SPSS versi 25. Keputusan analisis menunjukkan empat daripada lima ciri kepimpinan *servant* mempunyai hubungan yang positif dan signifikan kepada OCB. Manakala IEC mempunyai hubungan negatif dengan OCB. Hubungan negatif juga di tunjukkan antara Kepimpinan *servant* dan IEC. Keputusan analisis juga mendapati IEC memainkan peranan sebagai perantaraan antara hubungan kepimpinan *servant* dan OCB. Kajian ini memberikan implikasi kepada pemimpin akademik untuk

mempraktikan kepemimpinan *Servant* bagi tujuan memupuk amalan OCB dan pengurusan konflik di kalangan akademik. Kajian ini juga telah membuktikan bahawa praktis kepemimpinan *servant* oleh pemimpin akademik secara positif mempengaruhi OCB walaupun terdapat konflik di kalangan pekerja. Adalah di cadangkan untuk menjalankan kajian yang sama di universiti swasta pada masa hadapan. Disamping itu adalah dicadangkan juga untuk menjalankan kajian yang sama di kalangan bukan ahli akademik di universiti awam dan swasta di negara lain.



## CONTENTS

<b>DEDICATION</b>	<b>iii</b>
<b>ACKNOWLEDGMENT</b>	<b>iv</b>
<b>ABSTRACT</b>	<b>v</b>
<b>ABSTRAK</b>	<b>vi</b>
<b>CONTENTS</b>	<b>viii</b>
<b>LIST OF FIGURES</b>	<b>xiv</b>
<b>LIST OF TABLES</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS</b>	<b>xvii</b>
<b>LIST OF APPENDICES</b>	<b>xviii</b>
<b>CHAPTER 1 INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Research background	1
1.3 Problem statement	6
1.4 Research gap	12
1.5 Purpose of the study	13
1.6 Research questions	13
1.7 Research objectives	14
1.8 Scopes of the research	15
1.9 Significance of the research	16
1.10 Operational definitions	18
1.10.1 Leadership	18

1.10.2	Servant leadership	19
1.10.3	Altruistic calling	19
1.10.4	Emotional healing	19
1.10.5	Wisdom	20
1.10.6	Persuasive mapping	20
1.10.7	Organizational stewardship	20
1.10.8	Interpersonal employee conflict	21
1.10.9	Organizational citizenship behavior (OCB)	21
1.11	Conclusion	21

## **CHAPTER 2 LITERATURE REVIEW 23**

2.1	Introduction	23
2.2	Leadership and social exchange theory (SET)	24
2.2.1	Overview of past leadership theories	26
2.3	Servant leadership	29
2.3.1	Interpretations of the servant leadership	30
2.3.2	Constructs of servant leadership quest. (SLQ)	32
2.3.3	Servant leadership with other approaches	39
2.4	Interpersonal employee conflict	44
2.4.1	Causes of conflict	47
2.4.2	Outcomes of conflict	48
2.5	Organization citizenship behaviour (OCB)	50
2.5.1	Development of the OCB construct	52
2.5.2	Organizational citizenship in education sector	54
2.6	Theoretical framework	56
2.6.1	Relationship of servant leadership constructs and organization citizenship behavior	56





2.6.2	Relationship between servant leadership constructs and interpersonal employee conflict	70
2.6.3	Relationship between interpersonal employee conflicts and OCB	82
2.6.4	Mediating role of interpersonal employee conflict	87
2.8	Hypothesis of the study	98
2.9	Conclusion	99
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>101</b>
3.1	Introduction	101
3.2	Research design	101
3.2.1.	Research paradigm	102
3.2.2.	Research approach	103
3.2.3.	Research methodology	105
3.3	Units of analysis	106
3.4	Population and sampling	107
3.4.1.	Sampling techniques	108
3.5	Research instrument and development	110
3.5.1	Questionnaire design	110
3.5.2	Research instrument	111
3.5.3	Validity of the research instrument	111
3.6	Scale of the study	112
3.6.1	Scale for servant leadership	112
3.6.2	Scale for organization citizenship behavior	115
3.6.3	Scale for interpersonal employee conflict	116
3.7	Pilot testing	118
3.8	Data Collection	119
3.9	Data analysis technique	120



3.9.1	Data screening	121
3.9.2	Missing value analysis	121
3.9.3	Common method variance	122
3.9.4	Descriptive analysis	122
3.9.5	Partial least squares	122
3.9.6	Evaluation of measurement model	124
3.9.7	Convergent validity	125
3.9.8	Discriminate validity	125
3.9.9	Assessing the structural model	126
3.9.10	Mediation analysis	127
3.10	Conclusion	128
<b>CHAPTER 4</b>	<b>DATA ANALYSIS AND RESULTS</b>	<b>130</b>
4.1	Introduction	130
4.2	Response rate	130
4.2.1	Missing data	131
4.3	Descriptive statistics	132
4.4	Multicollinearity	135
4.5	Common method bias	136
4.6	Demographics of data	138
4.7	Evaluation of PLS path model results	142
4.8	Assessment of measurement model	143
4.8.1	Reflective measures reliability	143
4.8.2	Convergent validity	146
4.8.3	Discriminant validity	150
4.9	Assessment of structural model	154
4.9.1	The coefficient of determination $R^2$	155



4.9.2	Significance and relevance of path coefficients	157
4.9.3	Analysis of effect size $f^2$	159
4.9.4	Assessment of goodness of fit	160
4.10	Hypothesis testing	162
4.11	Evaluation of mediator	169
4.12	Conclusion	173
<b>CHAPTER 5</b>	<b>DISCUSSION AND CONCLUSIONS</b>	<b>175</b>
5.1	Introduction	175
5.2	Research overview	175
5.3	Discussion on research findings	179
5.3.1	Relationship between servant leadership attributes and OCB	179
5.3.2	Relationship between servant leadership attributes Interpersonal conflict	185
5.3.3	Relationship between Interpersonal employee conflict and OCB	190
5.3.4	Mediating role of Interpersonal employee conflict between the relationship servant leadership attributes and OCB	192
5.4	Implication of the study	196
5.4.1	Theoretical implications	196
5.4.2	Practical implications	199
5.4.3	Empirical implications	201
5.5	Limitation of the study	202
5.6	Future directions and recommendations	203
5.7	Conclusion	204

**REFERENCES**

**206**

**APPENDICES**

**244**



## LIST OF FIGURES

2.1	Research framework of the study	102
3.1	Deduction and induction social science theory	108
	Source: (Trochim, 2006)	
3.2	Sampling strategies	112
4.1	Total number of respondents form each university	145
4.2	Total number of respondent job designation	146
4.3	Measurement model with constructs and indicators	148
4.4	Final measurement model with outer loadings	149
4.5	The average variance extraction of the constructs	154
4.6	Direct path coefficients and $r^2$ values for the structural model	161
4.7	Hypothesis bootstrapping results	167
4.8	Mediation effect	174

## LIST OF TABLES

2.1	Summary of leadership theories	29
2.2	Servant Leadership similarity/ differences with other leadership approaches	47
2.3	Effect of interpersonal conflict on performance	54
2.4	Relationship between servant leadership and OCB	72
2.5	Relationship between SL and interpersonal employee conflict	85
2.6	Relationship between Interpersonal conflict and OCB	90
2.7	Mediating role of IEC	100
3.1	Stratified proportionate sampling of the study	113
3.2	The servant leadership questionnaire items	117
3.3	The questionnaire items of OCB	120
3.4	The questionnaire items of interpersonal employee conflict	121
3.5	Reliability of instrument on the basis of pilot test	123
3.6	Summary of collected data	124
3.7	Rules of Thumb for selecting PLS-SEM or CB-SEM	127
3.8	Assessing reflective measurement models	130
3.9	Assessing structural model	131
4.1	Descriptive statistics (Items)	136
4.2	Descriptive statistics of the study	138
4.3	Multicollinearity statistics among independent variables	140
4.4	Total variance explained using single factor method	141
4.5	Demographic summary of survey respondents (N=351)	143
4.6	Systematic assessment of PLS-SEM model	147
4.7	Items outer loadings and AVE for constructs	152

4.8	Fornell-Larcker criteria	155
4.9	Cross loadings of the items	156
4.10	Heterotrait-Monotrait ratio (HTMT)	158
4.11	Coefficient of determination ( $R^2$ ) of endogenous constructs	160
4.12	Direct path coefficients	162
4.13	$f^2$ values for each path	163
4.14	SRMR goodness of fit values	165
4.15	Direct hypothesis results	172
4.16	The Results of structural model (Mediation effect)	176
4.17	Summary of the results	178



## LIST OF ABBREVIATIONS

<i>ETP</i>	-	Economic Transformational Program
<i>HOD</i>	-	Head of Department
<i>HEC</i>	-	Higher Education Commission
<i>IEC</i>	-	Interpersonal Employee Conflict
<i>ICOS</i>	-	Interpersonal Conflict Organizational Scale
<i>KPI</i>	-	Key Performance Indicators
<i>LMX</i>	-	Leader-Member Exchange
<i>MTUN</i>	-	Malaysian Technical University Network
<i>NKEA</i>	-	National Key Economic Area
<i>OCB</i>	-	Organizational Citizenship Behavior
<i>PLS</i>	-	Partial Least Square
<i>POB</i>	-	Positive Organizational Behavior
<i>SL</i>	-	Servant Leadership
<i>SLQ</i>	-	Servant Leadership Questionnaire
<i>SET</i>	-	Social Exchange Theory
<i>SEM</i>	-	Structural Equation Modeling
<i>UTHM</i>	-	Universiti Tun Hussein Onn Malaysia
<i>UMP</i>	-	Universiti Malaysia Pahang
<i>UTeM</i>	-	Universiti Teknikal Malaysia Melaka
<i>UniMAP</i>	-	Universiti Malaysia Perlis



**LIST OF APPENDICES**

<b>APPENDIX</b>	<b>TITLE</b>	<b>Page</b>
A	Sources of Research Instruments	249
B	Key Respondent Survey Booklet	250
C	Determining Sample size from a given population	255
D	Expert Validities of Survey Questionnaires	256
E	List of Publications	265
F	List of Staff directories of four MTUN Universities	266
G	VITA	267



## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Chapter started with the background of leadership and employee organizational citizenship behaviour, while the interpersonal conflict is also discussed. The problem statement is elaborated with the gaps in the research and its purpose. Next are the formulated objectives and questions of this research in light of the formulated problem statement. The significance of this study is discussed, and the scope of the study is defined. In the end, operational definitions of the study variables are presented before the conclusion of first chapter.

#### 1.2 Research background

Leadership is a vast and developed arena of knowledge, with a collection of styles and theories, for the followers and particular situations. There have been numerous changes on the focus of leadership research. Initially, what leaders do was main focus, giving prominence to style of leadership. There are many proposed definitions of leadership in the past, mostly determining leadership as a process, encompassing shared vision and goals in a group (Schreuder *et al.*, 2011). According to Alok (2014), “leadership is defined as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and

coherent”. Use of leadership characteristics, for instance, values, beliefs, character, ethics, skills, and knowledge are used to achieve this. Leadership styles and approaches can vary, based on the organizational environments, such as in corporate firm, family business, charity institute, and university.

A successful education system, which is the backbone of any nation, is dependent on better quality leadership (Peleg, 2012). In contemporary organizations, only those individuals are accepted as leaders in any group who possess attributes of leadership (Silva, 2014). Today’s uncertain academic environment has many challenges for universities in the heat of competition. The effective leadership provides driving force to cope with these challenges by boosting academic performance and achieving goals of the universities. Shafie, Baghersalimi & Barghi (2013) described the significance of leadership in organizations with special focus on the biggest asset of any organization, which is its employees. “The main drivers of organizations are usually employees, they give life to the organizations and provide goals” (Shafie *et al.*, 2013). To get the best from the academicians, it is imperative to give direction and mental peace through leaders. Since effective leadership is the main aspect for improving the employee performance of most of the universities. It is vital to have leadership characteristics for contemporary academic leaders to be effective (Thrash, 2009).

Organizational Citizenship Behaviour (OCB) is discussed as contextual performance of employees or extra role performance (Bambale, 2014). Organ, Podsakoff & MacKenzie, (2005) defined it as “individual behaviour 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.” OCB is defined as employee behavior that exceeds the outlined job specifications. It helps to achieve organizational goals indirectly or directly (Organ *et al.*, 2005). Other scholars defined OCB as “participating in activities or actions that are not formally a part of the job description, but that benefit the organization as a whole” (Borman, 2004). These extra-role “behaviors are considered to support the maintenance and enhancement of the social and psychological context that supports task performance in the organization” (Organ *et al.*, 2005). OCB has been the focus of the organizational research since 30 years (Organ *et al.*, 2006). But there was scarce research, on the

academicians' OCB in Malaysian universities. Generally, OCB promotes the effective working of the universities and academicians' performance. This voluntarily behavior of employees is important in educational sector, the added role of citizenship is done with the formal official responsibilities (DiPaola & Tschannen-Moran, 2014). An effective leadership approach drives its employees to perform more than assigned tasks and become a contributor to the organization by performing OCB (Taleghani & Mehr, 2013). This study investigate the attributes of servant leadership that eventually enhance the effectiveness of academicians' OCB in Malaysian universities.

Academicians are the main contributor to the educational achievement of the university, and its departmental performance (Mahdinezhad & Suandi, 2013). Moreover, improving employee performance is very important for the sustainability of any organization (Arslan & Staub, 2013). As Wang, Tsui & Xin (2011), mentioned the limited research in the important area of a leadership role on the performance of academicians in educational institutes. There are numerous studies to find the relationship of leadership styles and employees' performance but rarely research is conducted for academicians (Anyango, 2015; Pradeep & Prabhu, 2011; Rasool, Arfeen, Mothi & Aslam, 2015). Role of the leader is critical in boosting employee OCB which in turn helps to achieve organizational objectives (Barbutto & Wheeler, 2006). Furthermore, Manzoni & Barsoux (2002) stated that organizational success is achieved through the enhanced OCB which can be achieved a strong leader-employee relationship. Creation of pervasive social context helps a servant leader to influence follower's behavior positively (Walumbwa, Hartnell & Oke, 2010). The employees getting candid care from a servant leader pays back with positive behavior. This study is based on "Social Exchange Theory of Blau", according to this, "the followers who received genuine care from a servant leader would repay back with positive attitudes and it is a form of exchange in response to the leader's behaviour". Consequently, servant leadership is described for empowering employees, maintaining good values leading towards OCB (Vondey; 2010). However, in any organization, effectiveness steps of leadership, could also be hampered by having conflicts among employees.

A conflict usually arises in today's competitive workplace and it impacts the organization positively or negatively. It takes place when a disagreement occurs between two or more people or countries because of contrasting or different behaviors,

opinions, perceptions, and attitudes. Conflict in any organization is an important and inescapable stressor of the workplace. The extent to which a person has negative social interactions with other employees of the organization are represented by interpersonal conflict. It is also linked with emotional exhaustion and negative emotions (Frone, 2000; Giebels & Janssen, 2005; Liu, Spector & Shi, 2007). It is a common source of work stress that can be associated with adverse outcomes for its victims. Interpersonal conflict is relatively more dangerous to functioning of any institution than task conflict, because of its impact on OCB is relatively stronger. The organizational conflicts may be based on their task and relationship and can damage culture, and performance of the organization, alongside the moral of the employee. This common point of view is supported by Siddiqui (2013), “organizations conflict arises between the employees when their perspectives, values or opinions are disagreeing in relation to the attainment of particular goals or the methods adopted to accomplish them”. Contemporary challenging academic environments are in constant need to instantaneously increase profit and maintain employee well-being. Quality of life depends on the quality of our leaders (Bennis, 2009). Better academic environment through better leadership helps universities to reduce turnover rate which is a challenge in the contemporary world (Ulrich & Smallwood, 2003). Throughout human history, difference always leads to conflict. Conflict is not always negative, but it should be managed by leaders. If the conflict is not managed properly, then it can become a serious problem in any organization and can create a chaotic condition that makes employee unable to work together.

Leadership behaviours are being extensively argued in the contemporary literature due to the dynamism of the working environment, which is described as diverse and globalized. Employees of the organizations, have to work and interact with colleagues from diverse cultural backgrounds, linguistically different, contrasting lifestyles, and from extensively dissimilar belief systems (Lui & Stack, 2009; Park, Arvey & Tong, 2011). On the same lines, due to diverse cultures among employees of universities of Malaysia, there are many possibilities of interpersonal conflict among them. Jehn & Chatman (2000) found that individual differences such as cultural background and ethical diversity impact overall group performance. Conflict occurs due to job stress and conflicts are one of the main sources of job stress, which shows

that interpersonal employee conflict leads towards job stress rise and vice versa (Friedman, Tidd, Currall & Tsai, 2000). Though, less research exists to investigate the relationship of different leadership approaches on interpersonal conflict. Jehn, Greer, Levine & Szulanski, (2008) suggested that interpersonal employee conflict are the stressors that effect on OCB. According to Vartia & Leka (2011), interpersonal employee conflicts in the organization is an important factor contributing to work stress.

The concern over leadership styles and their relationships to employee performance has caused universities to focus on improving leadership and management methods. Leadership philosophy emphasizing on employees growth towards efficient task accomplishment, self-motivation, community first and leadership nurturing is the servant leadership (Grieves, 2010). Employees get the benefit of this approach when the leader practicing servant leadership approach, creates an environment to empower employees and provide them opportunities to utilize their capacities to full potential (Northouse, 2018). Education and health are the main sectors where servant leadership is being used. In this study, impacts of servant leadership attributes were investigated on the academicians' OCB in the Malaysian Technical Universities Network (MTUN). It is elaborated that servant leaders in the higher education generate trust, engagement, satisfaction, and hope in employees. It was written by Parris & Peachey (2013) that as servant leadership preserves and build a community in making a better society and use good practices of business, therefore, it was helpful in the higher education sector. Therefore, this study pursued to investigate the impact of servant leadership attributes such as "altruistic calling, emotional healing, persuasive mapping, wisdom, and organizational stewardship" among academicians' OCB in Malaysian universities.

Servant leadership is a highly recommended leadership approach for empowering followers in the education sector (Russell & Gregory Stone, 2002), which lead to inspiration and OCB. When an academic leader possesses the right kind of leadership skills, they can help in developing academicians' OCB. Effective leadership in universities is not a solo journey, so development and growth of academicians are necessary (Mendels, 2012). Servant leaders cultivate a culture of OCB because it is favourable for university success and development. Academic

institution can be made more productive by together work of leaders and its followers (DiPaola & Tschannen-Moran, 2014).

In this study, the academic leaders of these four technical universities including Head of Department (HODs) are viewed as servant leaders, as they are practicing the attributes of servant leadership. The followers of this study are considered as academicians (Professor, Associate Professors, Senior Lecturers, and Lecturers) of these four (UTHM, UMP, UTeM, and UniMAP) technical universities of Malaysia. Though, the research between servant leadership and OCB relationship is relatively limited and novel in Malaysia so more efforts are required to investigate the impact of servant leadership in this country and specifically in higher education sector (Al Haj, Sarimin, Nasir & Yusof, 2012). This study, consequently, desires to fill the gap by performing empirical research on the relationship between servant leadership and OCB in the Malaysian academic perspective. This study also aims to investigate the mediating role of interpersonal employee conflict between the relationships of servant leadership and academicians' OCB of Malaysian universities. Although, several researchers stress that conflict management represents an important role of leader, very few empirical studies have examined that how servant leadership influence on workplace conflicts. Therefore, to fill this gap this study is conducted to examine how servant leadership empirically influence workplace interpersonal conflicts in Malaysian universities.

### **1.3 Problem statement**

Education is the most important area of Malaysia's 'Economic Transformation' program. According to Yahya, Mansor & Warokka (2012), education in Malaysia has been contributing to the state's aspiration. Besides, Yahaya, Chek, Samsudin & Jizat, (2014) also found in the 'Tenth Malaysia Plan 2011-2015', the emphasis of the government on the importance to develop world-class educational institutions, and world-class leadership in universities. Therefore, there is a need for effective leadership in higher education institutions to achieve the country's thrust to be included in developed countries (Muniapan, 2008). It can be concluded that for the



successful education system, the most essential elements are the best quality of leadership and teaching (Peleg, 2012).

Podsakoff *et al.* (2000) explained the meaning of OCB as discretionary, which means that, in an organisation, there is less chance of any reward or recognition of it. OCB is beneficial for organizations to sustain long-term profitability. Therefore, universities today constantly expect the academicians to engage in OCB. Erturk (2015) “reported academics perform the task of teaching that is a complicated activity requiring professional reasoning|. Khan, Rashid & Vytialingam (2016) |highlighted that most universities do not place academicians’ citizenship as an important criteria for promotion based on an interview conducted in their study among academicians. It was highlighted as a concern that contributions to research through publications and to obtain grant funding were main criteria of academicians’ promotion decisions|. It was further identified in their study that a few universities and educational institutions provided a clear importance for academic citizenship service or contributions. When behaviour is not rewarded, chances are minimal that employee exhibit proactive behaviours. Moreover, academic institutions in Malaysia have issues to sustain and improve their OCB over the long period of time (Hanapi & Nordin, 2014). According to this paper, the issues of lack of lecturer’s competency especially soft skills are among prominent reasons of lack in quality of education leading to unemployed graduates. They reported that academicians of the public university of Malaysia had performed their in-role such as task performance, but require more focus to perform informal duties such as OCB.

The “level of performance of any education system can be judged by the quality of its employees” (Barber & Mourshed, 2007). McKenzie & Santiago (2005), also endorsed that, high-quality “teachers and leadership are considered among the most important causes for developing an education system”. MTUN universities require academicians who are equipped with the necessary skills and knowledge to support and drive the economy, by performing their formal as well as informal responsibilities in universities (Ismail & Abiddin, 2014). Furthermore, ‘National Key Economic Areas’ anticipated to generate up to additional 3300000 opportunities of jobs, and to create till 2020 approximately 1300000 jobs related to Technical and Vocational Training, thus 1.6 million TVET graduates were required till 2020 (Unit,



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