

THE IMPACT OF ORGANIZATIONAL
CITIZENSHIP BEHAVIOR, JOB AUTONOMY
AND ORGANIZATIONAL RESOURCES ON
ORGANIZATIONAL COMMITMENT
IN PRIVATE SCHOOLS OF MALAYSIA

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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PREFACE

The research study that is conducted by our group is a part of the requirement for our degree course. It is mandatory for us to conduct this research study to complete our course Bachelor of Business Administration (Hons). Our research study topic is the impact of organizational citizenship behavior, job autonomy and organizational resources on organizational commitment in private schools of Malaysia. The research study that will be conducted could probably be beneficial in the field of education industry.

The main reason we choose education industry as our area is because we would like to investigate the commitment of teachers. Moreover, most of the researches done by previous researchers in Universiti Tunku Abdul Rahman (UTAR) only focus in UTAR as the only area of study. Therefore, we would like to cover a wider scope and selected private schools as our area.

In this research study, we outline the 3 important variables that affect the organizational commitment of teachers. The variables are organizational citizenship behavior, job autonomy and organizational resources. These three variables play important roles in determining the possible factors that might influence the commitment of private school teachers.

ABSTRACT

The purpose of this study is to examine and gain a better understanding on the factors affecting organizational commitment in private schools of Malaysia. We investigate the impact of organizational citizenship behavior, job autonomy and organizational resources on organizational commitment.

The survey was conducted in Perak, Selangor and Pahang. Printed questionnaires are used as a research instrument in the research methodology by distributing a total of 378 copies of questionnaires across those states. The data collected will be tested and analyzed by using SAS Enterprise Guide in order to compute results such as reliability analysis, frequency analysis, Pearson correlation coefficient analysis and Multi-linear Regression analysis.

The result shown that there is a positive significant relationship between the independent variables (organizational citizenship behavior, job autonomy and organizational resources) and dependent variable (organizational commitment). These results are further supported by previous studies and several recommendations have also been discussed.

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter is regarding the summary of the study which is connected to the relationship of organizational citizenship behavior (OCB), job autonomy, organizational resources and organizational commitment. The researchers will explain the context where the research project will be carried out followed by a clarification of a more in-depth investigation of the problem or issue. A series of hypothesis and objectives that are to be examined and achieved in this research will be developed. The significance and contribution of this research will be presented too.

1.1 Background of Study

The definition of organizational commitment is the strong trust or faith of a worker in values and visions' acceptance of a firm or organization, effort represent the organization to attain these objectives together with the goals too to act as one's strong wants to stay in a firm or organization. (Morgan & Hunt, 1994) Besides that, workers commit to their organization is considered as a fundamental to hold the organization as a whole and it also reflects the strength of the bond too (Dogan & Kilic, 2008).

Nowadays, if an organization wants a long term survive, it depends on the commitment of their employees. Therefore, organizational commitment has become a much important issue. In order to reach stability and decrease the cost of turnover, organization needs to put more efforts in concerning the employees'

commitment (Mayer & Allen, 2004). On the other hand, many researchers are conducting research towards organizational commitment which proved that the most significant predictors of so many desirable outcomes of organization is by remain a high degree of organizational commitment.

We are doing research which focuses on private school's teacher because we found that there are many researches focus on the public school's teachers but not the private school. Private education in Malaysia is well-rooted in the Malaysian education system and the private education's history of Malaysia can be traced way back to the 1950s. (School Malaysia, n.d.) There are two characteristic for the private schools. First, private schools are supported by their own private fund which is different with public school which is supported by the government. Second they are made up under the private corporation's immediate control, not by any government agency or board. The private schools choose their desire teachers and also students while the parents choose their own desirable school on behalf of their children, which means they are undergo a double selection process instead of a single. (State University, n.d.)

Having a high turnover rate or losing valuable teachers to other competitors will bring risk to the private school as negative rumors will be spread up in public in terms of the reliability and continuity of the school. Thus, it is significant for the private school to look for individuals who are really committed and able to work at their best potential. (Hawkins, 1998)

1.2 Problem Statement

Organizational commitment is a very essential variable in the study of OCB, job autonomy and organizational resources. It is crucial to manage turnover for both public and private sectors. According to National Higher Education Research

Institute (2004), private universities took about half of the turnover rate of academic staffs in Malaysia which was 45.45 percent while public universities were 18.18 percent. The data showed turnover rate in private universities was so much higher than public universities. Thus, the continuing rising of employees' turnover rate should not be neglected. (Gim & Mat Desa, 2014)

According to Samy, Chin, Rajaendram, and Tan (2014), Universiti Sains Malaysia was losing 38 lecturers in the last six months while Universiti Malaysia had lost 21 clinical lecturers last year. Most of them were attracted by the salaries offered by private medical schools and hospitals. They were paid more and had lesser workloads in private institutions. It is shown that as long as the needs, requirements and employees' expectations are attainable, the employees will be attracted and committed to the organizations. Thus, the competitions among private institutions are getting keen by offering lucrative salary and much more benefits in order to retain and attract more talents. Vinod (2010) asserts that UTAR had faced turnover which lead to almost thirty percent of the UTAR's staffs to resign due to the increasing workloads and stress from the new policies which was introduced by the new management team.

Besides that, Chong, Kah, Law, Tee & Tey (2011) study stated there was also a shortage of secondary school teachers in Malaysia previously. It could be triggered by the job discontent of the teachers due to the working environment, workloads and compensation. They often compared the benefits between public and private schools. In addition, Soong (2013) reports that the number of Chinese independent school staffs have been increased from 4,530 to 5,176 within eight years. Nevertheless, these schools are still facing aggravating teacher shortage problem due to the rapid surged of the number of students in recent years. The schools have to recruit new teachers to fill up the open positions emptied by teachers who resigned every year end. Teacher shortage and fast turnover problems have raised the concerns and worries of Chinese independent schools.

(Soong, 2013) Thus, we would like to study the impacts of OCB, organizational resources and job autonomy toward organizational commitment in private schools.

From the study of Joolideh and Yeshodhara (2009) examining on the teachers' organizational commitment in Iran and India. The results showed that Indian teachers possessed better organizational commitment in the normative and affective components while Iranian teachers were shown to possess better organizational commitment in the continuance component. Naqvi, Kanwal, Ishtiaq, and Ali (2013) conducted a study in Tobacco industry of Pakistan to seek for the correlation of organizational commitment and job autonomy. The data shows the variables are having positive and significant result. Dude (2012) wanted to study on the impacts of job autonomy, psychological empowerment, and distributive justice on the school principals' organizational commitment. He found that when psychological empowerment and job autonomy are high, organizational commitment will be high too.

Past researches had been made numerous of studies on the effects of organizational commitment towards OCB. The research conclusion conducted by Aslam (2012) was that OCB and organizational commitment are both positively related to each other. Employees who seem to be more satisfied and dedicated to their job with the firm will show more OCB. According to the study of Yilmaz and Cokluk-Bokeoglu (2008), researches in Turkey had been aiming to determine the correlation between OCB and organizational commitment. The studies were mainly carried out in business enterprise level but not in education organizations.

Besides organizational citizenship behavior (OCB) and job autonomy, organizational resources would be other independent variables of the research to study on the correlation with organizational commitment. Other than the substantial freedom in job and voluntary actions taken by the teachers beyond the basic requirements of the job, we also conduct this research to study on the

relationship of organizational resources towards organizational commitment in private schools.

In Malaysia, plenty of researches have been carried out to study on the effects of organizational commitment either towards turnover intention (Tek, 2011), empowerment (Dude, 2012), job satisfaction (Huam, Teo & Rasli, n.d.), leadership or organizational culture (Gallato, Rashid, Suryasaputra Warokka, Reamillo & Abdullah, 2012). However, very few have been carried out on the collaboration of these three independent variables: OCB, job autonomy and organizational resources. Among academic industry staffs in Malaysia, researches on organizational commitment are usually carried out on small and medium enterprises, nurses or higher educational institution. (Gallato et al., 2012; Lee, Chitpakdee & Chontawan, 2011; Salim, Kamarudin & Kadir, n.d.; Marmaya, Zawawi, Hitam & Mohd Jody, 2011; Tek, 2011) There is scarcity of research conducted on those three independent variables toward organizational commitment among private schools' teachers.

Hence, we conduct this study to examine how well OCB, job autonomy and organizational resources have affected organizational commitment in private schools of Malaysia.

1.3 Research objective

This study is carried out to identify the degree of OCB, job autonomy and organizational resources influence the organizational commitment among the teachers. Many frameworks and theories related to empowerment and organizational commitment have been published but not OCB, job autonomy and organizational resources.

1.3.1 General objectives

The objective of conducting this study is to study the degree of OCB, job autonomy and organizational resources affect organizational commitment among the private schools' teachers.

1.3.2 Specific objectives

1. To examine the relationship between organizational citizenship behavior and organizational commitment.
2. To examine the relationship between job autonomy and organizational commitment.
3. To examine the relationship between organizational resources and organizational commitment.

1.4 Research Questions

The primary reasons to carry out this research are for the purpose of answering the questions stated below:

- I. Does organizational citizenship behavior affect the organizational commitment of teachers in private schools?
- II. Does job autonomy affect the organizational commitment of teachers in private schools?
- III. Do organizational resources affect the organizational commitment of teachers in private schools?

1.5 Hypothesis of the Study

Hypothesis 1

H₀: There is no significant relationship between organizational citizenship behavior and organizational commitment.

H₁: There is significant relationship between organizational citizenship behavior and organizational commitment.

Hypothesis 2

H₀: There is no significant relationship between job autonomy and organizational commitment.

H₁: There is significant relationship between job autonomy and organizational commitment.

Hypothesis 3

H₀: There is no significant relationship between organizational resources and organizational commitment.

H₁: There is significant relationship between organizational resources and organizational commitment.

1.6 Significance of the Study

Prime Minister of Malaysia, Datuk Seri Najib Tun Razak said the engine that will drive the future growth of the nation is the private sector. The government needs private sector to continue to show leadership to ensure Malaysia's sustainable growth as they could not do everything on their own. (Yuen, 2013) Therefore, this study is carried out to determine how well OCB, job autonomy and organizational resources affect organizational commitment in private schools.

The model of job commitment has three distinct components that affect the way of employees feel about the organization that they work for. The three distinct components are affective component which is the affection of employees toward their jobs, continuance component which is the fear of loss and normative component which is the sense of obligation to remain in the firm. This model can be used to increase the commitment, job satisfaction and engagement among the employees.

By doing this study, it will be able to aid the private schools to know and has an in dept understanding on the factors that affect the organizational commitment. When the teachers are committed and feel they are part of the school, it will eventually help to decrease the turnover rate, increase the long-term membership and also the performance of the school. This will help to increase the reputation of the school which is the most significant factor in the private schools as parents tend to send their children to private school which is the famous and also good in reputation so that their children can be educated in the best learning environment as they need to pay quite a large sum of money compare to the fees in public schools. Therefore, they will do their utmost to ensure their children receive the best when attending the school.

1.7 Chapter Layout

Chapter 1: Introduction

Summary of the entire study will be provided in chapter one. An introduction of the research background will be presented where the problem and the existing gap are identified. Next will lead to the development of objectives, questions, and hypothesis of the research and also the importance of conducting this study.

Chapter 2: Literature Review

The significance and the details of dependent and independent variables of the research will be stated clearly along with the applicable theoretical model that related with our research that has been carried out by other scholars. The conceptual framework will be formed according to the research questions and research objectives to determine the validity of the theory formulated.

Chapter 3: Methodology

The process of gathering data will be shown in this chapter. The ways to conduct the research, research instrument, collection of data, operational definitions of construct, sampling design, ways to process and analyze data will be provided.

Chapter 4: Research Results

Chapter four will be presenting the overall result and finding from software named Statistical Analysis Software (SAS). It will generate results by using the data in the questionnaires that we collected from the targeted respondents. The

results will be answers to the hypothesis discussed in the previous chapter whether they are acceptable or not.

Chapter 5: Discussion and Conclusion

Chapter five is a summary that discuss the overall major findings of this research. It includes statistical analysis summary, major findings' discussion, practical implications, research project limitations and also suggestions or recommendations for further study. The conclusion of the entire research will be provided eventually.

1.8 Conclusion

To recap, the objectives to conduct this research and the research questions are clearly stated in first chapter. We have introduced our topic in research background and discussed the issues of the research. Hypothesis of this study have been developed from the information gathered. Thus, readers will have a general idea on the entire topic. The first chapter will be linked to second chapter to conduct literature review by using secondary data from articles and also journals which had been carried out by few scholars as reference.

CHAPTER 2: REVIEW OF LITERATURE

2.0 Introduction

Literature review of this study will be presented in the way of reviewing dependent variable and each independent variable in this chapter. The sources of this section are obtained through secondary sources that are available online. The sources are journals, thesis, articles, and books.

In this chapter, its start with brief introduction, continue with the literature review of dependent and independent variables, related theoretical models review, theoretical proposed or conceptual framework of the research and the establishment of hypotheses which estimated the connection of independent and dependent variable. The conclusion for chapter two will be provided at last.

2.1 Review of Literature

2.1.1 Organizational Commitment

Organizational commitment can be described using the two approaches which are the attitudinal and behavioral perspective. Attitudinal commitment is the degree of consistency of one's goals and values with those of the corporation. Behavioral commitment concerns with how individuals become trapped into a particular organization and their methods on solving this issue (Mowday, Porter, & Steers, 1982). However, Meyer and Allen (1991) debated that psychological state can also display a want, a need, and/or responsibility to keep their membership in the organization. Despite the fact that there are many different definitions of commitment, they do have a similarity of displaying at least three common themes: the individuals' emotional commitment to the organization, perceived loss related to the withdrawn from the organization and the responsibility to stay with the organization.

According to Kanter (1968), cohesion commitment is one's emotional attachment to the group. Similarly, Buchanan (1974) defined commitment as the emotional attachment to the values and goals of a corporation. Some authors perceived that individuals remain with an organization is due to the costs related to its termination (Becker, 1960; Kanter, 1968; Stebbins, 1970). An employee with "lifetime commitment" is those who think that it is ethical to remain in the organization (Marsh & Mannari, 1977). Wiener (1982) described commitment as one behaves to meet organizational goals and interests because they believe that it is an ethical thing to do.

A three-component framework is introduced that comprised of affective commitment, continuance commitment and normative commitment (Meyer & Allen, 1991). Affective commitment is the emotional attachment of the employees to the firm and the reason they continue to work with the organization is because of their own will. Continuance commitment can be described as employees aware of the costs if they leave the organizations and the need to continue their employment is their reason to not leave the organization. Finally, normative commitment is described as employees feel that it is their responsibilities to remain in the organization and the reason they do not leave is because they have obligation. Meyer and Allen (1991) suggest that it is more suitable to assess these three as the components of commitment rather than as types of commitment.

Affective commitment can also be explained as the degree of individuals identifies themselves to the organization and their involvement in the organization (Meyer & Allen, 1997). Mueller, Wallace and Price (1992) convinced that it is connected with employee's feeling of devotion, belonging, and connection. Meyer (1990) described that those who are willing to remain in the company are those who are affectively committed. Linda, (2010) stated that affective commitment can be formed when there is supportive environment and equal treatment is given to the employees in the organization and when they are psychologically rewarded.

Meyer and Allen (1997) stated that employees that have a need to stay with the company are those possess high continuance commitment. According to Meyer and Allen (1997), there are two rationales for the staff to not leave the company. The first justification is the fear of losing side bets such as payments, vacations, time and so on if they leave the organization. Hence, good compensation plan and other incentives can increase the continuance commitment of employees. The second reason is

the lack of job options because if the employees choose to quit the existing job they are unable to be hired for another better position.

Normative commitment is formed due to internal pressures affected by the norms of the society that value loyalty and belongingness (Meyer & Allen, 1997). By providing training and tuition to the employees, normative commitment of employees can be increased. Furthermore, high normative commitment employees feel that it is their obligation to stay in the corporation (Meyer & Allen, 1991).

Researchers also proved that the affective commitment, continuance commitment and normative commitment generate dissimilar effects on job-related outcomes (Meyer & Allen, 1991). Firstly, higher motivation can be found in those employees who possess high affective commitment than those who have low affective commitment. Wasti (2005) supported this statement which demonstrated that those who have affective commitment can produce positive work results. In the contrary, employees who possess high continuance commitment which the main reason they stay in the company is due to the high cost of leaving tend to be unmotivated and frustrated. Moreover, high normative commitment employees tend to act ethically and perform their work according to the instructions. Normally, employees with commitment have job performance, high attendance, and OCB.

Organizational commitment has been a popular subject of research mainly because of its relationship with employee performance (Benkhoff, 1997). That linkage has not always been easy to recognize. Mathieu and Zajac (1990) concluded that organizational commitment does not have direct impact on performance in many circumstances. Benkhoff (1997) argued that simplistic research techniques are the reason behind the failure to prove the direct relationship between performance and commitment. She

argued that there is a complex set of variables that will influence performance and commitment is one of them and she demonstrated that direct positive linkage is existed in commitment and performance with her empirical research in a German bank.

In addition, employees who have high commitment to their organization have better acceptance to the organizational objectives and goals and committed to it. Organizational commitment has been broadly investigated as a significant determinant in employee motivation and retention. It gained researchers' interest is because of its reported connection with organizational effectiveness and efficiency (Beck & Wilson, 2000). Besides, many studies proved that linkage of the variables organizational commitment and job performance is significant (Hunter & Thatcher, 2007; Pool & Pool, 2007).

Despite the popularity of organizational commitment being researched, doubts on the approach and factors of organizational commitment are still ambiguous (Cohen, 2003; Meyer & Herscovitch, 2001). The lack of understanding is due to insufficient knowledge concerning the antecedents that influence commitment. By investigating newer antecedents to commitment, the commitment literature could benefit notably (Decottis & Summers, 1987). Thus, the reason of doing this study is to investigate the factors of organizational commitment in order for the organization to understand how to expand employees' organizational commitment and ultimately produce positive work-related outcomes.

2.1.2 Organizational Citizenship Behavior

OCB, in other words, extra role behavior, is the behavior which is unreachable by the employees' obligation (Tambe & Shanker, 2014). According to Smith, Organ and Near (1983), OCB is the behavior that benefits to the organization even though it is not formally required or rewarded for such behavior. According to Organ (1988), OCB is also known as "good soldier syndrome" where committed employees in the organization will demonstrate such behavior. The behavior includes punctuality, helping others, innovating, volunteering.

OCB comes naturally from the employees and cannot be pressured to do so. The employees also cannot expect rewards in return for demonstrating OCB (Tambe & Shanker, 2014). However, Organ (1997) stated that employees that demonstrated OCB will be rewarded directly or indirectly.

OCB can be categorized into seven types (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

1. Helping behavior means helping others without being asked.
2. Sportsmanship means sacrifice for organization while remaining positive.
3. Organizational loyalty means being loyal to the organization and promote positive image of organization to outsiders
4. Organizational compliance is about following the organization's rules and regulations.
5. Individual initiative means actively improve work results and motivate others to do the same.
6. Civic virtue means involve in political membership of the organization.

7. Self-development concerns with the employees' effort to improve themselves.

Five dimensions of OCB have been determined which are civic virtue, conscientiousness, courtesy, sportsmanship and altruism (Organ, 1988). Altruism means helping others. Podsakoff et al. (2000) stated that altruism results in positive affectivity. Conscientiousness is working beyond the minimum requirement. Sportsmanship is the toleration with the inevitable inconveniences (Organ, 1988). Podsakoff, Ahearne, and MacKenzie (1997) stated that good sportsmanship will increase the morale of the employees and subsequently decrease employee turnover. Courtesy means helping others to avoid interpersonal problems (Organ, 1988). Employees with courtesy will reduce conflict and decrease the time spent on resolving conflict (Podsakoff et al., 2000). Finally, civic virtue is described as employees actively involved in the life of organization (Organ, 1988). According to Walz and Niehoff (1996), civic virtue can improve performance and decrease customer complaints.

Past researches have proved that the connection of OCB and satisfaction (Bateman & Organ, 1983), pay equity perceptions (Organ & Konovsky, 1989), commitment (O'Reilly & Chatman, 1986), extrinsic and intrinsic job attitudes (Organ & Ryan, 1995; Williams & Anderson, 1991), and fairness perceptions (Folger, 1993; Bies, Martin, & Brockner, 1993; Moorman et al., 1993; Tepper & Taylor, 2003) is positive.

OCB has a positive outcome on organization or its members. Managers with the help of OCB can design a cooperative work environment which able to improve efficiency of the subordinates (Poncheri, 2006). Although OCB is a popular research among researchers, little practical research has been done with commitment in private school of Malaysia.

There are many important determinants which can encourage OCB and one of them is organizational commitment (LePine, Erez, & Johnson, 2002). Researchers also proved that employees' organizational commitment has positive relationship with OCB (O'Reilly & Chatman, 1986). Past research proved that commitment is a factor of OCB. Clearly, the linkage between OCB has been widely investigated in the past. Jaros (1997) explained that employees that possess high organizational commitment have higher possibility to have OCB and better job performance that are advantageous to the company. Scholl (1997) demonstrated that organizational commitment can help individual maintain consistent behavior even though the environment does not meet expectation and no organizational rewards. However, most of the research used organizational commitment as determinant of OCB. In this research, we seek to investigate OCB has an impact on organizational commitment.

2.1.3 Job Autonomy

Autonomy is the extent of individuals given freedom in managing their works (Hackman & Oldham, 1976). Employees with job autonomy can be more effective. Hence, it is a factor of company success (Sisodia & Das, 2013). Kroth and Puets (2011) found out that supportive work environment can be created when there is job autonomy. The lack of job autonomy can be an obstacle to employees' work (Kutilek, Conklin, & Gunderson, 2002).

Autonomy and control are two different things (Naqvi, Ishtiaq, Kanwal, & Ali, 2013). According to Schwalbe (1985), control is shaping tasks and work methods while autonomy is making decision from observation and from communication with the supervisor. Langfred and Moye (2004)

stated that autonomy can result in high work efficiency and high intrinsic motivation.

According to Chung (1977), employees with autonomy can control work process and goal setting. Job autonomy can improve job performance since individuals that given job autonomy has the freedom to be creative in accomplish their tasks (Saragih, 2011). Gellatly and Irving (2001) stated the individuals that grant with job autonomy perceive he or she is trusted to do the task. Those who have high autonomy are also less constricted by the situational factors. Researchers identified that job autonomy is possible to be the most significant element of job's design (Breugh & Becker, 1987).

Breugh (1985, 1989) and Breugh and Becker (1987) developed three dimensions for job autonomy which are the method autonomy, scheduling autonomy and criteria autonomy. Method autonomy is the level of freedoms that employees consist in their work procedures or methods. Scheduling autonomy is the degree of authority employees have in arranging their sequence of their work activities. Finally, criteria autonomy is the ability of employees to select the standard or criteria to measure their performance.

Several researches proved that there is positive relationship related to job satisfaction and job autonomy (DeCarlo & Agarwal, 1999; Finn, 2001; Liu et al., 2005; Nguyen et al., 2003; Thompson & Prottas, 2005). When great amount of autonomy is given to employees, they will feel more satisfied as they feel that their work outcomes are resulted from their actions, decisions and efforts.

According to Elsass and Veiga (1997), job autonomy has been proven that it can reduce job stress. This is because of job autonomy enable

individuals to set a boundary on how much they expose to stressors and allow them to select their task or permit them set the boundary for the more stressful tasks, thereby decreasing the insecurity feeling and motivating positive coping behaviors. Other researchers agreed with this result as they proved that job autonomy has significant negative connection to work and family conflict, turnover intention, and job stress (Thompson & Prottas, 2005). In addition, Kauffeld (2006) and Smith et al. (2003) also identified significant relationship exist in job autonomy and employees' innovativeness and competency.

Job autonomy has been proved as a factor of organizational commitment in a meta-analysis of job autonomy (Spector, 1986). Humphrey, Nahrgang, and Morgeson (2007) supported this statement. Job autonomy was investigated as an essential factor to understand how organizational commitment is developed in an individual (Halaby & Weakliem, 1989). Gagne and Deci (2005), citing past study carried out by Gagne, stated that autonomy generates commitment. Job autonomy is yet a popular research in Malaysia therefore we seek to determine how job autonomy affects organizational commitment in private school in Malaysia.

2.1.4 Organizational resources

According to Bryson, Ackermann, and Eden (2007), organizational resources are any assets of organization used to accomplish its goals. A resource is meant by strength or weakness of a firm, resources can be anything that could be thought (Wernerfelt, 1984). Caves (1980) have classified in his studies that firm resources or organizational resources into tangible and intangible assets. For instance, in-house knowledge of technology, brand names, machinery, efficient procedures, employment of skilled personnel, capital, trade contacts, etc (Wernerfelt, 1984). Bozeman

& Straussman (1990) stated that there are three types of organizational resources which are financial resources, personnel resources and organizational structure while Rainey & Steinbauer (1999) identified financial, human and technological resources as organizational resources.

Numerous authors classified resources into three classifications: physical capital resources (Williamson, 1975) as cited in Barney, (1991), human capital resources (Robert, 1984), and organizational capital resources (Tomer, 1987) as cited in Barney (1991). Barney define physical resources in his study “Journal of Management” as the physical technology firm used such as firm’s equipment and plant, its access to raw materials and its geographical location (Barney, 1991).

According to Barney (1991), human capital resources include experience, judgment, information, training, relations, and individual managers and employees’ foresight in the organization while organizational capital resources can be refers to as a the formal and informal planning of the firm, controlling, formal reporting structure, and coordinating systems, together with the informal connections within groups and related groups of the firm and also those in the firm’s environment.

Fry, Stoner and Hattwick (2004) classified resources into information, financial assets, physical materials, and people while Russo and Fouts (1997) divided resources as physical assets and technologies, human resources and organizational capabilities and the non-physical assets of reputation and political acumen. Besides this, Lee and Whitford (2013) focused on six types of organizational resources which are financial resources, human resources, administrative resources, political resources, physical resources, and reputation resources.

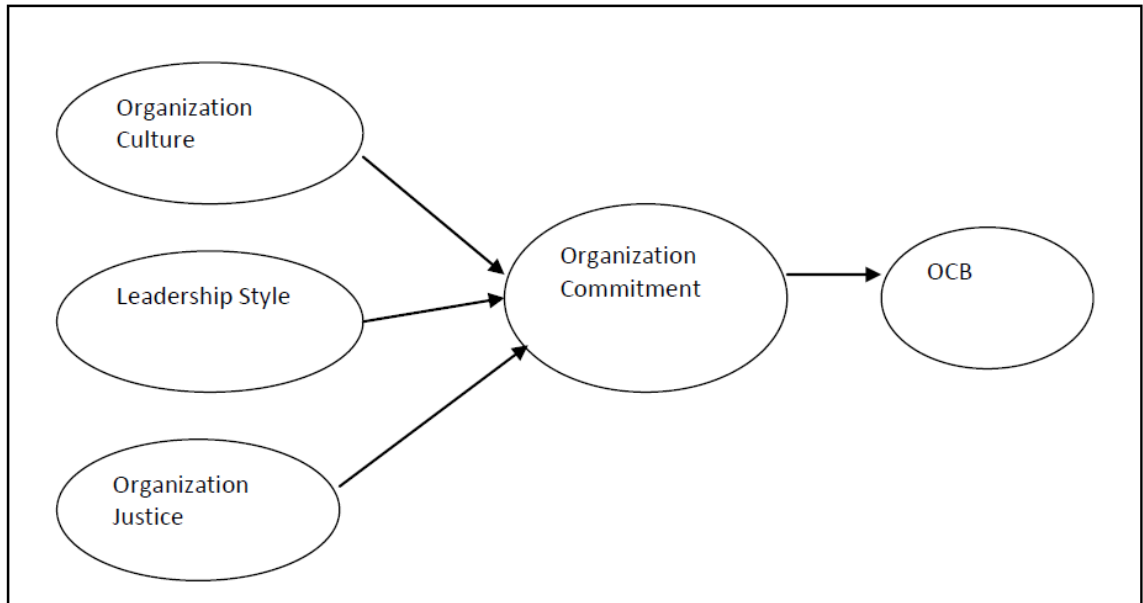
Lee and Whitford (2013) explained that administrative resources help in manage traditional resources like physical resources, financial resources and human resources which are traditional inputs in organization. Political resources are important to government agencies and reputation resources are critical to public agencies (Lee & Whitford, 2013).

Nowadays organizational resources are structure and coordinate intentionally by managers in order to achieve the organization's objectives (Daft, 2009). Resources must be successful obtain and manage by organization in order to achieve effectiveness, besides redesigning organizational structures and management practices could help in contribute to organizational efficiency (Daft, 2009). Moreover, Daft defined that organizational effectiveness as the ability of the firm to obtain scare and valued resources and successfully manage and integrate them either in absolute or relative terms (Daft, 2009).

Barney (1991) disagreed that the forms of firm's human, physical and organizational capital are relevant resources to a organization. Besides, Barney stated that some of the resources might lead a firm to design of or implement strategies that could results in decreasing of effectiveness and efficiency level (Barney, 1991). But as mentioned above, Daft (2009) stated resources do enable the firm to improve its efficiency and effectiveness if reconceived, obtain and manage resources well.

2.2 Review of Relevant Theoretical Models

Figure 2.1: Model of Organization Culture, Leadership Style and Organization Justice on Organizational Commitment and the Relationship between Organization Commitment and OCB

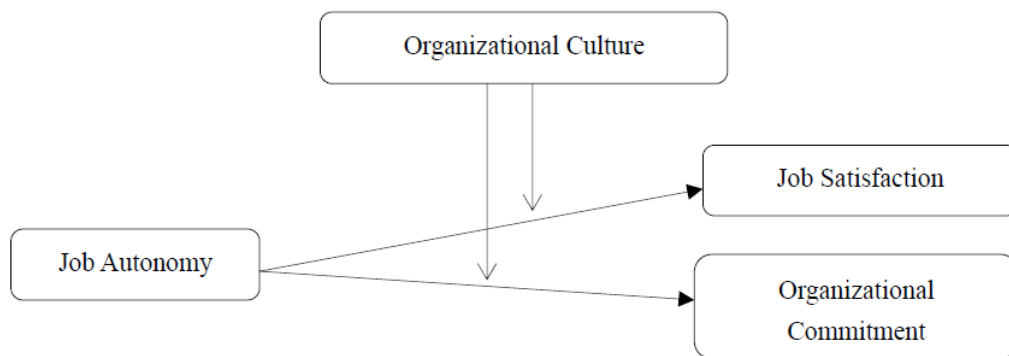


Adapted from: Khan, S. K., & Rashid, M. Z. (2012). The mediating effect of organizational Commitment in the organizational culture, leadership and organizational justice relationship with OCB: A study of academicians in private higher learning institutions in Malaysia. *International Journal of Business and Social Science*, 3(8), 83-91.

This theoretical framework is adapted from Khan and Rashid (2012). This model shows the connection of independent variables with the dependent variables where the independent variables involved organization culture, leadership style and organization justice and organization commitment as the mediating variable. It also shows the connection of organization commitment and OCB.

The study proved that organizational commitment contains mediating effect towards OCB with the variables of organization culture, leadership style and organization justice.

Figure 2.2: Model of Job Autonomy on Job Satisfaction and Organizational Commitment with Organizational Culture as Moderating Variable

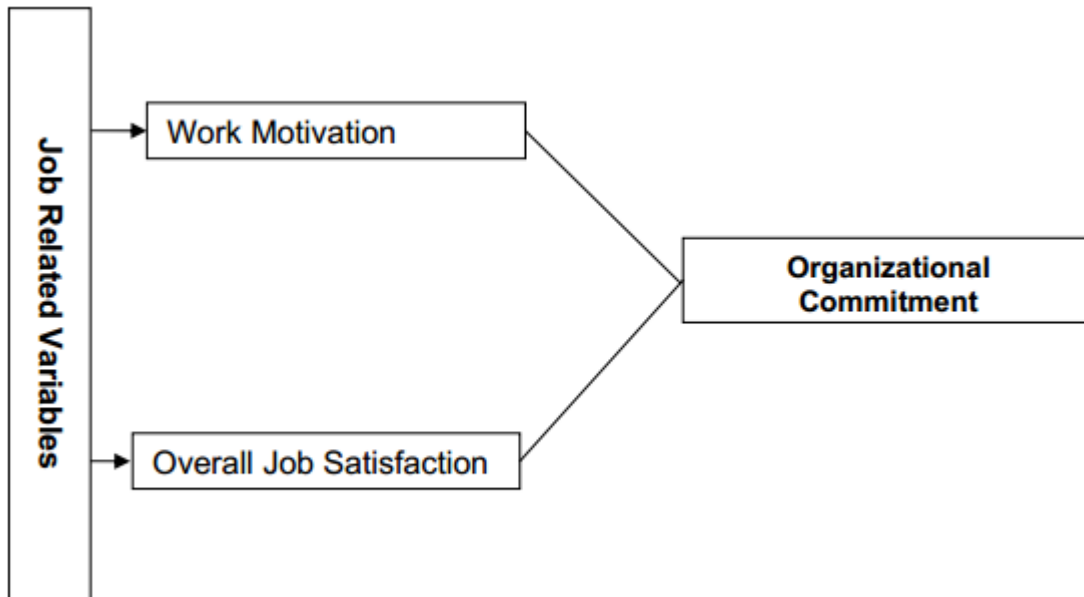


Adapted from: Naqvi, S. M. M. R., Isthiaq, M., Kanwal, N., & Ali, M. (2013). Impact of job autonomy on organizational commitment and job satisfaction: The moderating role of organizational culture in fast food sector of Pakistan. *International Journal of Business and Management*, 8 (17), 92-102.

This theoretical framework is adapted from Naqvi et al. (2013). The independent variable is job autonomy while the dependent variables are job satisfaction and organizational commitment. The organizational culture acts as a moderating role.

The study showed that when job autonomy increases, organizational commitment and job satisfaction will be higher. Strong support was also obtained that organizational culture moderates the connection of job autonomy, organizational commitment and job satisfaction.

Figure 2.3: Model of Work Motivation, Overall Job Satisfaction on
Organizational Commitment



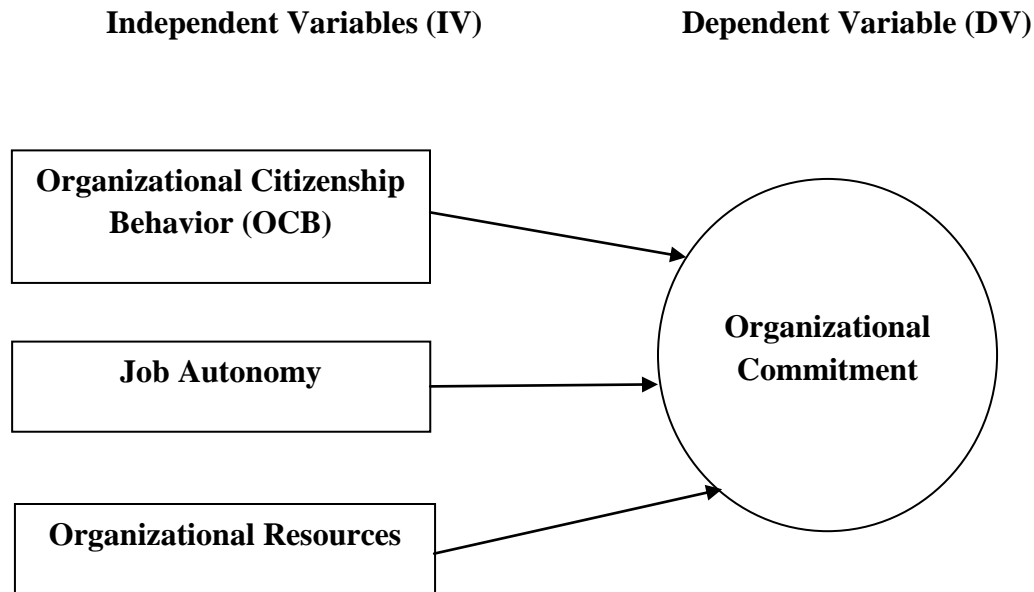
Adapted from: Warsi, S., Fatima, N., & Sahibzada, S. A. (2009). Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan. *International Review of Business Research Papers*, 5(3), 399-410.

This theoretical framework is adapted from Warsi, Fatima and Sahibzada (2009). There are job related variables that consist of work motivation and overall job satisfaction that act as independent variables while organizational commitment will be act as the dependent variable.

The study proved that work motivation, overall job satisfaction have positive effect on and organizational commitment for private sector employees. Thus, organizations should focus on increasing work motivation and job satisfaction to achieve organizational commitment.

2.3 Proposed Theoretical / Conceptual Framework

Figure 2.4 Model of Proposed Theoretical Framework



Adapted from: Developed for this research

The theoretical framework plays an important role in helping the researcher to have better look on this study's variables. It shows the linkage between IV and DV.

This framework focuses on OCB, job autonomy and organizational resources. It was formed after the research questions, objectives and review of literature have been considered. Thus, it might give impact to the organizational commitment in private schools of Malaysia.

Referring to the theoretical framework above, there are three independent variables which are OCB, job autonomy and organizational resources. These variables might be the key factors in affecting organizational commitment.

2.4 Hypotheses Development

From the work of Sekaran & Bougie, (2010), hypotheses were stated to be testable to predict what we can get or expect from the empirical data. Besides that, it is a logically estimated the connection between our IV and DV in the form of testable statement. (Sekaran & Bougie, 2010). Several testable hypotheses have been drawn out and discuss in the following part.

2.4.1 Organizational Citizenship Behavior and Organizational Commitment

Research result done by study of Mohammed and Anisa (2012) had shown that continuance commitment and normative commitment are found significant towards OCB, while affective commitment has no significant effect on OCB. Besides that, researchers also mentioned that although most of the studies proved the linkage between affective commitment and OCB is significant, but Mohammed and Anisa suggested that affective commitment has no significant effect on OCB in their findings of the study (Mohammed & Anisa, 2012).

In contrast, Cohen and Liu (2011) argued that only affective commitment were related to OCB, it is an important findings in their study and they claim that neither continuance nor normative commitment was significant towards OCB and they also concluded that affective commitment is more valid and useful dimension than continuance and normative (Cohen & Liu, 2011).

By comparing 2 studies of the authors mentioned above, it seen like an interesting argument where findings of their studies can reverse the result and situation on each and another. Moreover, most of the studies is done in examine the relationship of organizational commitment on OCB, but in our research we are doing the reverse method where we are doing on figure on the impact of OCB towards organizational commitment. Thus, we proposed the hypotheses as follow.

H₀: There is no significant relationship between organizational citizenship behavior and organizational commitment.

H₁: There is significant relationship between organizational citizenship behavior and organizational commitment.

2.4.2 Job Autonomy and Organizational Commitment

Research of Naqvi, Kanwal, Isthiaq & Ali (2013) provided that job autonomy have significant positive effect upon organizational commitment in their result of finding. Research target are done on Tobacco industry of Pakistan, researchers claim that relationship of job autonomy and organizational commitment have to be reinforce. Besides that, they found that employees work in Tobacco industry of Pakistan are less empowerment and freedom of voice out and thus employees are busying in finding a new job instead of commit to their organization.

In addition, study of Sisodia and Das (2013) also support that notable connection is existed in job autonomy and organizational commitment. Moreover, Pathak & Das (2003) as cited in Sisodia & Das (2013) indicate that the high need of job autonomy will lead to less absent to work.

Furthermore, Naqvi, Isthiaq, Kanwal and Ali (2013) proved that the relationship between job autonomy and organizational commitment is positive where the increase of job autonomy will positively affect the increase of organizational commitment. Naqvi, Isthiaq, Kanwal and Ali (2013) stated that although the employees are not well educated they are still concern about freedom on work and not just follow blindly of whatever orders make by managers or supervisor or top management besides they are also empowered on decision making. When they have freedom on work, they are contented and satisfied with their jobs. Hence, we proposed the hypotheses to be tested as follow.

H₀: There is no significant relationship between job autonomy and organizational commitment.

H₂: There is significant relationship between job autonomy and organizational commitment.

2.4.3 Organizational Resources and Organizational Commitment

There are very less research that examine the linkage of organizational resources and organizational commitment while investigate human resources management practice on organizational commitment are quite popular in the past such as research of Kipkebut (2010), Savaneviciene and Stankeviciute (2011), Wang and Hwang (2012) and Yang (2012).

There is a recent research doing on examine the connection between organizational resources and organizational commitment, Li (2014) stated in the findings result that there is significant impact of organizational

resources on organizational commitment. Besides that, Wu, Lin & Fu (2006) as cited in Li (2014) defined organizational commitment as an attitude that will helps employees of the organization to believe and recognize organizational objectives and values, pay more effort to achieve organization interest and benefit, and passion on to be a part of the organization and that will make them insist to help achieved its goals too. Human resources, part of the organizational resources have been recognized important where organization is using new approach to authorize employees with better options to learn and move towards the common goals (Daft, 2009).

Besides that, as mentioned early, organizational resources are structure and coordinate intentionally by managers in order to achieve the organization's objectives (Daft, 2009). Thus, it is believe that with organizational resources it can supports employee to achieve goals and contribute to the organization.

To conclude, testing the impact of organizational resources towards organizational commitment is still new in the study and thus the proposed hypotheses are:

H₀: There is no significant relationship between organizational resources and organizational commitment.

H₃: There is significant relationship between organizational resources and organizational commitment.

2.5 Conclusion

Literature is provided to support on the organizational commitment (dependent variable) and OCB, job autonomy and organizational resources (independent variables). The foundation of literature review had helped us in developing the theoretical framework and had carried forward to the hypotheses development. In the following chapter we will explain in more details for research methodology on research design conducted, techniques to collect data and techniques to do data analysis.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The way the research is carried out will be explained throughout this chapter. Probably this chapter is presenting the research methodology where progress of research carried out will be explained in details in the following part. It is included research design, ways of data collections, sampling design (population and respondents we target on, sampling techniques use), research instruments, measurement of scale for hypothesis, and lastly data processing and as well as analysis test.

3.1 Research Design

A planned procedure that used to collect and analyze the information (variables) will design for this research which it is formally called as research design. (Sekaran & Bougie, 2010). Research method is categories as qualitative and quantitative research. Generally data of qualitative research are collected through interviews or observations unlike data of quantitative are obtained through questionnaire.

Our research reached the objective through empirical assessment where involved of numerical measurement and statistical analysis. Quantitative research also is an effective method for us to use by distributing questionnaire to know how well OCB, job autonomy and organizational resources affected organizational commitment.

Thus, we adopted quantitative research as our method of research in our research and we doing on exploratory research and causal research.

Exploratory research is appropriate when new ideas are discover or ambiguous situation are facing or not much information are available on the past researches. This research is called for exploratory researches due to past researches are conducted on testing OCB as dependent variable popularly such as in (Rifai, 2005; Bukhari, 2008; Guillard & Newes, 2010; Rasheed, Jehanzed, & F. Rasheed, 2013) while we are testing it as independent variable. Extensive preliminary work needs are expected to be done than conclusive evidence as merely no researchers have testing on OCB as an independent variable.

On the other hand, to discover the relationship of cause-and-effect in the dependent and independent variables with the purpose to test the hypotheses that have generated early in the chapter 1, causal research had to be conducted. By using these researches designs enable us to ascertain how the independent variables (OCB, job autonomy, and organizational resources) affect on our dependent variable (organizational commitment).

3.2 Data Collection Methods

The sources of where the researchers gathered or obtained information and data called as data collection methods. In order to reach wider information and sources area, we used primary and also secondary data.

3.2.1 Primary data

Information that researcher acquired first-hand related to the variables that testing in this study for specific purpose are primary data. Ways of gather

information are obtained through interviewed, administered questionnaires, or observation. We use questionnaire to obtain the information from the respondents because it is a convenience and due to the time constraint, by distribute questionnaire would be the faster way to collect data, analyze and evaluate the reliability test for proving the hypothesis that we have set early.

According to Sekaran & Bougie, (2010), questionnaire is a preset of written questions to which then distribute to the respondent, the respondent will record their answer within closely defined alternatives. Questionnaires are more efficient data collection method because we can easily measure the variables based on the preset questionnaire. In this research we choose to distribute questionnaire to collect information to test the hypothesis as stated in early part. We personally distribute the questionnaire on our own and make sure the questionnaire is completed answer by the respondents.

3.2.2 Secondary Data

If we can obtain information from the sources that already exist as defined in Sekaran & Bougie, (2010) is secondary data. Existing data would be referring to journals, articles, books, magazines, internet and etc. Secondary data are commonly used and treat as convenience, faster and inexpensive way compare to primary data. Moreover search engine (Google and Yahoo) and online database provided by UTAR (EBSCOhost, JSTOR, ProQuest) are providing us much more convenience to search for journals, articles and thesis online.

Secondary data is useful for our research as it contribute much for literature review, framework model and providing problem statement. Besides, our questionnaire also retrieved from there.

3.3 Sampling Design

3.3.1 Target Population

Target on whole Malaysia's private institutions (collectively private school) is hard and costly for us; hence we choose to specify the target population in few areas to represent the whole population. The private school in Kuala Lumpur, Selangor, Perak and Pahang was chosen as our target respondent in this research. As a result, target population was set to focus on the workers in the private schools which are focus on teachers.

3.3.2 Sampling Frame and Sampling Location

Sampling frame could be described as the representation of the target population where a pool of sample will be drawn (Sekaran and Bougie, 2010). 10 private schools in Kuala Lumpur, Selangor, Perak and Pahang were chosen as the sampling location. Total population of private schools teachers in Malaysia was estimated reached 13,294 in 2013 (Ministry of Education Malaysia, 2013). The number of teachers report on above was retrieved from the latest statistic report of Ministry of Education Malaysia.

3.3.3 Sampling Elements

Sampling elements was defined by Sekaran and Bougie, (2010) as the group of respondent that is available to be select for the sampling process. The respondent taking part in this survey are the teachers in the private schools from the areas selected (Kuala Lumpur, Selangor, Perak and Pahang).

3.3.4 Sampling Technique

Sampling technique normally known as probability and non-probability sampling. A way of which every member of the population can be selected based on a known probability and non-zero probability are probability sampling technique while when the units of samples are chosen based on personal judgment or convenience are non-probability sampling technique.

Simple random sampling, a probability sampling technique is chosen as sampling technique in our research. By using this sampling technique, we distribute our questionnaire to those who willing to answer the questionnaire for us, besides that, some private schools are rejected us in participant in our survey that restricted by their school's policy. Around 3 to 4 weeks we spend to collect all the completed questionnaires.

3.3.5 Sampling Size

Table 3.1: Number of Teachers at Primary Level in Private Institutions

Type of Schools	2013
Academic Primary	1,402
International Primary	397
Religious Primary	1,298
Total	3,097

Sources: Ministry of Education Malaysia, Education Data Sector, Educational Planning and Research Division. (2013). *Quick Facts 2013: Malaysia Educational Statistics* (ISSN: 1985-6407). Retrieved from http://emisportal.moe.gov.my/emis/emis2/emisportal2/doc/fckeditor/File/Quickfacts_2013/quickfacts2013.pdf?PHPSESSID=ff0a607fc2c9dad2427f4b5147295970

Table 3.2: Number of Teachers at Secondary Level in Private Institutions

Type of Schools	2013
Academic Secondary	1,683
Chinese Private Secondary	3,947
International Secondary	493
Religious Secondary	700
Correspondence Secondary School	0
Total	6,823

Sources: Ministry of Education Malaysia, Education Data Sector, Educational Planning and Research Division. (2013). *Quick Facts 2013: Malaysia*

Educational Statistics (ISSN: 1985-6407). Retrieved from
http://emisportal.moe.gov.my/emis/emis2/emisportal2/doc/fckeditor/File/Quickfacts_2013/quickfacts2013.pdf?PHPSESSID=ff0a607fc2c9dad2427f4b5147295970

Table 3.3: Number of Teachers in Private Institutions with Two Levels (Primary
and Secondary)

Type of Schools	2013
Expatriate	360
International	2,864
Special Education	150
Total	3,374

Sources: Ministry of Education Malaysia, Education Data Sector, Educational Planning and Research Division. (2013). *Quick Facts 2013: Malaysia Educational Statistics* (ISSN: 1985-6407). Retrieved from
http://emisportal.moe.gov.my/emis/emis2/emisportal2/doc/fckeditor/File/Quickfacts_2013/quickfacts2013.pdf?PHPSESSID=ff0a607fc2c9dad2427f4b5147295970

Refer to the tables above; the total numbers of teachers in private school in Malaysia is 13,294 in 2013. In order to draw an appropriate sample size, we adopted a method to determine sample size from Krejcie and Morgan (1970).

Table 3.4: Determining Sample Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: N is population size.

S is sample size.

Sources: Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research. *Educational and Psychological Measurement*, 30, 607-610.

The population we generate from the report of Ministry of Education Malaysia is 13,294 of teachers, according to the Table 3.4, a sample population size of 15,000 is appropriate to represent the target population, thus we a total of 400 questionnaires had distributed personally across the selected area. For this research, 50 sets of questionnaires were distributed for Pahang state, 100 sets for Kuala Lumpur and Selangor and lastly 150 sets was distributed at Perak. Our campus is located in Kampar, Perak, thus it is more convenient for us to conduct survey over there.

We approached personally to the school's representatives or principals to seek for their approval before we distribute the questionnaire to them. By using this method, the number of questionnaires we able to collect back is 378 sets out of 400 sets. Approximately 94.5 % of questionnaires are collected back from the target populations.

3.4 Research Instrument

In our research, we choose questionnaire method as the research instrument, due to we found out that it is less costly, convenient, and time saving method to use.

3.4.1 Questionnaire Design

We were using fixed-alternative questions for our questionnaires. Two section was set in our questionnaire which are section A and also section B. Section A design based on demographic profile, which asked for the respondent's age, gender, teaching experiences, educational background, school configuration, salary, ethnicity and nationality and it contained of a total of 8 questions.

There are 65 questions in section B formed with dependent variables (Organizational Commitment) and independent variables (OCB, Job Autonomy and Organizational Resources). This section is design to help us investigating the level of agree and disagree of respondents on the statement in the questionnaire by the aid of Five point Likert scale.

3.4.2 Reliability Test – Pilot Test

A small test on reliability had to be conducted before launching a large study is pilot test according to Zikmund, Babin, Carr and Griffin, (2013). We have distributed the questionnaire to 30 respondent to make sure that our questionnaire is easy to understand and reliable. The reliability test analysis is conducted using the SAS Enterprises Guide software programme to determine the reliability of our questionnaire.

The pilot test is conducted before the actual survey, the reason by doing this is because it can figure the error and do amendments before it reach to our target population. If the results pilot test is not reliable then researchers will need to redraft or do some amendments on the questionnaire to get a better reliable result.

3.4.2.1 Results of Pilot Test

Table 3.5: Cronbach's Alpha Coefficient of Pilot Test

Variables	Cronbach's Alpha	Sum of Items
OCB	0.823443	20
Job Autonomy	0.979069	9
Organizational Resources	0.919.063	17
Organizational Commitment	0.895983	19

Sources: Developed for this research.

Table 3.6: Rule about Cronbach's Alpha Coefficient

Coefficient Alpha (α)	Reliability
0.80 to 0.95	Very Good
0.70 to 0.80	Good
0.60 to 0.70	Fair
< 0.60	Poor

Source: Sekaran & Bougie (2010)

3.5 Constructs Measurement

According to Sekaran & Bougie (2010), scale defined as the tool or mechanism used to differentiate variables from one and another to our study.

3.5.1 Scale Definitions

3.5.1.1 Nominal Scale

Researchers can assign subject (respondent) into categories or groups by using nominal scale as defined by Sekaran and Bougie, (2010). Purpose of the scale is to help the researcher to categorize the value of an object. For instance, gender of the respondents, the respondents can be classified into two categories – Female and Male. These groups will be assigned by using code numbers 1 and 2 where 1 represent “Female” and 2 represent “Male”. Moreover, these numbers enable the researchers to assign the code with no intrinsic value, simple and convenient. Few of the questions in section A are using nominal scale; question 2 (gender), question 11 (ethnic group) and question 8 (nationality).

Table 3.7 Example of Nominal Scale in Section A

Gender	<input type="checkbox"/>	Female	<input type="checkbox"/>	Male
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Source: Developed for the research

3.5.1.2 Ordinal Scale

Ordinal scale described questions in sequence and denotes the differences among the various categories as explained by Sekaran and Bougie, (2010). In section A of questionnaire, there are only two questions designed using Ordinal scale; question 4 (education background) and question 5 (school configuration).

Table 3.8 Example of Ordinal Scale in Section A

School Configuration	<input type="checkbox"/>	Elementary School	<input type="checkbox"/>	Middle School	<input type="checkbox"/>	High School
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Source: Developed for the research

3.5.1.3 Interval Scale

After data collected from respondents, in order to perform certain arithmetical operations on it, interval scale helps and allows researchers to do it because it is a measurement scale (Sekaran and Bougie, 2010). In other words, it is useful in computing the means and standard deviation of the respondent on tested variables.

Besides that, interval scale also defined as Five Likert rating scale. Five Likert rating scale is to determine how strongly the level of agreement of respondents on the statement on a five-point scale such as the questions in section B.

Table 3.9 Example of Five Likert Rating Scale in Section B

No.	Organizational Citizenship Behavior	SD	D	N	A	SA
1	Helps others who have heavy work loads.	1	2	3	4	5

Source: Developed for the research

3.5.1.4 Ratio Scale

Ratio scale tend to be the most powerful scale among the four because it has a unique zero origin (not an arbitrary origin). Interval scale has a disadvantage of arbitrary origin point; ratio scale was designed to overcome this disadvantage. Few questions in section A are using Ratio scale; question 1 (age), question 3 (teaching experience), and question 6 (salary).

3.5.2 Origins of Constructs (Questionnaire)

Table 3.10 The Origins of Constructs of measurement in the research

Questions	Sources	No. of Item
Respondent's demographic profile	Hides, S. M. (2013). <i>The effect of perceived organizational support and perceived organizational politics on teacher commitment: An analysis of public and non-public secondary schools</i> (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3615899)	8
Organizational Citizenship Behavior	Niehoff, B. P. & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. <i>Academy of Management Journal</i> . 36(3), 527-556.	20
Job Autonomy	Breaugh, J. A. (1999). Further investigation of the work autonomy scales: Two studies. <i>Journal of Business and Psychology</i> , 13(3), 357-373.	9
Organizational Resources	Bryan, T. K. (2011). Exploring the dimensions of organizational capacity for local social service delivery organizations using a multi-method approach (Doctoral dissertation). Retrieved from http://search.proquest.com.libezp.utar.edu.my	17

Organizational Commitment	Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. <i>The Icfai Journal of Organizational Behavior</i> , 6(4).	19
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Table 3.11 Categories of Questionnaire

Variables	Construct Measurement
OCB	<ol style="list-style-type: none"> 1. Helps others who have heavy work loads. 2. Helps others who have been absent. 3. Willingly gives of his/her time to help others who have work related problems. 4. Helps orient new people even though it is not required. 5. Consults with me or other individuals who might be affected by his/her actions or decisions. 6. Does not abuse the rights of others. 7. Take steps to prevent problems with other workers. 8. Informs me before taking any important actions. 9. Consumes a lot of time complaining about trivial matters. 10. Tends to make "mountains out of molehills" (makes problem bigger than they are). 11. Constantly talks about wanting to quit his/her job. 12. Always focuses on what's wrong with his/her situation, rather than the positive side of it. 13. Is always punctual. 14. Never takes long lunches or breaks.

	<p>15. Does not take extra breaks.</p> <p>16. Obeys company rules, regulations and procedures even when no one is watching.</p> <p>17. Keeps abreast of changes in the organization.</p> <p>18. Attends functions that are not required, but that help the company image.</p> <p>19. Attends and participates in meetings regarding the organization.</p> <p>20. "Keeps up" with developments in the company.</p>
Job Autonomy	<p>1. I am allowed to decide how to go about getting my job done (the methods to use).</p> <p>2. I am able to choose the way to go about my job (the procedures to utilize).</p> <p>3. I am free to choose the methods to use in carrying out my work.</p> <p>4. I have control over the scheduling of my work.</p> <p>5. I have some control over the sequencing of my work activities (when I do what).</p> <p>6. My job is such that can decide when to do particular work activities.</p> <p>7. My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.</p> <p>8. I am able to modify what my job objectives are (what I am supposed to accomplish).</p> <p>9. I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).</p>
Organizational Resources	<p>1. My organization regularly updates its instruments (i.e. manuals, database, files, organizational, routines, etc.).</p>

	<ol style="list-style-type: none"> 2. My organization adopts practices and techniques that other organizations are using successfully. 3. My organization has subscriptions to professional publications. 4. My organization provides its staff with internal training opportunities including cross training between departments, training in organization practices, etc. 5. My organization provides its staff with training opportunities external to the organization through professional conferences, training firms, etc. 6. My school actively tries to adopt programs and services in response to significant trends in the field. 7. My organization provides with me with information about best practices related to my job. 8. My organization promotes knowledge sharing among co-workers about effective service delivery. 9. My organization supports innovation in service delivery. 10. My organization regularly schedules meetings/opportunities that facilitate knowledge sharing between supervisors and frontline staff. 11. The majority of our service delivery personnel have college/university degrees directly related to their roles and responsibilities. 12. The majority of our administrative personnel have college/university degrees directly related to their roles and responsibilities. 13. Our organization has the appropriate number of staff to fulfill its mission.
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	<p>14. My organization has accurate position descriptions for each paid position in the organization.</p> <p>15. My organization provides an organizational orientation for all new employees.</p> <p>16. My organization provides performance appraisals to staff on at least an annual basis.</p> <p>17. Our organization has the ability to hire recruit needed staff in a timely manner.</p>
Organizational Commitment	<p>1. I am very happy being a member of this organization.</p> <p>2. I enjoy discussing about my organization with people outside it.</p> <p>3. I really feel as if this organization's problems are my own.</p> <p>4. I think that I could easily become as attached to another school as I am to this one.</p> <p>5. I do not feel like 'part of the family' at my organization.</p> <p>6. I do not feel 'emotionally attached' to this organization.</p> <p>7. This organization has a great deal of personal meaning for me.</p> <p>8. I worry about the loss of investment I have made in this organization.</p> <p>9. If I wasn't a member of this organization, I would be sad because my life would be disrupted.</p> <p>10. I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically.</p> <p>11. I often feel anxious about what I have to lose with this organization.</p>

	<p>12. Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member.</p> <p>13. I am dedicated to this organization because I fear what I have to lose in it.</p> <p>14. I feel that I owe this organization quite a bit because of what it has done for me.</p> <p>15. My organization deserves my loyalty because of its treatment towards me.</p> <p>16. I feel I would be letting my co-workers down if I wasn't a member of this organization.</p> <p>17. I am loyal to this organization because my values are largely its values.</p> <p>18. This organization has a mission that I believe in and am committed to.</p> <p>19. I feel it is 'morally correct' to dedicate myself to this organization.</p>
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3.6 Data Processing

3.6.1 Data Checking

An important step as researchers have to ensure that no error or no missing answer in the questionnaire at the first stage is data checking. Besides that it is also enable the researchers to make correction or amendment on questionnaire before completing the whole survey. Error and problems can be detected during the pilot testing; questionnaire that needs to be making

amendment will lead to unreliable coefficient. Thus researcher will make amendment on questionnaire if the result of pilot is not reliable.

3.6.2 Data Editing

During second stage, researchers have to detect and correcting inconsistent, illegal data, missing data in the questionnaires return by the respondents (Sekaran & Bougie, 2010). Once there is error found in the questionnaire such as missing data, researchers have to make adjustment on the questionnaire or eliminate the questionnaire if there is more than one question is leaving blank.

3.6.3 Data Coding

After data checking and editing process had done, the next step of data preparation is data coding. We have assigned number to the respondent's responses so that it is easy to key in into database.

Table 3.12 Labels and Coding assigned to the Respondent's Demographic Profile
(section A)

Question No.	Label	Code*
1.	Age Group	1 as 20 – 30 years old 2 as 31 – 40 years old 3 as 41 – 50 years old 4 as 51 – 60 years old 5 as 60 – Above 99 as Missing data
2.	Gender Group	1 as Female 2 as Male

		99 as Missing data
3.	Teaching Experience	1 as 1 – 5 years 2 as 6 – 10 years 3 as 16 – 20 years 4 as 21 – Above 99 as Missing data
4.	Educational Background	1 as Bachelor 2 as Master's 3 as Doctoral 4 as Others 99 as Missing data
5.	School Configuration	1 as Elementary School 2 as Middle School 3 as High School 99 as Missing data
6.	Salary	1 as RM1 – RM500 2 as RM501 – RM1000 3 as RM1001 – RM1500 4 as RM1501 – RM2000 5 as RM2001 – Above 99 as Missing data
7.	Ethnicity	1 as Malay 2 as Chinese 3 as Indian 4 as Others 99 as Missing data
8.	Nationality	1 as Malaysian 2 as Expatriate 99 as Missing data

Note: Code* is the number assigned to respondent's response. '99' indicates the missing data (does not giving any response on the statement or miss out) for the respondent's response.

Sources: Developed for this research

Table 3.13 Labels and Coding assigned to OCB, Job Autonomy, Organizational Resources and Organizational Commitment (section B)

Number of Question	Label	Code
65 questions	<p>Independent Variable :</p> <ul style="list-style-type: none"> Organizational Citizenship Behavior (OCB) Job Autonomy Organizational Resources <p>Dependent Variable:</p> <ul style="list-style-type: none"> Organizational Commitment 	<p>1 as Strongly Disagree</p> <p>2 as Disagree</p> <p>3 as Neutral</p> <p>4 as Agree</p> <p>5 as Strongly Agree</p> <p>99 as Missing data</p>

Note: Code* is the number assigned to respondent's response. '99' indicates the missing data (does not giving any response on the statement or miss out) for the respondent's response.

Sources: Developed for this research

3.6.4 Data Transcribing

In data preparation process, the last step is data transcribing. Data that have been coded is then transcribed into SAS Enterprise Guide software.

3.7 Data Analysis

After data preparation process is done, data are analyzed using SAS Enterprise Guide software. Analysis is done as followed:

3.7.1 Descriptive Analysis

Researchers often deployed this in the first phase of a statistic analysis; it is believe as the tools that will enable researchers to figure out relationship in the data and to determine directions for further analysis (SAS Institute Inc., 1999). Descriptive analysis such as minimum, maximum, means, standard deviations and variances was obtained for the interval scale items (Sekaran & Bougie, 2010). There are few ways to summaries the data can be use; frequencies and percentages of tables and graphics such as pie chart, histogram to describe the descriptive statistic. Besides that, frequencies can displayed visually as bar charts, histograms, or pie charts and it will help researchers to understand data easily (Sekaran & Bougie, 2010)

Pie chart are used for questions that using nominal scale, while questions using ordinal scale measurement are using Bar chart to indicate the categories of the respondents according to their education background and school configuration.

3.7.2 Scale Measurement

3.7.2.1 Reliability Test

Consistency and stability test are established by test of reliability. Consistency refers to the degree of the items determine a concept hang together as a whole; formally Cronbach' Coefficient Alpha were used as a reliability coefficient which to reflect the degree of the items in a set are significant related to each other. According to table 3.6, as the figure of Cronbach's Coefficient Alpha closer to 1, the greater the degree of the reliability.

3.7.2.1 Validity Test

Validity test concerned about whether the variable measure is reliable and in the right concept as well as with consistency and stability of measurement. The accuracy of the variables is determined by validity test. For instances, validity of dependent variable (organizational commitment) had to be assessed through content validity where the dimensions of organizational commitment must be related to it and questions are set within the scope.

3.7.3 Inferential Analysis

This analysis was established to further describe the hypotheses proposed whether to accept or reject as well as indicates the relationship between variables.

3.7.3.1 Pearson Correlation Coefficient

The significant relationship, strength and position for all the variables were determined by Pearson correlation coefficient (Sekaran & Bougie, 2010). Theoretically, there could be either perfect positive correlation represent by +1.0 (plus 1) or perfect negative correlation -1.0 (minus 1) between two variable while when significance of $p = 0$, this indicates no correlation between the variables (Sekaran & Bougie, 2010).

Furthermore it is suitable for interval and ratio scale variables. Thus in this study, we used it to measure and determine the significance connection of dependent and each independent variable.

3.7.3.2 Multiple Regression Analysis

Sekaran & Bougie, (2010) defined this analysis as a multivariate technique analysis where it would be appropriate at times when more than one independent variable exist to further describe one dependent variable variance. Besides that, the means provided is to determining the positive relation of the independent and dependent variable, and it also indicates relative importance of how well each of the predictor variables in explaining dependent variable. In multiple regression analysis, the square of multiple r , R-square, or R^2 is formally known as the how much predictors could explained variance in the dependent variable (Sekaran & Bougie, 2010).

Generally, Multiple Regression models are formulated as follow:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_k x_k + \epsilon$$

Where:

X_k = independent variable

β_0 = intercept

β_1 = parameter related to x_1

β_2 = parameter related to x_2

ϵ = an error term, normally distributed about a mean of 0 (for purpose of computation, the ϵ is assumed to be 0)

This analysis was used to find out the independent variables (OCB, job autonomy and organizational resources) which is normally distributed to a mean of 0 (the ϵ is assumed to be '0' for the purpose of computation) affecting the dependent variable (organizational commitment) as both of it also is measure using metric scales. The Multiple Regression Analysis used for our study is:

$\text{Organizational Commitment} = \beta_0 + \beta_1 * \text{OCB} + \beta_2 * \text{job autonomy} + \beta_3 * \text{organizational resources} + \epsilon$
--

Source: Developed for this research

3.8 Conclusion

As a conclusion, research methodology carry out in this study was highlighted throughout the chapter. Design of the research, methods to collect data, sampling design, research instruments and scale measurement for hypothesis has been discussed in details in the early part. Furthermore data processing has been process successfully with error free. Lastly, statistical techniques applied in this study also have been described briefly.

Findings of the research will be analyses and discuss further in details in Chapter 4 and 5.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

Results of data analyze will be review in details. Data obtained form 378 questionnaires are analyze and transcribed into SAS Enterprise Guide software. Descriptive analysis, inferential analysis and scale measurement will be explained in more details too. Descriptive analysis consists of demographics characteristics of our target respondents; scale measurement included of results from reliability test and determines the relationship between variables; and lastly inferential analysis which provide a conclusive view of characteristic of our target population.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

Demographic profile of respondents is analyzing using frequency analysis as shown in table 4.1. Its included age, gender, teaching experience, educational background, school configuration, salary, ethnicity and nationality asked in section A.

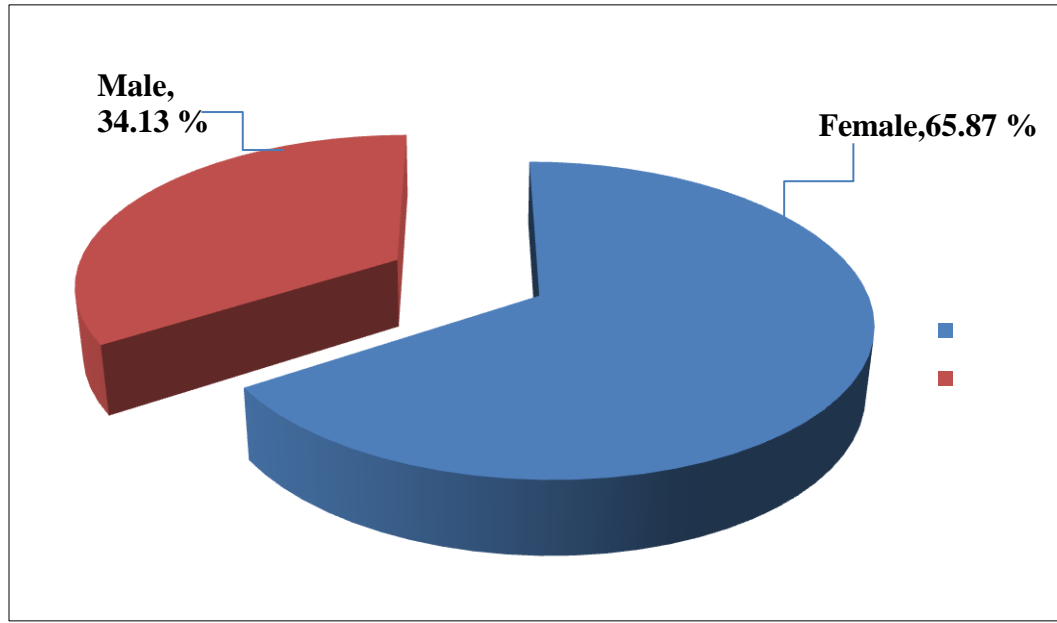
4.1.1.1 Gender

Table 4.1 Descriptive analysis for Gender

Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	249	65.87	249	65.87
Male	129	34.13	378	100.00

Source: Developed for this research

Figure 4.1 Descriptive analysis for Gender



Adapted from: Developed for this research

The numbers of female and male which participated in our research was shown in table 4.1 and figure 4.1 above. There are 249 (65.87%) of female and 129 (34.13%) of male among the respondents.

4.1.1.2 Age Group

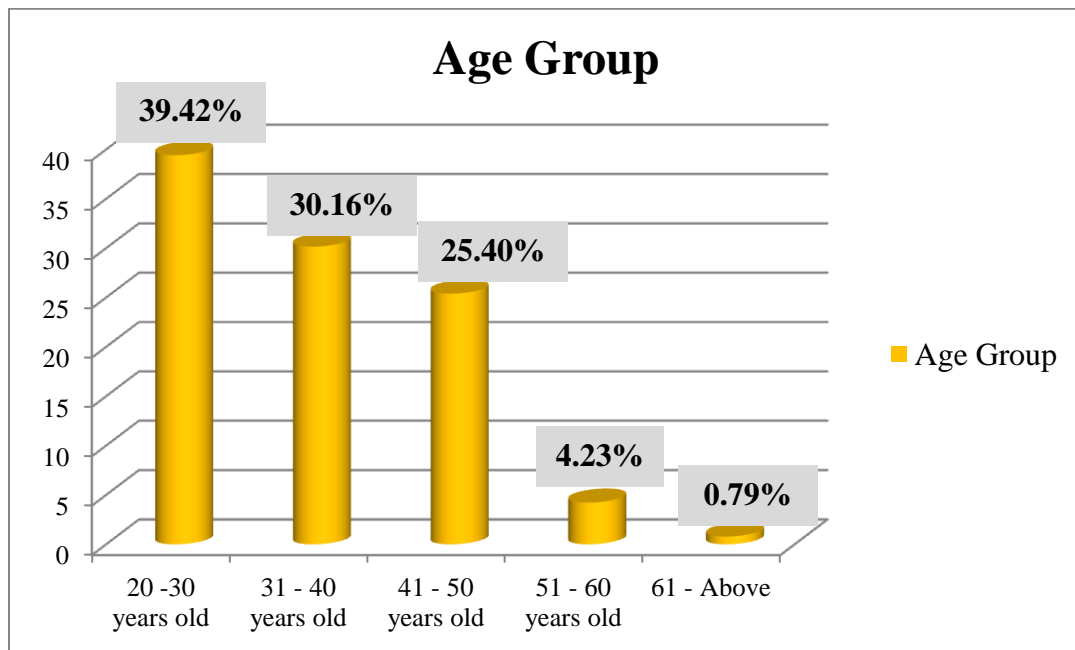
Table 4.2 Descriptive analysis for Age Group

Age Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20 – 30	149	39.42	149	39.42

31 – 40	114	30.16	263	69.58
41 – 50	96	25.40	359	94.97
51 – 60	16	4.23	375	99.21
61 - Above	3	0.79	378	100.00

Source: Developed for this research

Figure 4.2 Descriptive analysis for Age Group



Adapted from: Developed for this research

Highest age group shown in table and figure 4.2 is between 20 to 30 years old which 149 respondents (39.42%). Second highest age group is 31 to 40 years old with 114 respondents (30.16 %), followed by age group 41 to 50 years old with 96 respondents (25.40 %), age group 51 to 60 years with 16

respondents (4.23%) and the lowest age group is 61 years old to above with only 3 respondents (0.79%).

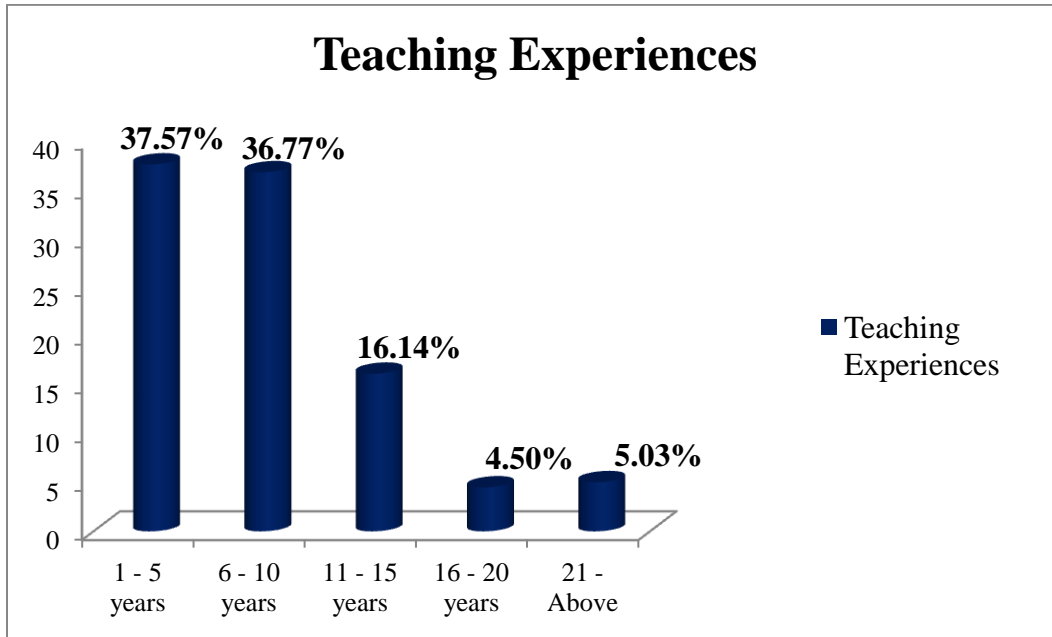
4.1.1.3 Teaching Experiences

Table 4.3 Descriptive analysis for Teaching Experiences

Teaching Experiences (years)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 – 5	142	37.57	142	37.57
6 - 10	139	36.77	281	74.34
11 - 15	61	16.14	342	90.48
16 -20	17	4.50	359	94.97
21 - Above	19	5.03	378	100.00

Source: Developed for this research

Figure 4.3 Descriptive analysis for Teaching Experiences



Adapted from: Developed for this research

Most of our respondents that participate in this research are having teaching experiences between 1 to 5 years and 6 to 10 years as according to table and figure 4.3. Figure 4.3 shows respondents having 1 to 5 years teaching experiences are 37.57 % out of 100%, followed by range 6 to 10 years (36.77%), range 11 to 15 years (16.14%), range 21 years to above (5.03%) and lastly the lowest fall to range 16 to 20 years with only 4.50%.

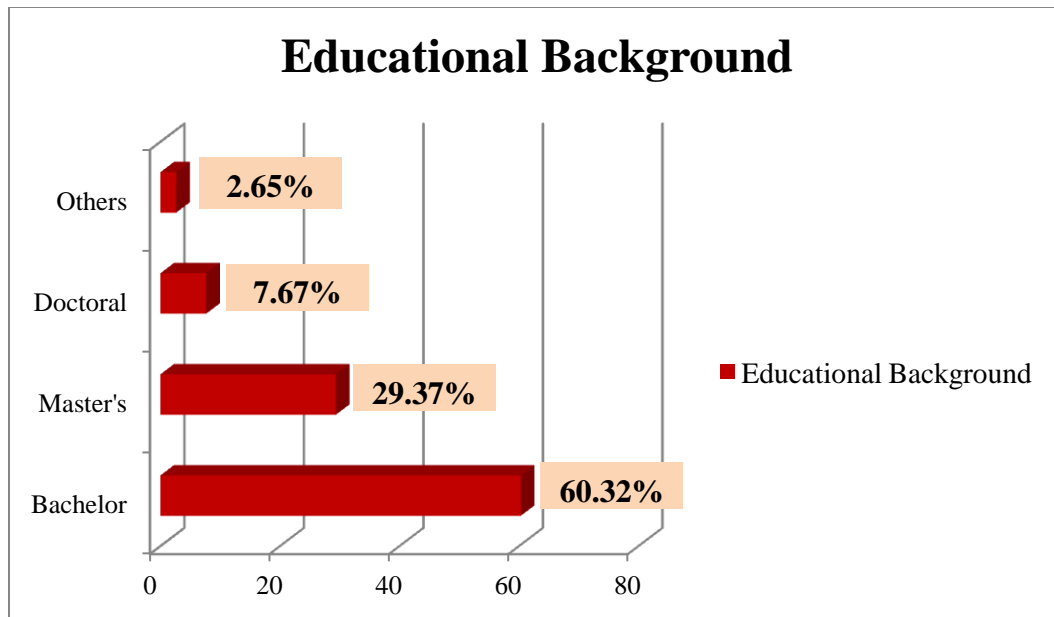
4.1.1.4 Educational Background

Table 4.4 Descriptive analysis for Educational Background

Educational Background	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bachelor	228	60.32	228	60.32
Master's	111	29.37	339	89.68
Doctoral	29	7.67	368	97.35
Others	10	2.65	378	100.00

Source: Developed for this research

Figure 4.4 Descriptive analysis for Educational Background



Adapted from: Developed for this research

Figure and table 4.4 above shows that educational background are bachelors, 228, 60.32%. 111 of respondents are Master's (29.37%), 29 respondents are doctoral, (7.67%) and the rest of 10 respondents' educational background are other than the educational level mentioned above which with only 2.65%.

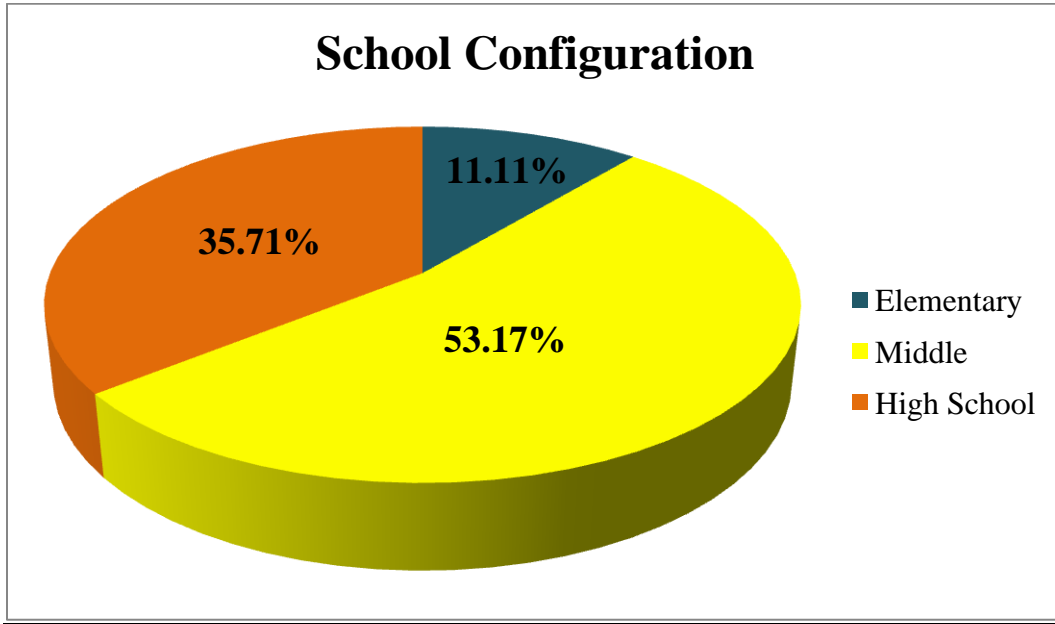
4.1.1.5 School configuration

Table 4.5 Descriptive analysis for School Configuration

School Configuration	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elementary	42	11.11	42	11.11
Middle	201	53.17	243	64.29
High School	135	35.71	378	100.00

Source: Developed for this research

Figure 4.5 Descriptive analysis for School Configuration



Adapted from: Developed for this research

Our respondents' school configuration into 3 groups which is elementary, middle and high school as according to table 4.5 and figure 4.5. Highest among the 3 groups are Middle, 53.17%, second highest are High School, 35.71% and lowest with 11.11% are Elementary.

4.1.1.6 Salary

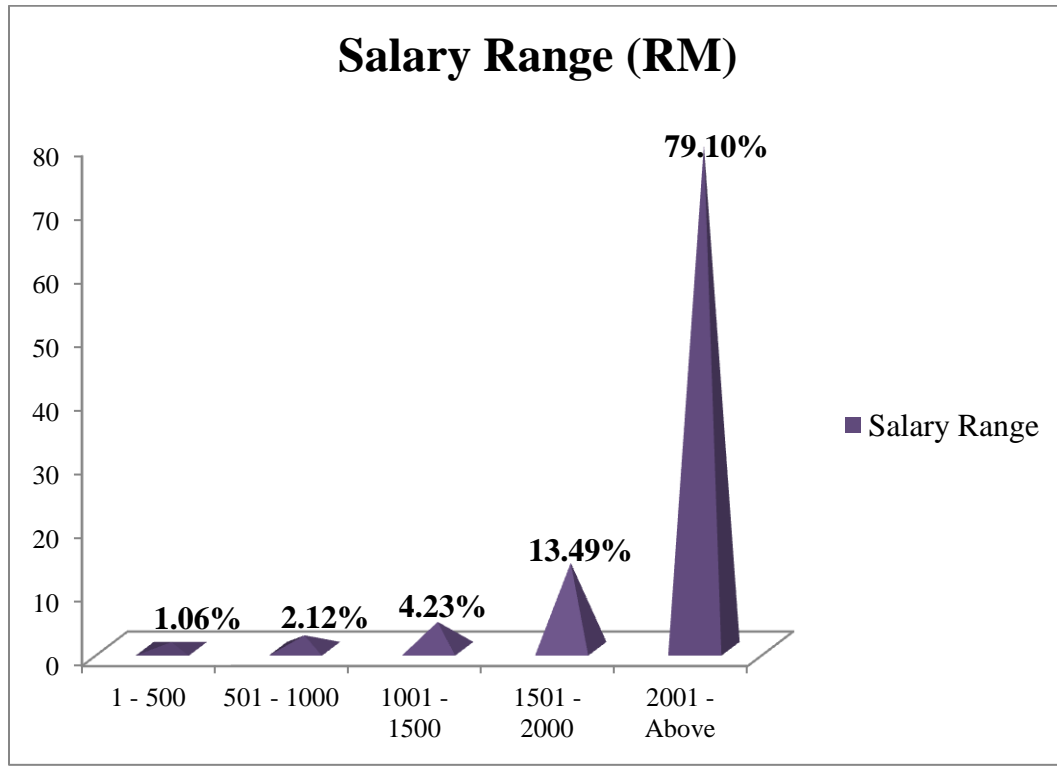
Table 4.6 Descriptive analysis for Salary

Salary Range (RM)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 – 500	4	1.06	4	1.05

501 – 1000	8	2.12	12	3.17
1001 – 1500	16	4.23	28	7.41
1501 – 2000	51	13.49	79	20.90
2001 - Above	299	79.10	378	100.00

Source: Developed for this research

Figure 4.6 Descriptive analysis for Salary



Adapted from: Developed for this research

According to figure 4.6, 79.10 % of respondents with salary range of RM 2,001 and above, 13.49% with salary range of RM 1,501 to RM 2,000,

4.23% with salary range of RM 1,001 to RM 1,500, 2.12% with RM 501 to RM 1,000 and 1.06% with salary range of RM 1 to RM500.

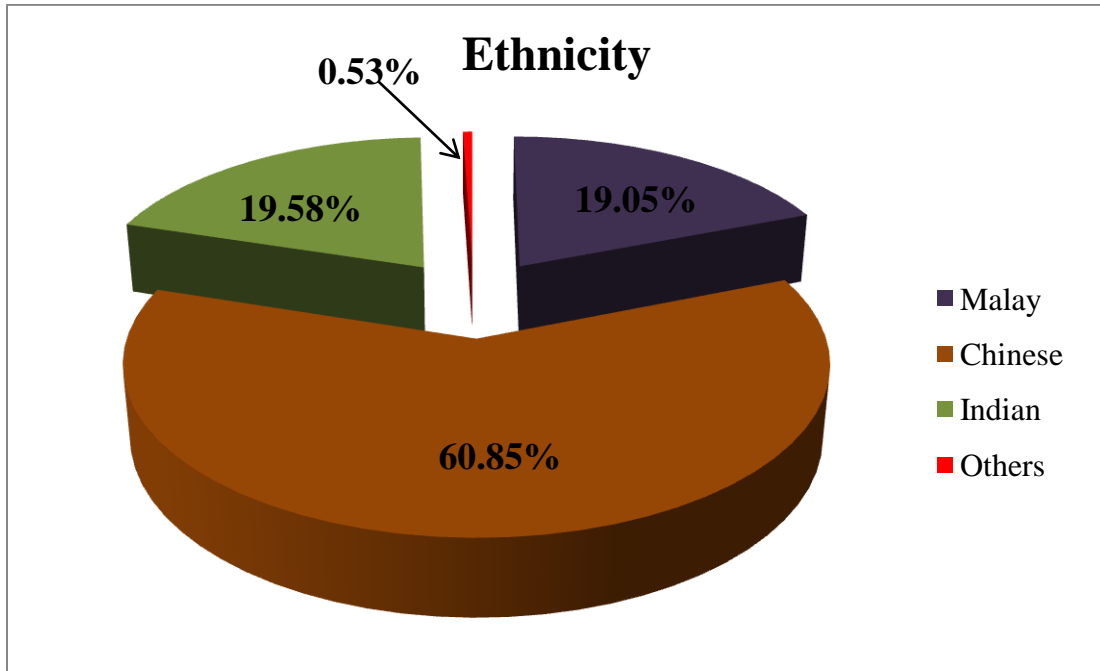
4.1.1.7 Ethnicity

Table 4.7 Descriptive analysis for Ethnicity

Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Malay	72	19.05	72	19.05
Chinese	230	60.85	302	79.89
Indian	74	19.58	376	99.47
Others	2	0.53	378	100.00

Source: Developed for this research

Figure 4.7 Descriptive analysis for Ethnicity



Adapted from: Developed for this research

Our respondents, majority of them was come from the ethnic group of Chinese which reached 60.85%, followed by Indian 19.58%, Malays 19.05% and others ethnic group 0.53% as refers to figure 4.7.

4.1.1.8 Nationality

Table 4.8 Descriptive analysis for Nationality

Nationality	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Malaysian	378	100.00	378	100.00
Expatriate	0	0.00	378	100.00

Source: Developed for this research

Obviously as observe from table above, all of our respondents are Malaysian, none of them are Expatriate.

4.1.2 Central Tendencies Measurement of Constructs

4.1.2.1 Organizational Citizenship Behavior

Table 4.9 OCB

Organizational Citizenship Behavior	Percentage (%)					Mean	Ranking
	SD	D	N	A	SA		
Helps others who have heavy work loads.	0.00	3.70	36.51	56.08	3.70	3.60	6
Helps others who have been absent.	0.26	8.20	35.19	54.23	2.12	3.50	8
Willingly gives of his/her time to help others who have work related problems.	1.06	5.82	29.89	59.52	3.70	3.60	6
Helps orient new people even though	0.79	4.23	44.97	45.50	4.50	3.50	8

it is not required.							
Consults with me or other individuals who might be affected by his/her actions or decisions.	0.00	10.32	39.68	44.71	5.29	3.45	9
Does not abuse the rights of others.	0.00	0.53	20.37	63.49	15.61	3.94	1
Take steps to prevent problems with other workers.	0.53	1.32	25.93	57.94	14.29	3.84	2
Informs me before taking any important actions.	1.06	10.32	53.97	27.51	7.14	3.29	10
Consumes a lot of time complaining about trivial matters.	14.81	46.56	30.69	7.94	0.00	2.32	13
Tends to make "mountains out of molehills" (makes problem bigger than they are).	25.40	50.79	20.37	3.44	0.00	2.02	14
Constantly talks about wanting to quit his/her job.	29.10	60.32	8.47	1.32	0.79	1.84	15
Always focuses on what's wrong with his/her situation, rather than the positive side of it.	16.40	24.87	31.48	27.25	0.00	2.70	12

Is always punctual.	0.53	2.65	23.28	59.79	13.76	3.84	2
Never takes long lunches or breaks.	0.79	2.91	25.40	62.17	8.73	3.75	4
Does not take extra breaks.	0.00	4.23	25.40	61.38	8.99	3.75	4
Obeys company rules, regulations and procedures even when no one is watching.	0.26	9.26	21.43	61.64	7.41	3.67	5
Keeps abreast of changes in the organization.	0.00	7.94	35.19	52.12	4.76	3.54	7
Attends functions that are not required, but that help the company image.	1.06	19.84	41.01	34.39	3.70	3.20	11
Attends and participates in meetings regarding the organization.	0.00	5.29	23.28	60.05	11.38	3.78	3
"Keeps up" with developments in the company.	0.00	1.06	26.72	65.08	7.14	3.78	3

Source: Developed for this research

Based on table 4.9, the highest ranked statement of OCB is “Does not abuse the rights of others” which the mean score is 3.94. There were 0%

of respondents strongly disagreeing on this statement but there were a little portion of them (0.53%) was disagreed on it. More than half of the respondents, 63.49% were agree on it, 20.37% were disagreeing, while 15.61% were strongly agreed.

There were 2 statements sharing the same rank, which is the second; these statement are “Take steps to prevent problems with other workers” and “Is always punctual” whereby the mean score is 3.84 for both of it. The order of percentages of both statement is similar, whereby the highest were agree with 57.94% and 59.79%, followed by neutral with 25.93% and 23.28%, strongly agree with 14.29% and 13.76%, disagree with 1.32% and 2.65%, and lastly the lowest ,strongly disagree with 0.53% and 0.53% respectively.

Besides that, another 2 statement sharing the third ranked are “Attends and participates in meetings regarding the organization” and “"Keeps up" with developments in the company” which their mean score is 3.78. Again, the order of percentage of rating is similar for these statements too. There 0% strongly disagrees for both statement, but there were 5.29% and 1.06% disagreeing for the statement respectively. The highest rating of percentage is 60.05% and 65.08% for agree, followed by 23.28% and 26.72% which were neutral and lastly 11.38% and 7.14% were strongly agreed on it.

The forth ranked statements is “Never takes long lunches or breaks” and “Does not take extra breaks” with the mean score of 3.75. Among the scale, scale for agree having the highest percentage for both statements which are 62.17% and 61.38% respectively. This followed by 25.40% and 25.40% for neutral, 8.73% and 8.99% for strongly agree, 2.91% and 4.23% for disagree and 0.79% and 0% for strongly disagree.

The mean score for fifth ranked statement, “Obeys company rules, regulations and procedures even when no one is watching” is 3.67. 61.64% of respondents were agreed, 21.43% were neutral, 9.26% were disagreed, 7.41% were strongly agreed and lastly 0.26% out of 100% was strongly disagreed.

Two statements sharing the sixth ranked are “Helps others who have heavy work loads” and “Willingly gives of his/her time to help others who have work related problems” which the mean score is 3.60. 56.08% and 59.52% were agree, while 3.70% and 5.82% were disagree for both statement respectively. Besides that, 36.51% and 29.89% were neutral for both statement, and 3.70% of them are strongly agreed for both. Lastly, 0% and 1.06% were strongly disagreeing for both statements respectively.

The seventh ranked statement is “Keeps abreast of changes in the organization” whereby the mean score is 3.54. 52.12% of them were agreeing on this statement while 7.94% were disagreeing on it. 35.19% of them were behaving neutral in this statement, 4.76% were strongly agreed and 0% of them strongly disagreed on it.

The mean score for eighth ranked statement “Helps others who have been absent” and “Helps orient new people even though it is not required” is 3.50. There were 0.26 and 0.79% out of 100% were strongly disagrees for statement, 8.20% and 4.23% disagreeing for the statement respectively. The highest rating of percentage is 54.23% and 45.50% for agree, followed by 35.19% and 44.97% which were neutral and lastly 2.12% and 4.50% were strongly agreed on it.

The ninth ranked statement is “Consults with me or other individuals who might be affected by his/her actions or decisions” with mean score 3.45. 0 % of them were strongly disagreed on this, while 5.29% were strongly

agreed on it. 44.71% of the respondents were agreed, followed by 39.68% were neutral and 10.32% were disagree.

The mean score of tenth ranked statement “Informs me before taking any important actions” is 3.29. 53.97% of the respondents were neutral for this statement this is followed by 27.51%, agreed; 10.31%, disagreed; 7.14%, strongly agreed and 1.06%, strongly disagreed.

Eleventh ranked statement is “Attends functions that are not required, but that help the company image” with the mean score of 3.20. There 41.01% were answering neutral for this statement, 34.39% were agree, 19.84% were disagree, 3.70 were strongly agree and 1.06% were strongly disagree.

Twelfth is “Always focuses on what's wrong with his/her situation, rather than the positive side of it” whereby the mean score is 2.70. None of the respondents were strongly agreed on this statement but there are 27.25% were agreed on this statement. 31.48% were neutral, 24.87% were disagree and followed by 16.40% which were strongly disagree.

The thirteenth ranked statement is “Consumes a lot of time complaining about trivial matters” where the mean score is 2.32. Again none of the respondents were strongly agreed on this statement but there are 7.94% are agreeing. 46.56% of the respondents were disagreeing while 14.81% were strongly disagreeing. Lastly there are 30.69% were neutral for this statement.

Last second lowest ranked statement is “Tends to make "mountains out of molehills" (makes problem bigger than they are)” and the lowest ranked statement is “Constantly talks about wanting to quit his/her job” whereby the mean score is 2.02 and 1.84 respectively. Most of the respondents,

50.79% and 60.32% were disagree on these statements respectively. These is followed by, 25.40% and 29.10% strongly disagree, 20.37% and 8.47% neutral, 3.44% and 1.32% agree and 0% and 0.79% out of 100% were agree strongly respectively.

4.1.2.2 Job Autonomy

Table 4.10 Job Autonomy

Job Autonomy	Percentage (%)					Mean	Ranking
	SD	D	N	A	SA		
I am allowed to decide how to go about getting my job done (the methods to use).	0.79	3.17	33.07	54.50	8.47	3.67	1
I am able to choose the way to go about my job (the procedures to utilize).	1.59	12.17	26.46	51.85	7.94	3.52	3
I am free to choose the methods to use in carrying out my work.	0.26	4.50	33.60	51.32	10.32	3.67	1

I have control over the scheduling of my work.	1.06	12.70	33.33	45.50	7.41	3.46	4
I have some control over the sequencing of my work activities (when I do what).	0.53	3.44	43.12	44.71	8.20	3.57	2
My job is such that can decide when to do particular work activities.	0.79	16.40	32.54	44.71	5.56	3.38	6
My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.	2.65	13.23	37.57	39.95	6.61	3.35	8
I am able to modify what my job objectives are (what I am supposed to accomplish).	2.65	14.81	32.54	43.39	6.61	3.37	7

I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).	0.53	15.87	31.48	42.06	10.05	3.45	5
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Source: Developed for this research

The highest ranked statements for Job Autonomy are “I am allowed to decide how to go about getting my job done (the methods to use)” and “I am free to choose the methods to use in carrying out my work” whereby the mean score is 3.67 for both of it. Most of the respondents were agree on these statement which with 54.50% and 51.32% respectively. The order of the rating percentage were similar for both statement whereby is followed by 33.07% and 33.60% for neutral; 8.47% and 10.32% for strongly agree; 3.17% and 4.50% for disagree and lastly 0.79% and 0.26% for strongly disagree.

The second highest ranked statement is “I have some control over the sequencing of my work activities (when I do what)” which the mean score is 3.57. The highest percentage rating is 44.71% for agree, followed by 43.12% for neutral, 8.20% for strongly agree, 3.44% for disagree and 0.53% for strongly disagree.

The third ranked among these statements is “I am able to choose the way to go about my job (the procedures to utilize)” with mean score 3.52. Half of the respondents, 51.85% were agree, while 26.46% were neutral, 12.17%

were disagree, 7.94% were strongly agree and 1.59% out of 100% were strongly disagree on it.

The mean score for the forth ranked statement, “I have control over the scheduling of my work” is 3.46. based on table above, it shows that there were 45.50% of respondents agree on this statement, 33.33% were behave neutral, 12.70% were disagree, 7.41% were strongly agree and 1.06% were strongly disagree.

Next, the fifth ranked statement is “I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives)” and the sixth ranked statement is “My job is such that can decide when to do particular work activities” whereby the mean score is 3.45 and 3.38 respectively. Both statement also having majority of the respondents agree on the statement, which are 42.06% and 44.71% respectively. This is followed by 32.54% and 31.48% for neutral, 16.40% and 15.87% for disagree, 5.56% and 10.05% for strongly agree and lastly the lowest 0.79% and 0.53% for strongly disagree respectively.

Lastly the last second ranked statement is “I am able to modify what my job objectives are (what I am supposed to accomplish)” and last ranked statement is “My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others” which their mean score is 3.37 and 3.35 respectively. Both of statement’ order of percentage rating is similar, where highest were 43.39% and 39.95% were agree on the statement, followed by 32.54% and 37.57% were neutral, 14.81% and 13.23% were disagree, 6.61% were strongly agree for both statement, and 2.65% also disagree strongly for both the statement.

4.1.2.3 Organizational Resources

Table 4.11 Organizational Resources

Organizational Resources	Percentage (%)					Mean	Ranking
	SD	D	N	A	SA		
My organization regularly updates its instruments (i.e. manuals, database, files, organizational, routines, etc.).	1.06	7.94	20.11	59.26	11.64	3.73	5
My organization adopts practices and techniques that other organizations are using successfully.	1.06	10.05	25.66	55.03	8.20	3.59	9
My organization has subscriptions to professional publications.	10.85	42.33	22.49	16.93	7.41	2.68	16
My organization provides its staff with internal training opportunities including cross training between departments, training in organization practices, etc.	0.00	7.67	21.69	57.14	13.49	3.77	3

My organization provides its staff with training opportunities external to the organization through professional conferences, training firms, etc.	0.79	11.64	34.39	42.33	10.85	3.51	13
My school actively tries to adopt programs and services in response to significant trends in the field.	0.53	9.52	23.54	58.20	8.20	3.64	7
My organization provides with me with information about best practices related to my job.	0.00	9.79	31.22	52.38	6.61	3.56	10
My organization promotes knowledge sharing among co-workers about effective service delivery.	0.53	8.99	33.60	51.06	5.82	3.53	12
My organization supports innovation in service delivery.	0.00	2.38	46.83	44.18	6.61	3.55	11

My organization regularly schedules meetings/opportunities that facilitate knowledge sharing between supervisors and frontline staff.	0.00	2.91	32.54	55.29	9.26	3.71	6
The majority of our service delivery personnel have college/university degrees directly related to their roles and responsibilities.	0.00	1.85	22.75	67.20	8.20	3.82	2
The majority of our administrative personnel have college/university degrees directly related to their roles and responsibilities.	0.00	2.38	25.93	67.46	4.23	3.74	4
Our organization has the appropriate number of staff to fulfill its mission.	2.12	28.31	43.92	19.58	6.08	2.99	15
My organization has accurate position descriptions for each paid position in the organization.	0.00	5.29	46.03	38.89	9.79	3.53	12

My organization provides an organizational orientation for all new employees.	0.53	6.35	31.22	53.17	8.73	3.63	8
My organization provides performance appraisals to staff on at least an annual basis.	0.00	1.32	14.02	71.96	12.70	3.96	1
Our organization has the ability to hire recruit needed staff in a timely manner.	0.53	24.07	45.50	21.69	8.20	3.13	14

Source: Developed for this research

The first ranked statement is “My organization provides performance appraisals to staff on at least an annual basis”; mean score is 3.96. There are 71.96% of respondents were agree on this, 14.02% were neutral, 12.70% were strongly agreed, and 1.32% were disagree while there is 0% were strongly disagree.

Second ranked statement is “The majority of our service delivery personnel have college/university degrees directly related to their roles and responsibilities” where mean score is 3.82. There are 0% of respondents were strongly disagreeing on this but 1.85% of them are disagreeing. Despite on that, 67.20% of them were agreed and 22.75% were neutral while 8.20% were strongly agreed.

The third ranked statement is “My organization provides its staff with internal training opportunities including cross training between departments, training in organization practices, etc”; mean score is 3.77. 57.14% were agreeing on this statement, 21.69% were neutral, however 13.49% were strongly agreed, 7.67% were disagree and none of them were strongly disagreed.

The forth ranked statement is “The majority of our administrative personnel have college/university degrees directly related to their roles and responsibilities” which the mean score is 3.74. Again none of the respondents were strongly disagreeing on this statement, but there are 2.38% were disagreeing. Majority of them were agreed on, which is 67.46%, 25.93% were neutral and 4.23% were strongly agree.

The mean score for fifth ranked statement “My organization regularly updates its instruments (i.e. manuals, database, files, organizational, routines, etc.)” is 3.73. There were that 59.26% are agreed, 20.11% are neutral, 11.64% are strongly agreed, 7.94% are disagreed and 1.06% are strongly disagreed.

Sixth ranked statement is “My organization regularly schedules meetings/opportunities that facilitate knowledge sharing between supervisors and frontline staff” with mean score is 3.71. 55.29% were agree, followed by 32.54% for neutral, 9.26% for strongly agree, 2.91% for disagree and 0% for strongly disagree.

Mean score of the seventh statement “My school actively tries to adopt programs and services in response to significant trends in the field” is 3.64. More than half of the respondents, 58.20% were agree on this, followed by

23.54%, 9.52%, 8.20% and 0.53% which are neutral, disagree, strongly agree and strongly disagree respectively.

The eight ranked statement is “My organization provides an organizational orientation for all new employees” with mean score 3.63. More than half of the respondents, 53.17% were agree on this, followed by 31.22% (neutral), 8.73% (strongly agree), 6.35% (disagree) and 0.53% (strongly disagree).

Next, the ninth ranked statement is “My organization adopts practices and techniques that other organizations are using successfully” whereby the mean score is 3.59. 1.06% out of 100% of the respondents were strongly disagree on this statement, while 8.20% were strongly agree; 25.66% were neutral; 55.03% of them were agree while 10.05% of them are disagreed on it.

Tenth ranked statement is “My organization provides with me with information about best practices related to my job” with mean score is 3.56. More than half of the respondents were agreed, followed by neutral, disagree, strongly agree and strongly disagree which are 52.38%, 31.22%, 9.79%, 6.61% and 0% respectively.

The eleventh ranked statement is “My organization supports innovation in service delivery” where the mean score 3.55. Table above shows that 46.83% of the respondents were behave neutral for this statement, 44.18% of them are agreed, 6.61% were strongly agree and few of them responded to disagree and strongly disagree which is 2.38% and 0% respectively.

The twelfth ranked statement which shared same ranking is “My organization promotes knowledge sharing among co-workers about

effective service delivery” and “My organization has accurate position descriptions for each paid position in the organization” whereby the mean score is 3.53. There are 51.06% agree on the first mentioned statement, 33.60% were neutral, 8.99% disagree, 5.82% strongly agree and 0.53% of them are strongly disagreed while for the twelfth ranked’ second statement, 46.03% of the respondents were behave neutral for this, 38.89% are agreed, 9.79% strongly agree, 5.29% disagree and none of them were strongly disagreed on it.

The thirteenth ranked statement is “My organization provides its staff with training opportunities external to the organization through professional conferences, training firms, etc” with mean score 3.51. 42.33% were agreed, 34.39% were neutral, 11.64% disagree, 10.85% strongly agree and on 0.79% out of 100% were strongly disagreed.

Last second lowest ranked statement is “Our organization has the ability to hire recruit needed staff in a timely manner” whereby the mean score 3.13. Majority of the respondents choose neutral for this statement, there are 45.50% of them. There are 24.07% of them are disagreed while 21.69% are agreed; 8.20% are strongly agreed while 0.53% of them are strongly disagreed on it.

The lowest ranked statement is “Our organization has the appropriate number of staff to fulfill its mission” which with mean score 2.99. 43.92% of them were neutral. There are 28.31% of them are disagreed while 19.58% are agreed; 6.08% are strongly agreed and 2.12% of them are strongly disagreed on it.

4.1.2.4 Organizational Commitment

Table 4.12 Organizational Commitment

Organizational Commitment	Percentage (%)					Mean	Ranking
	SD	D	N	A	SA		
I am very happy being a member of this organization.	1.06	1.06	39.68	44.18	14.02	3.69	2
I enjoy discussing about my organization with people outside it.	0.53	9.52	46.56	36.51	6.88	3.40	7
I really feel as if this organization's problems are my own.	1.59	9.52	45.50	36.77	6.61	3.37	8
I think that I could easily become as attached to another school as I am to this one.	6.61	28.31	36.24	26.46	2.38	2.90	11
I do not feel like 'part of the family' at my organization.	23.02	50.79	19.58	6.35	0.26	2.10	19

I do not feel 'emotionally attached' to this organization.	16.93	42.86	27.51	12.70	0.00	2.40	17
This organization has a great deal of personal meaning for me.	0.00	8.47	37.04	47.09	7.41	3.53	4
I worry about the loss of investment I have made in this organization.	3.17	31.48	31.75	28.31	5.29	3.01	9
If I wasn't a member of this organization, I would be sad because my life would be disrupted.	3.97	43.12	27.51	21.43	3.97	2.78	14
I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically.	1.06	11.11	35.19	42.33	10.32	3.50	5
I often feel anxious about what I have to lose with this organization.	3.97	40.48	40.74	10.05	4.76	2.71	15

Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member.	4.23	49.47	24.87	15.08	6.35	2.70	16
I am dedicated to this organization because I fear what I have to lose in it.	0.79	43.39	28.57	20.90	6.35	2.89	12
I feel that I owe this organization quite a bit because of what it has done for me.	3.97	21.96	49.47	19.58	5.03	3.00	10
My organization deserves my loyalty because of its treatment towards me.	0.00	19.05	29.37	42.59	8.99	3.42	6
I feel I would be letting my co-workers down if I wasn't a member of this organization.	2.65	36.77	44.71	10.58	5.29	2.79	13
I am loyal to this organization because my values are largely its	0.00	22.22	29.10	39.68	8.99	2.35	18

values.							
This organization has a mission that I believe in and am committed to.	0.00	7.67	39.15	43.65	9.52	3.55	3
I feel it is 'morally correct' to dedicate myself to this organization.	0.00	2.38	32.80	54.50	10.32	3.73	1

Source: Developed for this research

The highest ranked statement for dependent variable, organizational commitment is “I feel it is 'morally correct' to dedicate myself to this organization” where the mean score is 3.73 and 54.50 % of respondents are agree on this statement while 32.80% of respondent were neutral. Besides that, 10.32% strongly agree on this statement while only 2.38% of disagree and 0% strongly disagree.

Second ranked statement is “I am very happy being a member of this organization” whereby its mean score is 3.69. 44.18% of respondents agree on this statement, while 39.68% were neutral and 14.02% were strongly agreed. On the other hand, both scale of strongly disagree and disagree shown the same rate of percentage which is 1.06%.

Third ranked statement is “This organization has a mission that I believe in and am committed to” where its mean score is 3.55. In this statement, 0% of the respondents selected strongly disagree but 7.67% were disagreed on this statement. Most of the respondents were agree on this statement,

followed by neutral and strongly agree, which is 43.65%, 39.15% and 9.52% respectively.

The forth ranked statement is “This organization has a great deal of personal meaning for me” which its mean score is 3.53. In this statement, 0% of the respondents selected strongly disagree but 8.47% were disagreed on this statement. Nearly half of the respondents were agree on this statement, followed by neutral and strongly agree, which is 47.09%, 37.04% and 7.41% respectively.

The mean score for the fifth ranked statement is “I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically” is 3.50. 42.33% of respondents were agreed, 35.19% were neutral, 11.11% were disagreed, 10.32% were strongly agreed and lastly 1.06% out of 100% was strongly disagreed.

The sixth ranked statement is “My organization deserves my loyalty because of its treatment towards me” with mean score 3.42. The highest percentage of rating scale for this statement is agree, which is 42.59%, followed by neutral, disagree, strongly agree and strongly disagree whereby their percentage are 29.37%, 19.05%, 8.99% and 0% respectively.

The seventh ranked statement for dependent variable, organizational commitment is “I enjoy discussing about my organization with people outside it” where the mean score is 3.40 and nearly half of respondents which are 46.56% were behave neutral on this statement while 36.51% of respondent were agreed. Besides that, 9.52% of respondents disagree on this statement while only 0.53% strongly disagree and 6.88% strongly agree on this statement.

Next, eighth ranked statement is “I really feel as if this organization's problems are my own” with mean score of 3.37. Among the scale, 45.50% were neutral, 36.77% were agree, followed by 9.52%, 6.61% and 1.59% which were disagree, strongly agree and strongly disagree respectively.

The ninth ranked statement is “I worry about the loss of investment I have made in this organization” whereby the mean score is 3.01. The percentage of rating scale for neutral were 31.75% followed by 31.48%, disagree; 28.31%, agree; 5.29%, strongly agree and 3.17%, strongly disagree.

Tenth ranked statement which with mean score of 3.00 is “I feel that I owe this organization quite a bit because of what it has done for me”, it is only 0.01 differences with the ninth ranked statement. Majority of them, 49.47% are behave neutral with this statement, while 21.96% were disagree, 19.58% were agree, 5.03% were strongly agree and 3.97% were strongly disagree.

Next, “I think that I could easily become as attached to another school as I am to this one” with the mean score of 2.90 was ranked eleventh. 36.24 % of the respondents were answer neutral in this statement, followed by 28.31%, disagree; 26.46%, agree; 6.61%, strongly disagree and 2.38%, strongly agree.

The mean score for the twelfth ranked statement is “I am dedicated to this organization because I fear what I have to lose in it” is 2.89. 43.39% of respondents were disagreed, 28.57% were neutral, 20.90% were agreed, 6.35% were strongly agreed and lastly 0.79% out of 100% was strongly disagreed.

Mean score of thirteenth ranked statement “I feel I would be letting my co-workers down if I wasn't a member of this organization” is 2.79. 44.71% of the respondents are behave neutral, while 36.77% were disagree, 10.58% were agree, 5.29% were strongly agree and 2.65% were strongly disagree with this statement.

The fourteenth ranked statement is “If I wasn't a member of this organization, I would be sad because my life would be disrupted” whereby the mean score is 2.78. Among the respondents, 43.12% were disagree on this statement, 27.51% of them were neutral, 21.43% were selected agree, while for scale of strongly agree and strongly disagree, both also 3.97%.

The mean score for the fifteenth ranked statement, “I often feel anxious about what I have to lose with this organization” is 2.71. Almost half of the respondents were selected neutral and disagree which is with 40.74% and 40.48% respectively. While 10.05% of them were agreeing on this, 4.76% were strongly agreed and 3.97% were strongly disagreeing.

Next, the mean score for the sixteenth ranked statement, “Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member” is 2.70. Majority of the respondents, 49.47% are disagreed with this statement, while 24.87% were neutral, 15.08% were agree, 6.35% were strongly agree and 4.23% were strongly disagree.

The seventeenth ranked statement is “I do not feel 'emotionally attached' to this organization” with mean score 2.40. 42.86% of them are disagreed, 27.51% were neutral, 16.93% were strongly disagreeing and 0% of them were strongly agreed.

Second last ranked statement is “I am loyal to this organization because my values are largely its values” whereby the mean score is 2.35. 0% of them were strongly disagreed on this statement but there are 22.22% were disagreed. Despite of that, 39.68% were neutral, and 8.99% are strongly agreed on this statement.

The last ranked statement is “I do not feel like 'part of the family' at my organization” with 2.10 score of mean. More than half of the respondents were disagree on this statement, whereby the percentage is 50.79%, followed by 23.02% strongly disagreeing, 19.58% were neutral, 6.35% agree and 0.26% were strongly agree.

4.2 Scale Measurement

Commonly to interpreting the reliability of the survey, Cronbach’s Coefficient Alpha will be deployed; it is to identify the correlations, reliability and consistency of our study. In our research, there are 3 independent variables and 1 dependent variable; table below shows the level of reliability in different range.

Table 4.13 Rule about Cronbach’s Coefficient Alpha

Cronbach’s Coefficient Alpha (α)	Reliability
0.80 to 0.95	Very Good
0.70 to 0.80	Good
0.60 to 0.70	Fair
< 0.60	Poor

Source: Sekaran & Bougie (2010)

4.2.1 Reliability Analysis

Table 4.14 Reliability Test Result

Variables	Cronbach's Alpha
OCB	0.737939
Job Autonomy	0.918225
Organizational Resources	0.905115
Organizational Commitment	0.855404

Source: Developed for this research

Reliability analyses for each of the variables in our study are shown in table above. As shown in the table, both independent and dependent variables are above 0.60 where the OCB' Cronbach's Alpha is 0.737039 at the level of 'Good'; while Job Autonomy, Organizational Resources, and Organizational Commitment are at 'Very Good' status which are with 0.918225, 0.905115 and 0.855404 respectively. Thus, all the variables are reliable and acceptable as 0.60 is the value of Cronbach's Alpha.

4.3 Inferential Analysis

4.3.1 Pearson Correlations Coefficient

Pearson Correlations Coefficient was deployed to help us indicates the significant connection, strength and direction among all the variables.

Table 4.15 Rule about Pearson Correlation Coefficient Alpha

Coefficient Range	Strength
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
0.00 to ± 0.20	Slight, almost negligible

Sources: Hair, J. F. Jr., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. Chichester, West Sussex: John Willey & Sons, Inc.

Table 4.16 Pearson's Correlation Analysis

Pearson Correlations Coefficient, N = 378			
Prob > r under H0: Rho=0			
	OCB	JA	OR
OC	0.58816	0.7312	0.75346
	<.0001	<.0001	<.0001

Note: OC = Organizational Commitment; OCB = Organizational Citizenship Behavior; JA = Job Autonomy; OR = Organizational Resources

Source: Developed for this research

Hypothesis 1

H₀: There is no significant relationship between organizational citizenship behavior and organizational commitment.

H₁: There is a significant relationship between organizational citizenship behavior and organizational commitment.

Positive connection was found out in OCB and organizational commitment. OCB has a positive value for correlations coefficient as shown in table above. The OCB has a 0.58816 correlations coefficient with organizational commitment. Thus, when OCB is high, organizational commitment also is high.

The figure of 0.58816 correlations coefficient is falls under the range of coefficient ± 0.41 to ± 0.70 . Hence, there is moderate connection in OCB and organizational commitment.

Significant relations was found out between OCB and organizational commitment as a result from the p-value ($< .0001$) is less than 0.05 alpha. In conclude, alternative hypothesis “There is a significant relationship between organizational citizenship behavior and organizational commitment” is accepted whereas null hypothesis “There is no significant relationship between organizational citizenship behavior and organizational commitment” is rejected.

Hypothesis 2

H₀: There is no significant relationship between job autonomy and organizational commitment.

H₂: There is a significant relationship between job autonomy and organizational commitment.

According to table 4.16, positive relationship was found out in job autonomy and organizational commitment. Value of positive (0.73120) for correlations coefficient has been determined in job autonomy. Therefore, when job autonomy is high, organizational commitment also will be high.

The figure of 0.73120 correlations coefficient is falls under the range of coefficient from ± 0.71 to ± 0.90 . Hence, the connection was high among organizational commitment and job autonomy.

P-value ($< .0001$) showed is less than alpha (0.05), this indicates that positive and significant relationship was found out in organizational commitment and job autonomy. To conclude, alternative hypothesis “There is a significant relationship between job autonomy and organizational commitment” is accepted whereas null hypothesis “There is no significant relationship between job autonomy and organizational commitment” is rejected.

Hypothesis 3

H₀: There is no significant relationship between organizational resources

and organizational commitment.

H₃: There is a significant relationship between organizational resources and organizational commitment.

Based on table 4.16, significant relationship was determined in organizational resources and organizational commitment. Organizational resources have a positive value (0.75346) for correlations coefficient. Thus, when organizational resources are high, organizational commitment also high.

The value of 0.75346 for correlations coefficient is falls under the range of coefficient from ± 0.71 to ± 0.90 . Hence, a high relation is found between organizational resources and organizational commitment.

Significant relations occur in organizational resources and organizational commitment as the p-value ($< .0001$) is smaller than 0.05 alpha value. In conclude, alternative hypothesis “There is a significant relationship between organizational resources and organizational commitment” is accepted. For null hypothesis “There is no significant relationship between organizational resources and organizational commitment” is rejected.

4.3.2 Multiple Regression Analysis

Table 4.17 Multiple Linear Regression: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	54.9105	18.3035	285.12	<.0001
Error	374	24.0089	0.06419		
Corrected Total	377	78.9194			

Root MSE	0.25337	R-Square	0.6958
Dependent mean	3.09343	Adjusted R-Square	0.6933
Coefficient Variance	8.1905		

Source: Developed for this research

H₀: The three independent variables (organizational citizenship behavior, job autonomy, and organizational resources) are not significant in describing the organizational commitment's variance.

H₄: The three independent variables (organizational citizenship behavior, job autonomy, and organizational resources) are significant in describing the organizational commitment's variance.

Table 4.17 showed that p-value (<.0001) is smaller than 0.05 alpha value. Therefore, the F-statistic was positive. This indicates that the model developed is a good descriptor. Hence, independent variables (OCB, job autonomy, and organizational resources) are found out significantly in

describing the organizational commitment's variance. Lastly, the alternative hypothesis has been supported and data proved.

R square reflects how much the dependent variable variance can be further described by independent variables. The independent variables (OCB, job autonomy, and organizational resources) are able to explain 69.58% of the dependent variable variation (organizational commitment). Despite that, there still leaves around 30.42% are not explained in this study which means there are other variables which might be significant in further describe organizational commitment that have yet to be considered in the research.

Table 4.18 Multiple Linear Regression: Parameter Estimates

Parameter Estimates						
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t 	Standardized Estimate
Intercept	1	0.14889	0.14675	1.01	0.311	0
OCB	1	0.11877	0.05776	2.06	0.0405	0.07781
JA	1	0.29747	0.02625	11.33	<.0001	0.41767
OR	1	0.42714	0.03688	11.58	<.0001	0.45738

Note: OCB = organizational citizenship behavior; JA = job autonomy; and OR = organizational resources

Source: Developed for this research

Table above shows OCB, job autonomy and organizational resources were found out as significant predictor for dependent variable (organizational commitment). The three independent variables p-value are lower than alpha (0.05) whereby their p-value are 0.0405 for OCB and (<.0001) for job autonomy and organizational resources.

Regression equation:

$$\text{Organizational Commitment} = 0.14889 + 0.11877(\text{organizational citizenship behavior}) + 0.29747(\text{job autonomy}) + 0.42714(\text{organizational resources})$$

The predictor variable which contributes the greatest to the organizational commitment variance is organizational resources as its “Parameter Estimate” value (as shown in table 4.18) is the largest (0.42714) among the others variables.

This indicates that organizational resources gives out the most in explaining organizational commitment variance at the time the variance was described by other predictor variables that controlled the model.

Job autonomy is the second highest predictor variable that contribute to the dependent variable variance (organizational commitment) as its “Parameter Estimate” value (as shown in table 4.18) is the second largest (0.29747) among the others variables.

This indicates that job autonomy would be the second strongest unique contribution in describing the dependent variable variation (organizational commitment) at the time the variance was described by other predictor variables that controlled the model.

Lastly, OCB is the predictor variable that give out the least to the dependent variable variation (organizational commitment) as its “Parameter Estimate” value (as shown in table 4.18) is the lowest (0.11877) among the others variables.

Its indicates that OCB make the lowest unique contribution in describing the dependent variable variation (organizational commitment) at the time the variance was describe by other predictor variables that controlled the model.

4.4 Conclusion

Three analyses results and interpretations on consisting of descriptive, reliability and inferential analysis are provided in chapter four. Overall results shown that significant connection had been determined in the independent variables (OCB, job autonomy, and organizational resources) and dependent variable (organizational commitment).

Next chapter will be focus on the discussion, limitation of study, the summary of this research together with the recommendations for the future guides.

Chapter 5: Discussion and Conclusion

5.0 Introduction

Analyses summary of previous chapter will be provided in this chapter. The major findings of the result, implications and also practical implications will be presented. Besides that, this research also consists of few limitations that have been found and few recommendations will be suggested to overcome the obstacles and weaknesses in future study of similar interest. At the end will provide the summary for the whole study.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

5.1.1.1 Respondent Demographic Profile

Respondents' demographic profile shows female (65.87%) took more than half of our respondents and (34.13%) of them are male. Based on table and also figure 4.2, the highest group of age is between 20 to 30 years old which is 149 respondents (39.42%). Second highest age group is 31 to 40 years old with 114 respondents (30.16 %), followed by age group 41 to 50 years old with 96 respondents (25.40 %), age group 51 to 60 years with 16 respondents (4.23%) and the lowest age group is 61 years old to above with only 3 respondents (0.79%).

Among the teaching experiences of respondents, most of our respondents that participate in this research are having teaching experiences between 1 to 5 years and 6 to 10 years. Figure 4.3 shows respondents having 1 to 5 years teaching experiences are 37.57 % out of 100%, followed by range 6 to 10 years (36.77%), range 11 to 15 years (16.14%), range 21 years to above (5.03%) and lastly the lowest fall to range 16 to 20 years with only 4.50%.

In addition, majority of our respondents' educational background are bachelors (60.32%), Master's (29.37%), doctoral (7.67%) and the minority of their educational background are other than the educational level mentioned above which with only 2.65%.

Moreover, our respondents' school configuration divided into 3 groups which is elementary, middle and high school. Highest among the 3 groups are Middle, 53.17%, second highest are High School, 35.71% and lowest with 11.11% are Elementary.

Furthermore, according to figure 4.6, 79.10 % of respondents with salary range of RM 2,001 and above, 13.49% with salary range of RM 1,501 to RM 2,000, 4.23% with salary range of RM 1,001 to RM 1,500, 2.12% with RM 501 to RM 1,000 and 1.06% with salary range of RM 1 to RM500.

By referring to the results above, we found that all of our respondents are Malaysian, none of them are Expatriate.

5.1.2 Central Tendencies Measurement of Constructs

Table 5.1 Ranking of Construct: OCB

Organizational Citizenship Behavior	Mean	Ranking
Does not abuse the rights of others.	3.94	1
Take steps to prevent problems with other workers.	3.84	2
Is always punctual.	3.84	2
Attends and participates in meetings regarding the organization.	3.78	3
"Keeps up" with developments in the company.	3.78	3
Never takes long lunches or breaks.	3.75	4
Does not take extra breaks.	3.75	4
Obeys company rules, regulations and procedures even when no one is watching.	3.67	5
Helps others who have heavy work loads.	3.60	6
Willingly gives of his/her time to help others who have work related problems.	3.60	6
Keeps abreast of changes in the organization.	3.54	7
Helps others who have been absent.	3.50	8
Helps orient new people even though it is not required.	3.50	8
Consults with me or other individuals who might be affected by his/her actions or decisions.	3.45	9

Informs me before taking any important actions.	3.29	10
Attends functions that are not required, but that help the company image.	3.20	11
Always focuses on what's wrong with his/her situation, rather than the positive side of it.	2.70	12
Consumes a lot of time complaining about trivial matters.	2.32	13
Tends to make "mountains out of molehills" (makes problem bigger than they are).	2.02	14
Constantly talks about wanting to quit his/her job.	1.84	15

Source: Developed for this research

Table 5.2 Ranking of Construct: Job Autonomy

Job Autonomy	Mean	Ranking
I am allowed to decide how to go about getting my job done (the methods to use).	3.67	1
I am free to choose the methods to use in carrying out my work.	3.67	1
I have some control over the sequencing of my work activities (when I do what).	3.57	2
I am able to choose the way to go about my job (the procedures to utilize).	3.52	3
I have control over the scheduling of my work.	3.46	4

I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).	3.45	5
My job is such that can decide when to do particular work activities.	3.38	6
I am able to modify what my job objectives are (what I am supposed to accomplish).	3.37	7
My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.	3.35	8

Source: Developed for this research

Table 5.3 Ranking of Construct: Organizational Resources

Organizational Resources	Mean	Ranking
My organization provides performance appraisals to staff on at least an annual basis.	3.96	1
The majority of our service delivery personnel have college/university degrees directly related to their roles and responsibilities.	3.82	2
My organization provides its staff with internal training opportunities including cross training between departments, training in organization practices, etc.	3.77	3

The majority of our administrative personnel have college/university degrees directly related to their roles and responsibilities.	3.74	4
My organization regularly updates its instruments (i.e. manuals, database, files, organizational, routines, etc.).	3.73	5
My organization regularly schedules meetings/opportunities that facilitate knowledge sharing between supervisors and frontline staff.	3.71	6
My school actively tries to adopt programs and services in response to significant trends in the field.	3.64	7
My organization provides an organizational orientation for all new employees.	3.63	8
My organization adopts practices and techniques that other organizations are using successfully.	3.59	9
My organization provides with me with information about best practices related to my job.	3.56	10
My organization supports innovation in service delivery.	3.55	11
My organization promotes knowledge sharing among co-workers about effective service delivery.	3.53	12
My organization has accurate position descriptions for each paid position in the organization.	3.53	12
My organization provides its staff with training opportunities external to the organization through professional conferences, training firms, etc.	3.51	13
Our organization has the ability to hire recruit needed staff in a timely manner.	3.13	14

Our organization has the appropriate number of staff to fulfill its mission.	2.99	15
My organization has subscriptions to professional publications.	2.68	16

Source: Developed for this research

Table 5.4 Ranking of Construct: Organizational Commitment

Organizational Commitment	Mean	Ranking
I feel it is 'morally correct' to dedicate myself to this organization.	3.73	1
I am very happy being a member of this organization.	3.69	2
This organization has a mission that I believe in and am committed to.	3.55	3
This organization has a great deal of personal meaning for me.	3.53	4
I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically.	3.50	5
My organization deserves my loyalty because of its treatment towards me.	3.42	6
I enjoy discussing about my organization with people outside it.	3.40	7
I really feel as if this organization's problems are my own.	3.37	8

I worry about the loss of investment I have made in this organization.	3.01	9
I feel that I owe this organization quite a bit because of what it has done for me.	3.00	10
I think that I could easily become as attached to another school as I am to this one.	2.90	11
I am dedicated to this organization because I fear what I have to lose in it.	2.89	12
I feel I would be letting my co-workers down if I wasn't a member of this organization.	2.79	13
If I wasn't a member of this organization, I would be sad because my life would be disrupted.	2.78	14
I often feel anxious about what I have to lose with this organization.	2.71	15
Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member.	2.70	16
I do not feel 'emotionally attached' to this organization.	2.40	17
I am loyal to this organization because my values are largely its values.	2.35	18
I do not feel like 'part of the family' at my organization.	2.10	19

Sources: Developed for this research

5.1.3 Scale Measurement

By observing the reliability test results, it is shown that in the Cronbach's Alpha table, independent variables which are OCB (0.737039), Job

Autonomy (0.918225) and Organizational Resources (0.905115), while for dependent variable Organizational Commitment is 0.855404. To conclude, 0.60 of Cronbach's Alpha value indicates the independent and dependent variables of this study are reliable and acceptable.

5.1.4 Inferential Analysis

5.1.4.1 Pearson's Correlation Coefficient

Pearson Correlations Coefficient is deployed for the purpose of examining the significant relationship, strength and direction of all the variables of our study. The results show positive relationship exists between the three variables which are OCB, job autonomy, and organizational resources while the dependent variable is organizational commitment. This is because they have a positive value for correlations coefficient which are 0.58816, 0.73120 and 0.75346 respectively.

5.1.4.2 Multiple Regression Analysis

This analysis is deployed to analyze the efficiency of the three independent variables (OCB, job autonomy, and organizational resources) to explain variance in dependent variable (organizational commitment).

Results showed p-value less than 0.0001 is smaller than 0.05 alpha value, that means the model that we developed in this research is a good descriptor between the relationship of predictor and dependent variables. Hence, in the case of explaining the variance in organizational commitment from the three independent variables in this research which

are OCB, job autonomy, and organizational resources showing a significant result.

There is 69.58% of the variations in organizational commitment (dependent variable) can be further described by OCB, job autonomy, and organizational resources (independent variables) in this research.

In conclusion, based on the results the estimated regression coefficient equation had been developed as followed:

Regression equation:

$$\text{Organizational Commitment} = 0.14889 + 0.11877(\text{organizational citizenship behavior}) + 0.29747(\text{job autonomy}) + 0.42714(\text{organizational resources})$$

5.2 Discussion of Major Findings

Table 5.5 Results' Summary

Independent Variables	Hypothesis	Result (P-value)	Accepted / Rejected
Organizational Citizenship Behavior	H1: There is significant relationship between organizational citizenship behavior and	$r = 0.58816$ $p = 0.0405$ ($p < 0.05$)	Accepted

	organizational commitment.		
Job Autonomy	H2: There is significant relationship between job autonomy and organizational commitment.	$r = 0.73120$ $p = 0.000$ ($p < 0.01$)	Accepted
Organizational Resources	H3: There is significant relationship between organizational resources and organizational commitment.	$r = 0.75346$ $p = 0.000$ ($p < 0.01$)	Accepted

5.2.1 Relationship between Organizational Citizenship Behavior and Organizational Commitment

H1: There is significant relationship between organizational citizenship behavior and organizational commitment.

Table 5.2 shows H1 is accepted as it has positive correlation coefficient value of 0.58816 which indicates moderate correlation in strength and its p-value is smaller than 0.05 which means it is lesser than 0.05 alpha value. Hence, it indicates positive relationship is exists in OCB and

organizational commitment. This hypothesis is proved and supported by various previous researches and studies.

According to Organ and Ryan and Meyer (1995), both of the variables organizational commitment and OCB are significantly related to each other. This research project is supported by past researches whom have proved the variables of organizational commitment and OCB to be positive and significant.

Based on the research project of Ayesha Noor (2005), the result of the connection of OCB and organizational commitment is significant and they have positive relationship. As the organizational commitment of the universities teachers grows, OCB will be increased; when OCB is high, it will lead to high organizational commitment.

Foot et al (2005) said that when the OCB is high, the teachers will pay more patience to the student and understand their learning power and provide the education which is out rival to the quality of education that bring advantages to the universities. Besides, when teacher's OCB is high, they will be more concern of their students. They will be very cooperative, supportive and compassionate in solving the student's problems. The result of organizational commitment is OCB. The results proved to be positive between organizational commitment and OCB has been shown.

Employees' identification with the organization, level of effort and turnover will be influenced by organizational commitment (Stroh & Reilly, 1997). The status of teachers who have more faith in their abilities to attain high-standard of achievement will increase. Therefore, teachers' feelings of commitment have made known towards the organization (Bogler & Somech, 2004). In conclusion, the connection of organizational

commitment and OCB has been proved to be significant and positively related.

5.2.2 Relationship between Job Autonomy and Organizational Commitment

H1: There is significant relationship between job autonomy and organizational commitment.

Table 5.2 showed that H2 is accepted as it has positive correlation coefficient value of 0.73120 which indicates moderate correlation in strength and its p-value is lesser than 0.01 which means it is lower than the 0.05 alpha value. Thus, organizational commitment and job autonomy is proved to be positive.

The connection of organizational commitment and job autonomy which is positive based on the results formed is consistent and similar with the past researches. This could be seen from the work of Sisodia & Das (2013), the relationship of organizational commitment and employees' job autonomy has been proved to be significant and positive. They concluded that the employees' job commitment will be high if they are given more job autonomy.

Carolyn Kirkwood (2006) said positive relationship between the global scale of professional work autonomy and affective commitment existed for the sample as a whole. Besides that, their respondent's comment had supported the view of professional work autonomy which may be a critical requirement for affective commitment. Those respondents prefer the

environment with more autonomy and teamwork as well as their experience will be valued.

According to Naqvi, Ishtiaq, Kanwal, & Ali (2013), when employees have a feeling that they are being relied by their organizations for certain important tasks, organizational commitment will be increased. It implied that the freedom of work for employees or the freedom for employees to make some decisions can enhance their job performance and employees will be much more committed. It also implied that job autonomy will affect job commitment. Thus, the connection of job autonomy and organizational commitment is proved to be positive.

5.2.3 Relationship between Organizational Resources and Organizational Commitment

H1: There is significant relationship between organizational resources and organizational commitment.

Scarcity of research has been determined on studying the connection of organizational resources and organizational commitment. Other researchers seem to be focus on examine the relationship between human resources (one of the dimension of organizational resources) and organization commitment such as Logan (2007), Buck (1999) and Magee (2011). This would be an important gap for us to study.

According to table 5.2, H3 is accepted and supported by the positive correlation coefficient value of 0.75346 generated which indicates moderate correlation in strength and its p-value is lesser than 0.01 which means that it is lower than the figures 0.05 of alpha value. It means the

relationship of significant and positive are existed between organizational resources and organizational commitment due to the positive value. Hence, when organizational resources are high, organizational commitment will be high too.

Moreover, this research result is also proven by Li (2014) who was recently did a research project on examining the correlation of organizational resources and organizational commitment. As stated in results of Li (2014), the connection of organizational resources and organizational commitment is significant.

5.3 Implication of the Study

5.3.1 Managerial Implications

The aim of the study is to examine and discover how well OCB, job autonomy and organizational resources affect organizational commitment in private schools of Malaysia.

According to Mowday, Steers and Porter (1982) whose organizational commitment standard has been widely used seems that organizational commitment offers both the class of intentions and attitude as they explain organizational commitment in a way which it means accepting the organizational purposes and values for the purpose to remain in the organization. As for Scholl (1981), organizational commitment is a moral task that keeps the intensity and direction of the organizational member's behavior at times when the incentives are insufficient to perform it. Thus, the findings from this study are very significant for the management of private schools in Malaysia. It would allow them to know and understand

how much OCB, job autonomy and organizational resources impact on teachers' organizational commitment in private schools.

Based on the results generated, private schools' teachers are generally concern with OCB, job autonomy and organizational resources in private schools as the results revealed that significant relationship is positive between those three independent variables and organizational commitment. The management of private schools need to realize the importance of the three independent variables because they have a strong impact towards organizational commitment. The management should be making reviews on the three variables from time to time in order to know whether they are making any advancement in giving teachers the best.

As mentioned, if these results indicate of an actual trend, private schools of Malaysia should endeavor to revise their schools' practices. It is crucial as it may directly give impact towards organizational commitment. Teachers should be provided all necessary facilities and granted the freedom in performing their jobs. This is necessary for them to feel the ease and flexibility of doing their works. It will enable them to give their best in their jobs.

In general, this research provided an opportunity for private schools of Malaysia get to know the significance of OCB, job autonomy and organizational resources in influencing the degree of organizational commitment. When teachers get the feeling they are being appreciated, they will contribute more than what they are supposed to the schools to show their appreciations. This will eventually increase the performance and reputations of the schools.

5.4 Limitations of the Study

Certain limitations have been discovered. First, three independent and dependent variables had been measured by us at a rather short and single point in time. Some of the variables will probably differ according to environment and time. Hence, the longitudinal study would be needed.

Second, quite many of the respondents were unwilling to participate in this survey as most of the survey questions were quite sensitive, they afraid the survey may affect their schools' reputations as they were all independent or private organizations, reputation plays a crucial role in them. Thus, most of the surveys were distributed by the top management of the schools instead of us to the respondents. It was also to prevent disruptions to the teachers.

Third, we have only studied the direct correlation of the independent and dependent variables; OCB, job autonomy, organizational resources and organizational commitment. We further recognize the organizational environment was complicated. Thus, other variables should be taken into considerations that may have an influence towards organizational commitment.

Forth, due to the time constraints, only ten private schools in Perak, Pahang and Selangor, Malaysia were participated in this survey. This factor restraints the likelihood of generalizing from the research findings. Hence, the findings should be interpreted cautiously as the respondents do not stand for the entire private schools of Malaysia.

5.5 Recommendations for Further Research

The collection of questionnaire data in this research project covered only private

schools from Perak, Selangor and Pahang instead of the entire Malaysia. The results may not represent all private schools of Malaysia. Therefore, a similar study could be carried out in other states too to ascertain whether similar results are obtainable.

On the other hand, there were only 378 sets out of 400 sets of questionnaires which had been collected. Thus, the sample size of the respondents should be expanded in order to generate more reliable results to ensure accuracy and effectiveness. It would provide better generalizing and replication for the whole country.

Other variables such as organizational performance, Pygmalion effects, leadership style and so on can be further explored to have a better understanding of organizational commitment. They can be taking into considerations to seek for the predictive ability of those variables for they may have an impact on organizational commitment.

Due to time, money and other factors, we were using convenience sampling to achieve the objectives of the research. This method of sampling would be able to obtain a quick understanding of certain trends but it forbids for a more absolute representation of the populous. Hence, random sampling is encouraged to be used to increase the generalization finding of this research as it would ensure each portion of the population undergoing equivalent chance to be selected at random. This method allows for a much better accurate theory to be formed and overall is a more thorough form of data collection.

5.6 Conclusion

Through this research, there is an in-depth understanding about the factors affecting organizational commitment in private schools. Based on the findings, the three factors which are OCB, job autonomy and organizational resources have positive relationship towards organizational commitment of teachers.

This research proved that with some freedom in work, it can increase the organizational commitment. This research does not only limit to private schools but the findings can also relate to every organization that strives to achieve high organizational commitment in their workplace. Based on our findings, top management can review their employees' OCB, organizational resources and grant more authority to their employees in order to increase organizational commitment. By looking into these aspects and improving them, employees will more likely have higher level of commitment towards the organization which consequently provide more positive outcomes to organization such as higher job performance, better acceptance to organizational objectives and committed to it. Hence, this research provides insightful information for future studies on factors organizational commitment in education industry.

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APPENDIX A: PERMISSION LETTER TO CONDUCT SURVEY



UNIVERSITI TUNKU ABDUL RAHMAN
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

12th June 2014

To Whom It May Concern

Dear Sir/Madam

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

<u>Name of Student</u>	<u>Student ID</u>
LEE KHA LIM	11ABB07136
PO HUI YEE	11ABB07023
YAP MAY YAN	11ABB02171
YEO YI LIN	11ABB02616

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely

.....
Mr Kuek Thiam Yong
Head of Department,
Faculty of Business and Finance
Email: kuekty@utar.edu.my

.....
Ms Sofiah a/p Kadar Khan
Supervisor,
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Address: No.9, Jalan Bersatu 13/4, 46200 Petaling Jaya, Selangor Darul Ehsan, Malaysia
Postal Address: P O Box 11384, 50744 Kuala Lumpur, Malaysia.
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APPENDIX B: QUESTIONNAIRE



UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

Bachelor of Business Administration (Hons)

Dear Sir/Madam,

We are undergraduate students from Universiti Tunku Abdul Rahman (UTAR) and currently conducting a final year research project entitled *“The impact of Organizational Citizenship Behavior, Job Autonomy and Organizational Resources on Organizational Commitment in Private Schools of Malaysia”*

Our research aims to find out the impact of organizational citizenship behavior, job autonomy and organizational resources towards the commitment of workers in private schools.

As such, we will appreciate your good self in participate this survey. All the information obtained will be kept confidentially and solely for academic purpose. Thank you in advanced for your kindness to spare some time in helping us to complete this research project.

Thank you.

Regards,

Lee Kha Lim	11ABB07136
Po Hui Yee	11ABB07023
Yap May Yan	11ABB02171
Yeo Yi Lin	11ABB02616

QUESTIONNAIRE

Section A

Age	<input type="checkbox"/>	20-30 years old	<input type="checkbox"/>	31-40- years old	<input type="checkbox"/>	41-50 years old
	<input type="checkbox"/>	51-60 years old	<input type="checkbox"/>	60-Above		
Gender	<input type="checkbox"/>	Female	<input type="checkbox"/>	Male		
Teaching Experience	<input type="checkbox"/>	1-5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>	11-15 years
	<input type="checkbox"/>	16-20 years	<input type="checkbox"/>	21-Above		
Educational Background	<input type="checkbox"/>	Bachelor	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
	<input type="checkbox"/>	Others				
School Configuration	<input type="checkbox"/>	Elementary School	<input type="checkbox"/>	Middle School	<input type="checkbox"/>	High School
Salary	<input type="checkbox"/>	RM1-RM500	<input type="checkbox"/>	RM501-RM1000	<input type="checkbox"/>	RM1001- RM1500
	<input type="checkbox"/>	RM1501-RM2000	<input type="checkbox"/>	RM2001-Above		

Ethnicity	<input type="checkbox"/>	Malay	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Indian
	<input type="checkbox"/>	Others (Specify)				
Nationality	<input type="checkbox"/>	Malaysian	<input type="checkbox"/>	Expatriate		

Section B

Please circle your response in the appropriate box.

*Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

No.	Organizational Citizenship Behavior	SD	D	N	A	SA
1	Helps others who have heavy work loads.	1	2	3	4	5
2	Helps others who have been absent.	1	2	3	4	5
3	Willingly gives of his/her time to help others who have work related problems.	1	2	3	4	5
4	Helps orient new people even though it is not required.	1	2	3	4	5
5	Consults with me or other individuals who might be affected by his/her actions or decisions.	1	2	3	4	5
6	Does not abuse the rights of others.	1	2	3	4	5
7	Take steps to prevent problems with other workers.	1	2	3	4	5
8	Informs me before taking any important actions.	1	2	3	4	5
9	Consumes a lot of time complaining about trivial matters.	1	2	3	4	5
10	Tends to make "mountains out of molehills" (makes problem bigger than they are).	1	2	3	4	5
11	Constantly talks about wanting to quit his/her job.	1	2	3	4	5
12	Always focuses on what's wrong with his/her situation, rather than the positive side of it.	1	2	3	4	5
13	Is always punctual.	1	2	3	4	5
14	Never takes long lunches or breaks.	1	2	3	4	5
15	Does not take extra breaks.	1	2	3	4	5
16	Obeys company rules, regulations and procedures even when no one is watching.	1	2	3	4	5
17	Keeps abreast of changes in the organization.	1	2	3	4	5
18	Attends functions that are not required, but that helps the company image.	1	2	3	4	5
19	Attends and participates in meetings regarding the organization.	1	2	3	4	5
20	"Keeps up" with developments in the company.	1	2	3	4	5
No.	Job Autonomy	SD	D	N	A	SA
21	I am allowed to decide how to go about getting my job done (the methods to use).	1	2	3	4	5
22	I am able to choose the way to go about my job (the procedures to utilize).	1	2	3	4	5
23	I am free to choose the methods to use in carrying out my work.	1	2	3	4	5
24	I have control over the scheduling of my work.	1	2	3	4	5
25	I have some control over the sequencing of my work activities (when I do what).	1	2	3	4	5
26	My job is such that can decide when to do particular work activities.	1	2	3	4	5

27	My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.	1	2	3	4	5
28	I am able to modify what my job objectives are (what I am supposed to accomplish).	1	2	3	4	5
29	I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).	1	2	3	4	5
No.	Organizational Resources	SD	D	N	A	SA
30	My organization regularly updates its instruments (i.e. manuals, database, files, organizational, routines, etc.).	1	2	3	4	5
31	My organization adopts practices and techniques that other organizations are using successfully.	1	2	3	4	5
32	My organization has subscriptions to professional publications.	1	2	3	4	5
33	My organization provides its staff with internal training opportunities including cross training between departments, training in organization practices, etc.	1	2	3	4	5
34	My organization provides its staff with training opportunities external to the organization through professional conferences, training firms, etc.	1	2	3	4	5
35	My school actively tries to adopt programs and services in response to significant trends in the field.	1	2	3	4	5
36	My organization provides with me with information about best practices related to my job.	1	2	3	4	5
37	My organization promotes knowledge sharing among co-workers about effective service delivery.	1	2	3	4	5
38	My organization supports innovation in service delivery.	1	2	3	4	5
39	My organization regularly schedules meetings/opportunities that facilitate knowledge sharing between supervisors and frontline staff.	1	2	3	4	5
40	The majority of our service delivery personnel have college/university degrees directly related to their roles and responsibilities.	1	2	3	4	5
41	The majority of our administrative personnel have college/university degrees directly related to their roles and responsibilities.	1	2	3	4	5
42	Our organization has the appropriate number of staff to fulfill its mission.	1	2	3	4	5
43	My organization has accurate position descriptions for each paid position in the organization.	1	2	3	4	5
44	My organization provides an organizational orientation for all new employees.	1	2	3	4	5
45	My organization provides performance appraisals to staff on at least an annual basis.	1	2	3	4	5
46	Our organization has the ability to hire recruit needed staff in a timely manner.	1	2	3	4	5
No.	Organizational Commitment	SD	D	N	A	SA
47	I am very happy being a member of this organization.	1	2	3	4	5
48	I enjoy discussing about my organization with people outside it.	1	2	3	4	5
49	I really feel as if this organization's problems are my own.	1	2	3	4	5

50	I think that I could easily become as attached to another school as I am to this one.	1	2	3	4	5
51	I do not feel like 'part of the family' at my organization.	1	2	3	4	5
52	I do not feel 'emotionally attached' to this organization.	1	2	3	4	5
53	This organization has a great deal of personal meaning for me.	1	2	3	4	5
54	I worry about the loss of investment I have made in this organization.	1	2	3	4	5
55	If I wasn't a member of this organization, I would be sad because my life would be disrupted.	1	2	3	4	5
56	I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically.	1	2	3	4	5
57	I often feel anxious about what I have to lose with this organization.	1	2	3	4	5
58	Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member.	1	2	3	4	5
59	I am dedicated to this organization because I fear what I have to lose in it.	1	2	3	4	5
60	I feel that I owe this organization quite a bit because of what it has done for me.	1	2	3	4	5
61	My organization deserves my loyalty because of its treatment towards me.	1	2	3	4	5
62	I feel I would be letting my co-workers down if I wasn't a member of this organization.	1	2	3	4	5
63	I am loyal to this organization because my values are largely its values.	1	2	3	4	5
64	This organization has a mission that I believe in and am committed to.	1	2	3	4	5
65	I feel it is 'morally correct' to dedicate myself to this organization.	1	2	3	4	5

Thank you for your time and participation.
The end~

APPENDIX C: RELIABILITY TEST (PILOT TEST)

Organizational Citizenship Behavior

reliability test (OCB)																
The CORR Procedure																
20 Variables:	OCB1 OCB17	OCB2 OCB18	OCB3 OCB19	OCB4 OCB20	OCB5	OCB6	OCB7	OCB8	OCB91	OCB101	OCB111	OCB121	OCB13	OCB14	OCB15	OCB16
Simple Statistics																
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label									
OCB1	30	3.60000	0.49827	108.00000	3.00000	4.00000	Work loads, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB2	30	3.56667	0.50401	107.00000	3.00000	4.00000	Help who absent, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB3	30	3.43333	0.77385	103.00000	2.00000	4.00000	Willing to gives time, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB4	30	3.43333	0.50401	103.00000	3.00000	4.00000	Help orient, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB5	30	3.40000	0.72397	102.00000	2.00000	4.00000	Consults, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB6	30	3.60000	0.49827	108.00000	3.00000	4.00000	Abuse rights, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB7	30	3.60000	0.49827	108.00000	3.00000	4.00000	Prevention, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB8	30	3.23333	0.67891	97.00000	2.00000	4.00000	Informs for important actions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB91	30	2.16667	0.69893	65.00000	1.00000	4.00000	Consumes time for complaints, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB101	30	2.23333	0.72793	67.00000	1.00000	3.00000	Makes problems, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB111	30	1.80000	0.40684	54.00000	1.00000	2.00000	Wannr to quit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB121	30	2.63333	0.99943	79.00000	1.00000	4.00000	Focus on wrong, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB13	30	3.80000	0.40684	114.00000	3.00000	4.00000	Punctuality, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB14	30	3.70000	0.53498	111.00000	2.00000	4.00000	Never Long breaks, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB15	30	3.83333	0.37905	115.00000	3.00000	4.00000	No extra brakes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB16	30	3.66667	0.71116	110.00000	2.00000	4.00000	Obeys rules, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB17	30	3.40000	0.72397	102.00000	2.00000	4.00000	Keeps abreast of changes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB18	30	3.20000	0.66436	96.00000	2.00000	4.00000	Attends functions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB19	30	3.43333	0.77385	103.00000	2.00000	5.00000	Attends meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB20	30	3.60000	0.49827	108.00000	3.00000	4.00000	Keeps up of OD, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
							Cronbach Coefficient Alpha									
							Variables	Alpha								
							Raw	0.823443								
							Standardized	0.854640								
Cronbach Coefficient Alpha with Deleted Variable																
Deleted Variable	Raw Variables		Standardized Variables		Label											
	Correlation with Total	Alpha	Correlation with Total	Alpha												
OCB1	0.602188	0.807891	0.618088	0.840794	Work loads, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB2	0.534888	0.810527	0.576924	0.842507	Help who absent, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB3	0.676635	0.798289	0.659013	0.839078	Willing to gives time, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB4	0.403544	0.815857	0.474810	0.846699	Help orient, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB5	0.794234	0.791789	0.806519	0.832781	Consults, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB6	0.564132	0.809446	0.588920	0.842009	Abuse rights, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB7	0.340800	0.818378	0.368458	0.850980	Prevention, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB8	0.739260	0.796420	0.788466	0.833561	Informs for important actions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB91	-.152247	0.844575	-.182196	0.871792	Consumes time for complaints, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB101	-.593615	0.867123	-.622225	0.886881	Makes problems, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB111	-.164234	0.834459	-.227458	0.873406	Wannr to quit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB121	-.299298	0.868746	-.317216	0.876563	Focus on wrong, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB13	0.758419	0.805119	0.733684	0.835912	Punctuality, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB14	0.396451	0.815950	0.412362	0.849223	Never Long breaks, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB15	0.785327	0.805477	0.774672	0.834155	No extra brakes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB16	0.816833	0.790765	0.807391	0.832743	Obeys rules, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB17	0.852687	0.788056	0.862533	0.830344	Keeps abreast of changes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB18	0.632796	0.802833	0.627858	0.840386	Attends functions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB19	0.766700	0.792255	0.812292	0.832531	Attends meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OCB20	0.564132	0.809446	0.586156	0.842124	Keeps up of OD, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											

Job Autonomy

Reliability test (JA)										
The CORR Procedure										
9 Variables: JA1 JA2 JA3 JA4 JA5 JA6 JA7 JA8 JA9										
Simple Statistics										
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label			
JA1	30	3.40000	0.49827	102.00000	3.00000	4.00000	Allow to decide methods to use, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA2	30	3.06667	0.86834	92.00000	2.00000	4.00000	Able to choose procedures to utilize, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA3	30	3.36667	0.49013	101.00000	3.00000	4.00000	Free to choose the methos use in carry, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA4	30	3.03333	0.92786	91.00000	1.00000	4.00000	Control over scheduling, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA5	30	3.40000	0.49827	102.00000	3.00000	4.00000	Control over sequencing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA6	30	3.06667	0.86834	92.00000	2.00000	4.00000	Decide when to do, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA7	30	3.26667	0.69149	98.00000	2.00000	4.00000	Allow to modify way of evaluate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA8	30	3.10000	0.88474	93.00000	2.00000	4.00000	Able to modify job objective, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			
JA9	30	3.03333	0.85029	91.00000	2.00000	4.00000	Control over what to accomplish, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data			

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.979069
Standardized	0.984532

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
JA1	0.828835	0.980888	0.837864	0.985998	Allow to decide methods to use, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA2	0.989721	0.973138	0.980850	0.980618	Able to choose procedures to utilize, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA3	0.854970	0.980340	0.867152	0.984910	Free to choose the methos use in carry, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA4	0.965183	0.974869	0.955252	0.981594	Control over scheduling, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA5	0.918230	0.978567	0.931219	0.982505	Control over sequencing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA6	0.989721	0.973138	0.980850	0.980618	Decide when to do, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA7	0.895861	0.976993	0.900578	0.983660	Allow to modify way of evaluate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA8	0.958782	0.974720	0.946211	0.981937	Able to modify job objective, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
JA9	0.963861	0.974240	0.953148	0.981674	Control over what to accomplish, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data

Organizational Resources

Reliability test (OR)																
The CORR Procedure																
17 Variables: OR1 OR2 OR3 OR4 OR5 OR6 OR7 OR8 OR9 OR10 OR11 OR12 OR13 OR14 OR15 OR16 OR17																
Simple Statistics																
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label									
OR1	30	3.73333	0.69149	112.00000	2.00000	4.00000	Regularly updates instruments, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR2	30	3.50000	0.82001	105.00000	1.00000	4.00000	Adopts practices and techniques, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR3	30	1.90000	0.60743	57.00000	1.00000	3.00000	Subscriptions to professional publication, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR4	30	3.73333	0.69149	112.00000	2.00000	4.00000	Provides internal training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR5	30	3.26667	0.69149	98.00000	2.00000	4.00000	Provides external training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR6	30	3.53333	0.73030	106.00000	2.00000	4.00000	Actively try to adopt programs and services, v									
OR7	30	3.33333	0.71116	100.00000	2.00000	4.00000	Provides information for best practices, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR8	30	3.40000	0.81368	102.00000	1.00000	4.00000	Promotes knowledge sharing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR9	30	3.43333	0.50401	103.00000	3.00000	4.00000	Supports innovation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR10	30	3.60000	0.49827	108.00000	3.00000	4.00000	Regularly schedule meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR11	30	3.86667	0.34575	116.00000	3.00000	4.00000	Service delivery personnel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR12	30	3.83333	0.37905	115.00000	3.00000	4.00000	Administrative personnel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR13	30	2.53333	0.62881	76.00000	1.00000	3.00000	Appropriate staff to fulfil mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR14	30	3.23333	0.43018	97.00000	3.00000	4.00000	Accurate position descriptions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR15	30	3.50000	0.82001	105.00000	1.00000	4.00000	Orientation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR16	30	3.96667	0.18257	119.00000	3.00000	4.00000	Provides performance appraisals, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR17	30	2.40000	0.49827	72.00000	2.00000	3.00000	Ability to hire needed staff, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.919063
Standardized	0.911707

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
OR1	0.887884	0.905721	0.871260	0.898106	Regularly updates instruments, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR2	0.867734	0.905755	0.868748	0.898183	Adopts practices and techniques, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR3	-.750175	0.946739	-.743286	0.941294	Subscriptions to professional publication, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR4	0.887884	0.905721	0.871260	0.898106	Provides internal training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR5	0.929141	0.904389	0.936346	0.896088	Provides external training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR6	0.866030	0.906144	0.867437	0.898224	Actively try to adopt programs and services, v
OR7	0.850141	0.906794	0.856674	0.898555	Provides information for best practices, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR8	0.795945	0.908460	0.792138	0.900529	Promotes knowledge sharing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR9	0.177242	0.923935	0.148389	0.919021	Supports innovation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR10	0.585127	0.915212	0.570386	0.907141	Regularly schedule meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR11	0.898692	0.911659	0.871260	0.898106	Service delivery personnel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR12	0.820920	0.912146	0.798890	0.900323	Administrative personnel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR13	0.571729	0.915364	0.570642	0.907133	Appropriate staff to fulfil mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR14	0.444211	0.918259	0.442406	0.910840	Accurate position descriptions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR15	0.867734	0.905755	0.868748	0.898183	Orientation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR16	0.021834	0.923144	0.016758	0.922545	Provides performance appraisals, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR17	0.635493	0.914109	0.643182	0.904999	Ability to hire needed staff, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data

Organizational Commitment

Reliability test (OC)																								
The CORR Procedure																								
19 Variables:	OC1	OC2	OC3	OC41	OC51	OC61	OC7	OC8	OC9	OC10	OC11	OC12	OC13	OC14	OC15	OC16	OC17	OC18						
Simple Statistics																								
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label																	
OC1	30	3.40000	0.49827	102.00000	3.00000	4.00000	Happy being member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC2	30	3.26667	0.69149	98.00000	2.00000	4.00000	Enjoy discussing organization, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC3	30	3.26667	0.78492	98.00000	1.00000	4.00000	Feel organization's problem are own, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC41	30	3.20000	0.71438	96.00000	2.00000	4.00000	Easily attached to another school, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC51	30	2.73333	0.69149	82.00000	2.00000	4.00000	Do not feel like family, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC61	30	3.06667	0.73968	92.00000	2.00000	4.00000	Do not feel amotionally attached, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC7	30	3.26667	0.69149	98.00000	2.00000	4.00000	Great deal personal meaning, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC8	30	2.86667	1.00801	86.00000	2.00000	4.00000	Worry about loss of investment,1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC9	30	2.76667	1.04000	83.00000	1.00000	4.00000	Sad if wasn't a member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC10	30	2.90000	0.75886	87.00000	2.00000	4.00000	Loyal to because invest a lot, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC11	30	2.13333	0.43417	64.00000	1.00000	3.00000	Anxious to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC12	30	2.26667	0.82768	68.00000	1.00000	4.00000	Worry what happen if no longer member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC13	30	2.36667	0.76489	71.00000	2.00000	4.00000	Dedicated because fear to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC14	30	2.63333	0.85029	79.00000	1.00000	4.00000	Feel owe quite a bit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC15	30	2.80000	0.99655	84.00000	2.00000	4.00000	Deserves my loyalty, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC16	30	2.60000	0.62146	78.00000	1.00000	3.00000	Leeting co-workers down if no longer there, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC17	30	2.80000	0.99655	84.00000	2.00000	4.00000	Loyal because my values is larger, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC18	30	3.20000	0.71438	96.00000	2.00000	4.00000	Believe and commit to the mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
OC19	30	3.43333	0.50401	103.00000	3.00000	4.00000	Morally correct to dedicate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																	
<div>Cronbach Coefficient Alpha</div> <table><tr><th>Variables</th><th>Alpha</th></tr><tr><td>Raw</td><td>0.895983</td></tr><tr><td>Standardized</td><td>0.899985</td></tr></table>																			Variables	Alpha	Raw	0.895983	Standardized	0.899985
Variables	Alpha																							
Raw	0.895983																							
Standardized	0.899985																							
Cronbach Coefficient Alpha with Deleted Variable																								
Deleted Variable	Raw Variables		Standardized Variables		Label																			
	Correlation with Total	Alpha	Correlation with Total	Alpha																				
OC1	0.939106	0.883800	0.936779	0.883018	Happy being member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC2	0.909074	0.880362	0.907014	0.883938	Enjoy discussing organization, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC3	0.807640	0.882060	0.801890	0.887150	Feel organization's problem are own, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC41	-.403342	0.914845	-.404529	0.920113	Easily attached to another school, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC51	-.933127	0.925917	-.933755	0.932483	Do not feel like family, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC61	-.211081	0.910808	-.214400	0.915372	Do not feel amotionally attached, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC7	0.909074	0.880362	0.907014	0.883938	Great deal personal meaning, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC8	0.143104	0.906053	0.160450	0.905541	Worry about loss of investment, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC9	0.904570	0.876050	0.911648	0.883795	Sad if wasn't a member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC10	0.647604	0.887247	0.642862	0.891901	Loyal to because invest a lot, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC11	0.651166	0.890366	0.635325	0.892123	Anxious to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC12	0.716077	0.884690	0.717828	0.889677	Worry what happen if no longer member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC13	0.708600	0.885354	0.707625	0.889982	Dedicated because fear to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC14	0.677092	0.885895	0.692061	0.890445	Feel owe quite a bit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC15	0.931263	0.875259	0.936779	0.883018	Deserves my loyalty, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC16	0.627363	0.888735	0.609823	0.892872	Leeting co-workers down if no longer there, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC17	0.931263	0.875259	0.936779	0.883018	Loyal because my values is larger, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC18	0.834958	0.882125	0.838165	0.886048	Believe and commit to the mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			
OC19	0.874501	0.884971	0.873592	0.884965	Morally correct to dedicate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data																			

APPENDIX D: RELIABILITY TEST

Organizational Citizenship Behavior

OCB Correlation Analysis																
The CORR Procedure																
20 Variables:	OCB1 OCB17	OCB2 OCB18	OCB3 OCB19	OCB4 OCB20	OCB5	OCB6	OCB7	OCB8	OCB91	OCB101	OCB111	OCB12	OCB13	OCB14	OCB15	OCB16
Simple Statistics																
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label									
OCB1	378	3.59788	0.62418	1360	2.00000	5.00000	Work loads, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB2	378	3.49735	0.68809	1322	1.00000	5.00000	Help who absent, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB3	378	3.58995	0.70512	1357	1.00000	5.00000	Willing to gives time, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB4	378	3.48677	0.68797	1318	1.00000	5.00000	Help orient, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB5	378	3.44974	0.74908	1304	2.00000	5.00000	Consults, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB6	378	3.94180	0.61528	1490	2.00000	5.00000	Abuse rights, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB7	378	3.84127	0.69189	1452	1.00000	5.00000	Prevention, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB8	378	3.29365	0.78852	1245	1.00000	5.00000	Informs for important actions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB91	378	2.31746	0.82066	876.00000	1.00000	4.00000	Consumes time for complaints, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB101	378	2.01852	0.77232	763.00000	1.00000	4.00000	Makes problems, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB111	378	1.84392	0.69058	697.00000	1.00000	5.00000	Wanr to quit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB12	378	2.69577	1.04287	1019	1.00000	4.00000	Focus on wrong, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB13	378	3.83598	0.70585	1450	1.00000	5.00000	Punctuality, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB14	378	3.75132	0.68447	1418	1.00000	5.00000	Never Long breaks, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB15	378	3.75132	0.67274	1418	2.00000	5.00000	No extra brakes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB16	378	3.66667	0.75693	1386	1.00000	5.00000	Obeys rules, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB17	378	3.53704	0.70988	1337	2.00000	5.00000	Keeps abreast of changes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB18	378	3.19841	0.83383	1209	1.00000	5.00000	Attends functions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB19	378	3.77513	0.71343	1427	2.00000	5.00000	Attends meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OCB20	378	3.78307	0.57860	1430	2.00000	5.00000	Keeps up of OD, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.737939
Standardized	0.766925

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
OCB1	0.513567	0.713213	0.516785	0.744097	Work loads, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB2	0.420917	0.718653	0.425313	0.750699	Help who absent, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB3	0.553865	0.707615	0.559212	0.740988	Willing to gives time, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB4	0.517498	0.711063	0.542555	0.742212	Help orient, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB5	0.484092	0.712351	0.496759	0.745554	Consults, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB6	0.310924	0.727481	0.336247	0.756997	Abuse rights, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB7	0.307534	0.727346	0.332694	0.757245	Prevention, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB8	0.558813	0.704702	0.583931	0.739163	Informs for important actions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB91	-0.089600	0.761495	-0.122111	0.787428	Consumes time for complaints, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB101	-0.204767	0.768181	-0.236260	0.794511	Makes problems, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB111	-0.306453	0.770906	-0.335068	0.800489	Wanr to quit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB12	-0.234240	0.786307	-0.239932	0.794735	Focus on wrong, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB13	0.359200	0.723267	0.373829	0.754355	Punctuality, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB14	0.477350	0.714319	0.495668	0.745634	Never Long breaks, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB15	0.461943	0.715776	0.466159	0.747768	No extra brakes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB16	0.558655	0.705625	0.567522	0.740376	Obeys rules, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB17	0.488935	0.712805	0.491536	0.745933	Keeps abreast of changes, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB18	0.458569	0.713239	0.480214	0.746753	Attends functions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB19	0.447723	0.716088	0.475959	0.747061	Attends meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OCB20	0.525831	0.713829	0.545954	0.741963	Keeps up of OD, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data

Job Autonomy

JA Correlation Analysis									
The CORR Procedure									
9 Variables: JA1 JA2 JA3 JA4 JA5 JA6 JA7 JA8 JA9									
Simple Statistics									
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label		
JA1	378	3.66667	0.70991	1386	1.00000	5.00000	Allow to decide methods to use, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA2	378	3.52381	0.86531	1332	1.00000	5.00000	Able to choose procedures to utilize, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA3	378	3.66931	0.73138	1387	1.00000	5.00000	Free to choose the methos use in carry, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA4	378	3.45503	0.84586	1306	1.00000	5.00000	Control over scheduling, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA5	378	3.56614	0.71521	1348	1.00000	5.00000	Control over sequencing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA6	378	3.37831	0.85081	1277	1.00000	5.00000	Decide when to do, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA7	378	3.34656	0.88549	1265	1.00000	5.00000	Allow to modify way of evaluate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA8	378	3.36508	0.90624	1272	1.00000	5.00000	Able to modify job objective, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
JA9	378	3.45238	0.89449	1305	1.00000	5.00000	Control over what to accomplish, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data		
							Cronbach Coefficient Alpha		
							Variables	Alpha	
							Raw	0.918225	
							Standardized	0.918063	
Cronbach Coefficient Alpha with Deleted Variable									
Deleted Variable	Raw Variables		Standardized Variables		Label				
	Correlation with Total	Alpha	Correlation with Total	Alpha					
JA1	0.687919	0.910796	0.690944	0.910027	Allow to decide methods to use, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA2	0.764961	0.905125	0.773342	0.904450	Able to choose procedures to utilize, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA3	0.639552	0.913482	0.646359	0.912993	Free to choose the methos use in carry, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA4	0.712287	0.908815	0.714868	0.908420	Control over scheduling, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA5	0.606194	0.915422	0.606841	0.915592	Control over sequencing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA6	0.783624	0.903834	0.779101	0.904055	Decide when to do, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA7	0.644084	0.913816	0.636364	0.913653	Allow to modify way of evaluate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA8	0.802577	0.902331	0.791157	0.903227	Able to modify job objective, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				
JA9	0.761944	0.905360	0.755836	0.905645	Control over what to accomplish, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data				

Organizational Resources

OR Correlation Analysis																
The CORR Procedure																
17 Variables: OR1 OR2 OR3 OR4 OR5 OR6 OR7 OR8 OR9 OR10 OR11 OR12 OR13 OR14 OR15 OR16 OR17																
Simple Statistics																
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label									
OR1	378	3.72487	0.81006	1408	1.00000	5.00000	Regular updates instruments, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR2	378	3.59259	0.81962	1358	1.00000	5.00000	Adopts practices and techniques, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR3	378	2.67725	1.10536	1012	1.00000	5.00000	Scriptions to professional publication, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR4	378	3.76455	0.77775	1423	2.00000	5.00000	Provides intetnal training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR5	378	3.50794	0.86561	1326	1.00000	5.00000	Provides external training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR6	378	3.64021	0.78627	1376	1.00000	5.00000	Actively try to adopt programs and services, v									
OR7	378	3.55820	0.75906	1345	2.00000	5.00000	Provides information for best practices, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR8	378	3.52646	0.76084	1333	1.00000	5.00000	Promotes knowledge sharing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR9	378	3.55026	0.65460	1342	2.00000	5.00000	Supports innovation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR10	378	3.70899	0.67149	1402	2.00000	5.00000	Regularly schedule meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR11	378	3.81746	0.59263	1443	2.00000	5.00000	Service delivery personel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR12	378	3.73545	0.57246	1412	2.00000	5.00000	Administrative personel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR13	378	2.99206	0.89942	1131	1.00000	5.00000	Appropriate staff to fulfil mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR14	378	3.53175	0.74299	1335	2.00000	5.00000	Accurate position descriptions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR15	378	3.63228	0.75322	1373	1.00000	5.00000	Orientation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR16	378	3.96032	0.56513	1497	2.00000	5.00000	Provides performance appraisals, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									
OR17	378	3.12963	0.89004	1183	1.00000	5.00000	Ability to hire needed staff, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data									

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.905115
Standardized	0.910155

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
OR1	0.663760	0.896673	0.672914	0.902325	Regular updates instruments, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR2	0.660399	0.896760	0.671783	0.902359	Adopts practices and techniques, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR3	0.316148	0.912439	0.303384	0.913142	Scriptions to professional publication, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR4	0.686627	0.896052	0.690333	0.901797	Provides intetnal training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR5	0.614067	0.898324	0.603321	0.904417	Provides external training, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR6	0.692885	0.895810	0.694263	0.901678	Actively try to adopt programs and services, v
OR7	0.706602	0.895526	0.706855	0.901295	Provides information for best practices, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR8	0.652308	0.897207	0.661068	0.902683	Promotes knowledge sharing, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR9	0.441648	0.903326	0.429929	0.909519	Supports innovation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR10	0.671974	0.897157	0.666302	0.902525	Regularly schedule meetings, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR11	0.559613	0.900544	0.584431	0.904981	Service delivery personel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR12	0.475664	0.902569	0.496913	0.907567	Administrative personel qualification, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR13	0.565500	0.900146	0.554400	0.905873	Appropriate staff to fulfil mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR14	0.517370	0.901324	0.513145	0.907090	Accurate position descriptions, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR15	0.636524	0.897723	0.649432	0.903034	Orientation, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR16	0.446802	0.903232	0.453963	0.908821	Provides performance appraisals, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OR17	0.560678	0.900279	0.549783	0.906010	Ability to hire needed staff, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data

Organizational Commitment

OC Correlation Analysis																		
The CORR Procedure																		
19 Variables:	OC1	OC2	OC3	OC41	OC51	OC61	OC7	OC8	OC9	OC10	OC11	OC12	OC13	OC14	OC15	OC16	OC17	OC18
Simple Statistics																		
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label											
OC1	378	3.69048	0.76180	1395	1.00000	5.00000	Happy being member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC2	378	3.39683	0.77507	1284	1.00000	5.00000	Enjoy discussing organization, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC3	378	3.37302	0.80845	1275	1.00000	5.00000	Feel organization's problem are own, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC41	378	2.89683	0.94823	1095	1.00000	5.00000	Easily attached to another school, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC51	378	2.10053	0.83393	794.00000	1.00000	5.00000	Do not feel like family, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC61	378	2.35979	0.90836	892.00000	1.00000	4.00000	Do not feel amotionally attached, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC7	378	3.53439	0.75351	1336	2.00000	5.00000	Great deal personal meaning, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC8	378	3.01058	0.96896	1138	1.00000	5.00000	Worry about loss of investment,1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC9	378	2.78307	0.95830	1052	1.00000	5.00000	Sad if wasn't a member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC10	378	3.49735	0.86257	1322	1.00000	5.00000	Loyal to because invest a lot, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC11	378	2.71164	0.87943	1025	1.00000	5.00000	Anxious to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC12	378	2.69841	0.99016	1020	1.00000	5.00000	Worry what happen if no longer member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC13	378	2.88624	0.95815	1091	1.00000	5.00000	Dedicated because fear to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC14	378	2.99735	0.88158	1133	1.00000	5.00000	Feel owe quite a bit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC15	378	3.41534	0.89767	1291	2.00000	5.00000	Deserves my loyalty, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC16	378	2.79101	0.86563	1055	1.00000	5.00000	Leeting co-workers down if no longer there, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC17	378	3.35450	0.92489	1268	2.00000	5.00000	Loyal because my values is larger, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC18	378	3.55026	0.77004	1342	2.00000	5.00000	Believe and commit to the mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											
OC19	378	3.72751	0.67335	1409	2.00000	5.00000	Morally correct to dedicate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data											

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.855404
Standardized	0.863185

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
OC1	0.778877	0.836205	0.784650	0.843450	Happy being member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC2	0.622781	0.842071	0.634408	0.849711	Enjoy discussing organization, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC3	0.685500	0.839152	0.699896	0.847004	Feel organization's problem are own, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC41	-0.266218	0.879191	-0.271255	0.883838	Easily attached to another school, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC51	-0.601727	0.887125	-0.611270	0.895154	Do not feel like family, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC61	-0.411612	0.883371	-0.424796	0.889044	Do not feel amotionally attached, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC7	0.671068	0.840499	0.680637	0.847804	Great deal personal meaning, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC8	0.255640	0.857636	0.245939	0.865089	Worry about loss of investment, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC9	0.594118	0.841833	0.590280	0.851516	Sad if wasn't a member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC10	0.671962	0.839039	0.679813	0.847838	Loyal to because invest a lot, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC11	0.509008	0.846005	0.493434	0.855425	Anxious to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC12	0.721184	0.835298	0.720295	0.846154	Worry what happen if no longer member, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC13	0.648710	0.839197	0.646472	0.849215	Dedicated because fear to lose, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC14	0.597422	0.842135	0.611208	0.850662	Feel owe quite a bit, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC15	0.781382	0.833605	0.789006	0.843266	Deserves my loyalty, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC16	0.650562	0.839941	0.658274	0.848728	Leeting co-workers down if no longer there, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC17	0.752075	0.834572	0.762585	0.844381	Loyal because my values is larger, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC18	0.767106	0.836505	0.779807	0.843655	Believe and commit to the mission, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data
OC19	0.646076	0.842586	0.656280	0.848811	Morally correct to dedicate, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree, 99 = Missing data

APPENDIX E: PEARSON CORRELATION COEFFICIENT

Correlation Analysis

The CORR Procedure

1 With Variables:	mean_OC
3 Variables:	mean_OCB mean_JA mean_OR

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
mean_OC	378	3.09343	0.45753	1169	2.10526	4.52632
mean_OCB	378	3.34367	0.29972	1264	2.30000	4.50000
mean_JA	378	3.50059	0.66269	1323	2.11111	6.66667
mean_OR	378	3.53729	0.49932	1337	2.29412	5.41176

Pearson Correlation Coefficients, N = 378 Prob > r under H0: Rho=0			
	mean_OCB	mean_JA	mean_OR
	0.58820	0.71077	0.73388
mean_OC	<.0001	<.0001	<.0001

APPENDIX F: RESULT OF MULTIPLE REGRESSIONS

Linear Regression Results

The REG Procedure
Model: Linear_Regression_Model
Dependent Variable: mean_OC

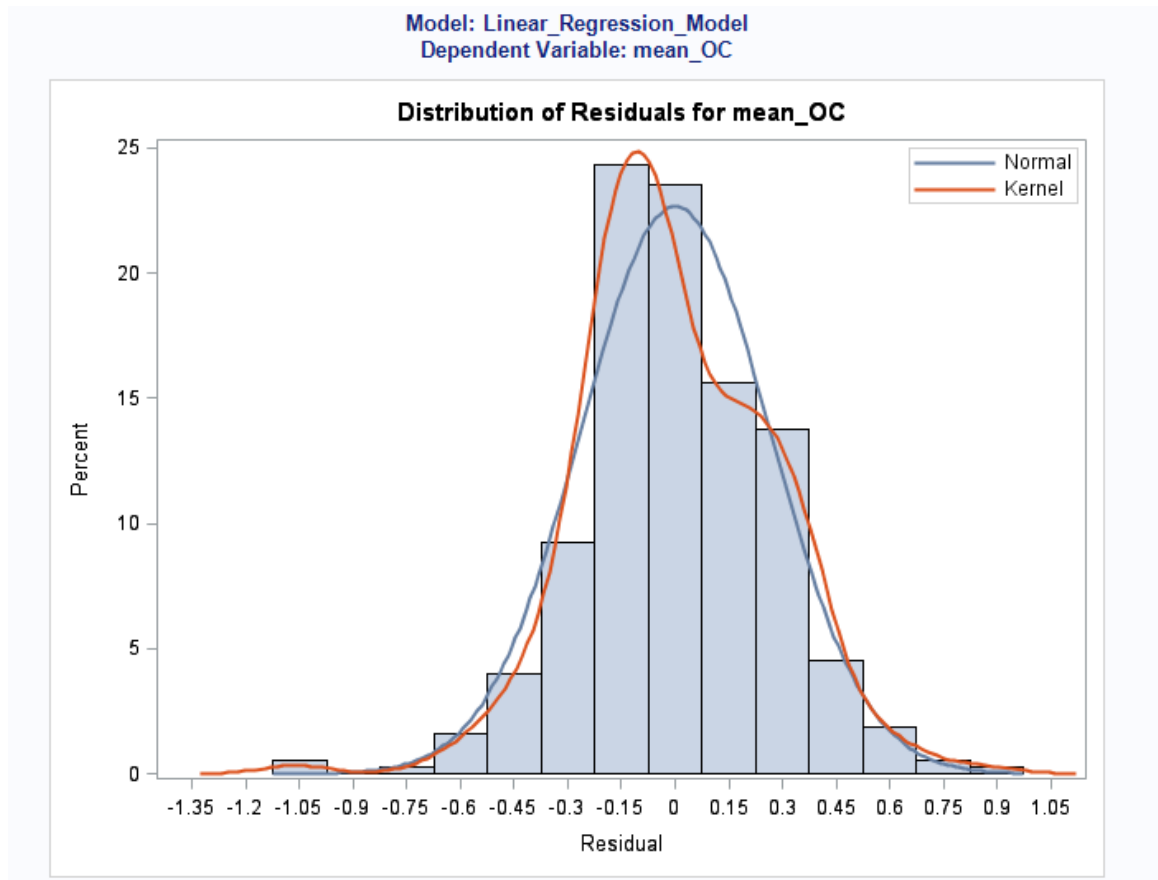
Number of Observations Read	378
Number of Observations Used	378

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	52.65341	17.55114	249.91	<.0001
Error	374	26.26594	0.07023		
Corrected Total	377	78.91935			

Root MSE	0.26501	R-Square	0.6672
Dependent Mean	3.09343	Adj R-Sq	0.6645
Coeff Var	8.56684		

Parameter Estimates						
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t	Standardized Estimate
Intercept	1	0.18124	0.15348	1.18	0.2384	0
mean_OCB	1	0.15610	0.06030	2.59	0.0100	0.10226
mean_JA	1	0.27794	0.02630	10.57	<.0001	0.40257
mean_OR	1	0.40067	0.03752	10.68	<.0001	0.43727

APPENDIX G: MULTIPLE LINEAR REGRESSION MODEL



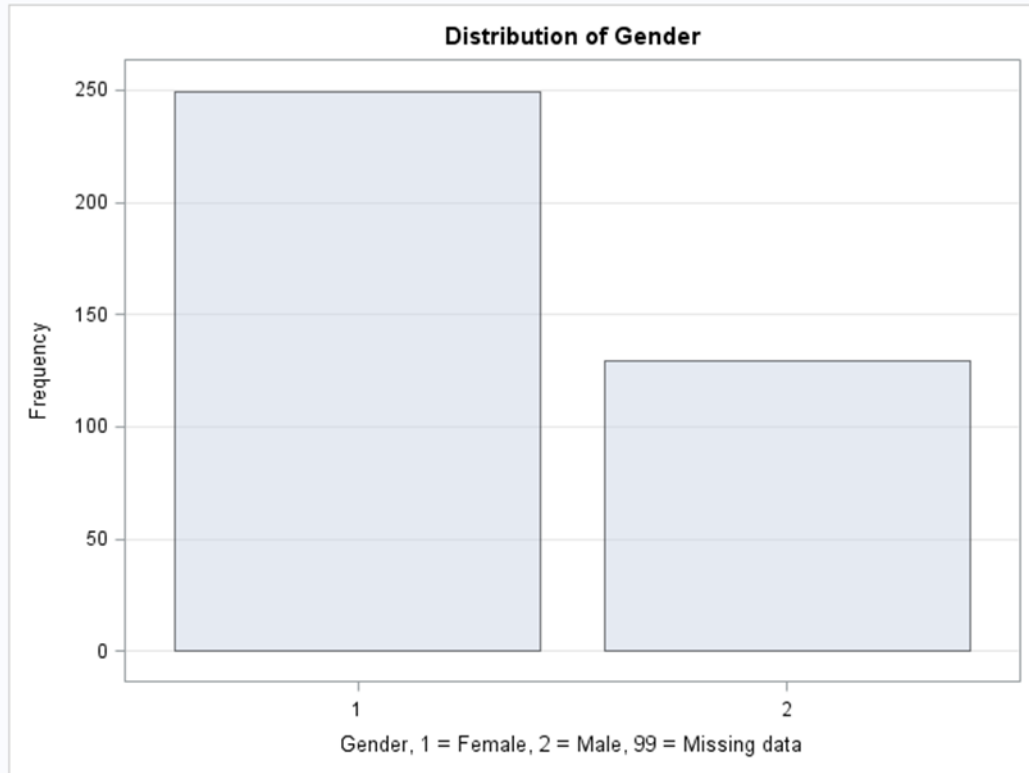
APPENDIX H: DEMOGRAPHIC PROFILE'S FREQUENCIES

Gender Frequency

Section A frequencies

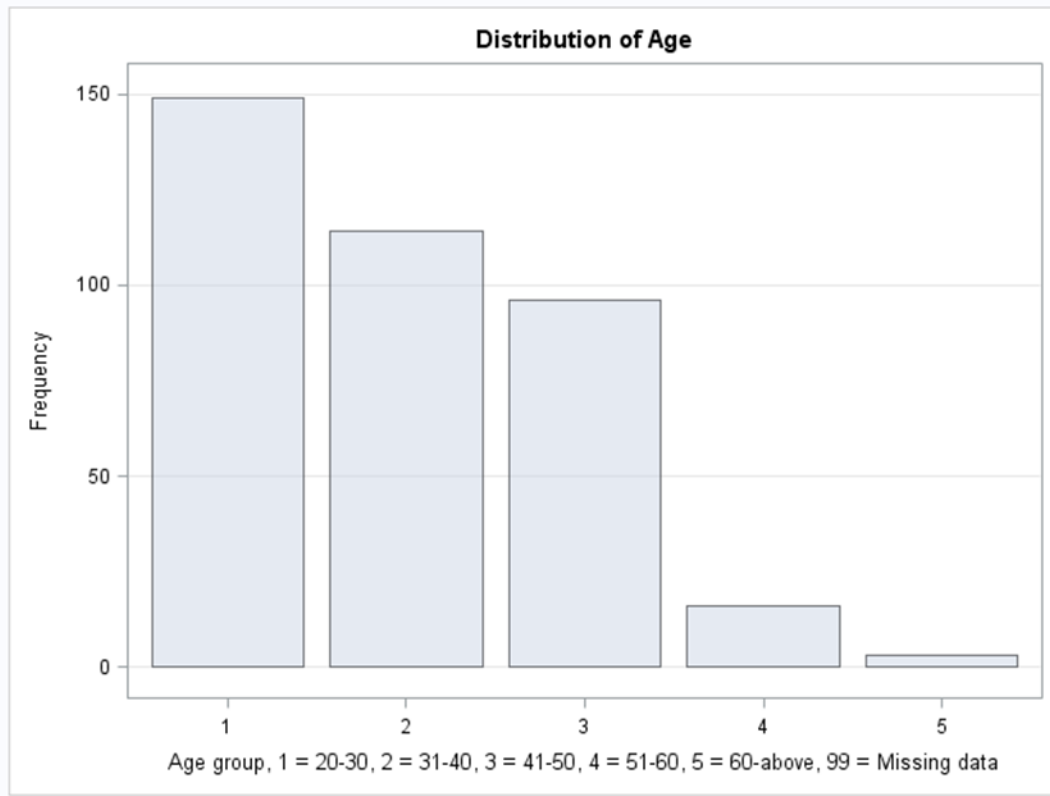
The FREQ Procedure

Gender, 1 = Female, 2 = Male, 99 = Missing data				
Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	249	65.87	249	65.87
2	129	34.13	378	100.00



Age group frequency

Age group, 1 = 20-30, 2 = 31-40, 3 = 41-50, 4 = 51-60, 5 = 60-above, 99 = Missing data				
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	149	39.42	149	39.42
2	114	30.16	263	69.58
3	96	25.40	359	94.97
4	16	4.23	375	99.21
5	3	0.79	378	100.00



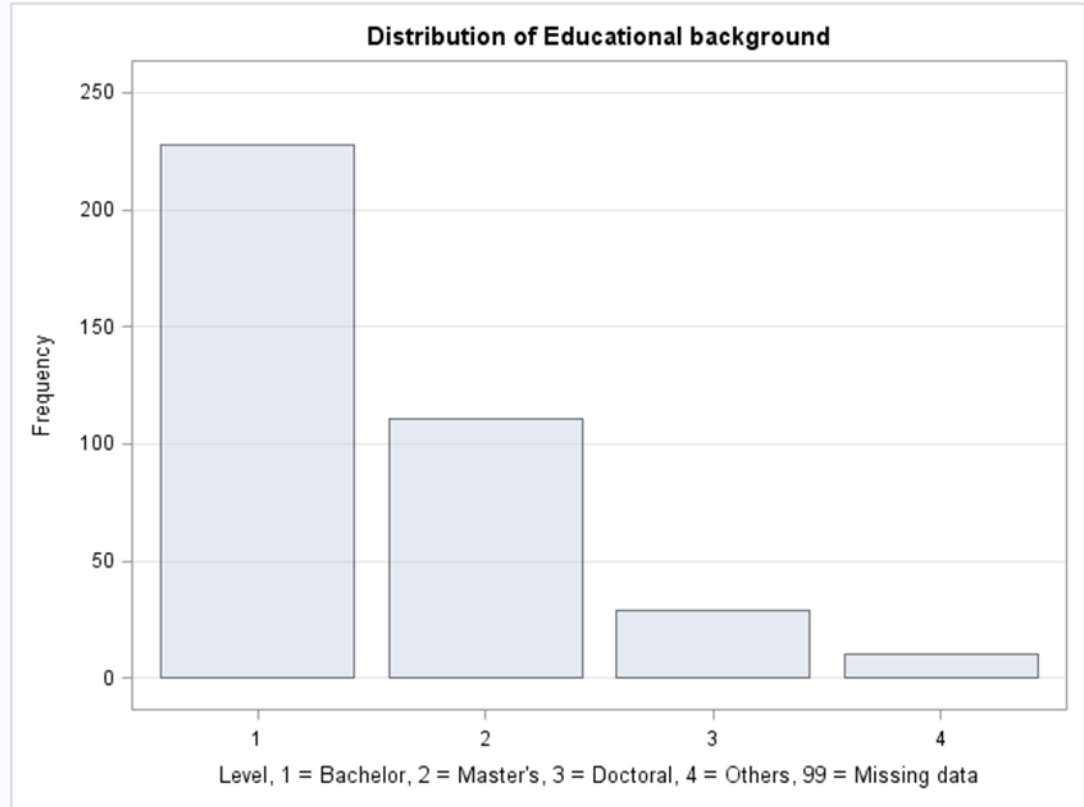
Teaching experience frequency

Years, 1 = 1-5, 2 = 6-10, 3 = 11-15, 4 = 16-20, 5 = 21-above. 99 = Missing data				
Teaching experiences	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	142	37.57	142	37.57
2	139	36.77	281	74.34
3	61	16.14	342	90.48
4	17	4.50	359	94.97
5	19	5.03	378	100.00



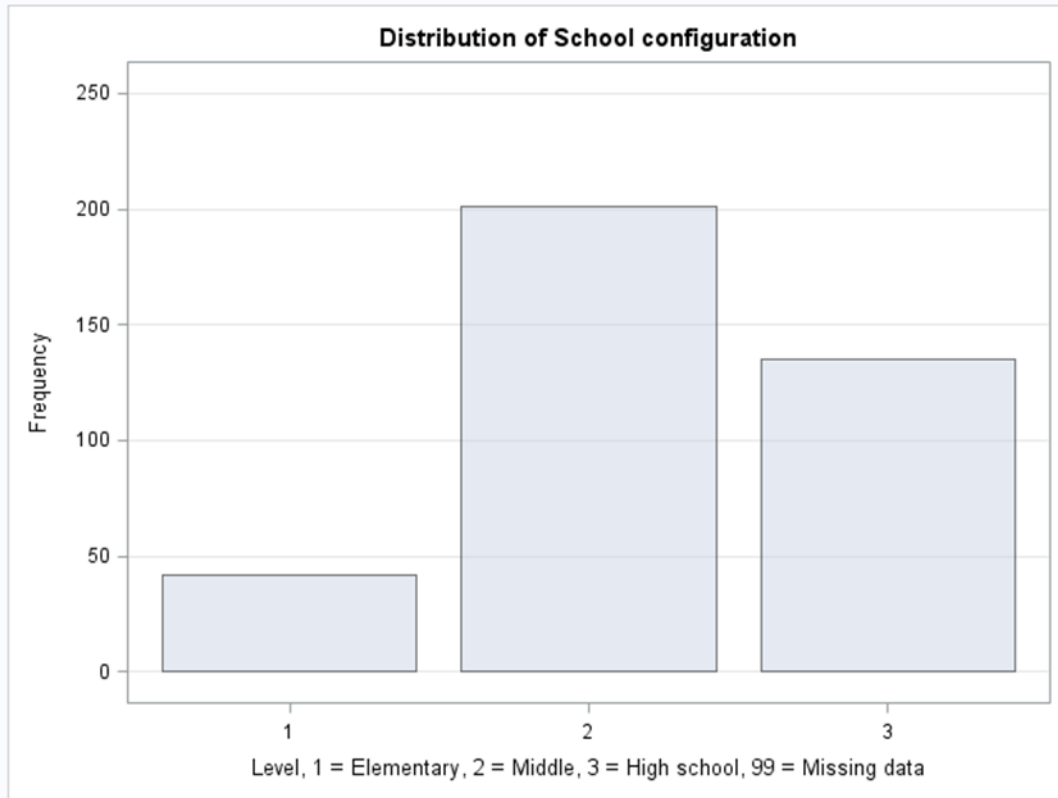
Educational background frequency

Level, 1 = Bachelor, 2 = Master's, 3 = Doctoral, 4 = Others, 99 = Missing data				
Educational background	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	228	60.32	228	60.32
2	111	29.37	339	89.68
3	29	7.67	368	97.35
4	10	2.65	378	100.00



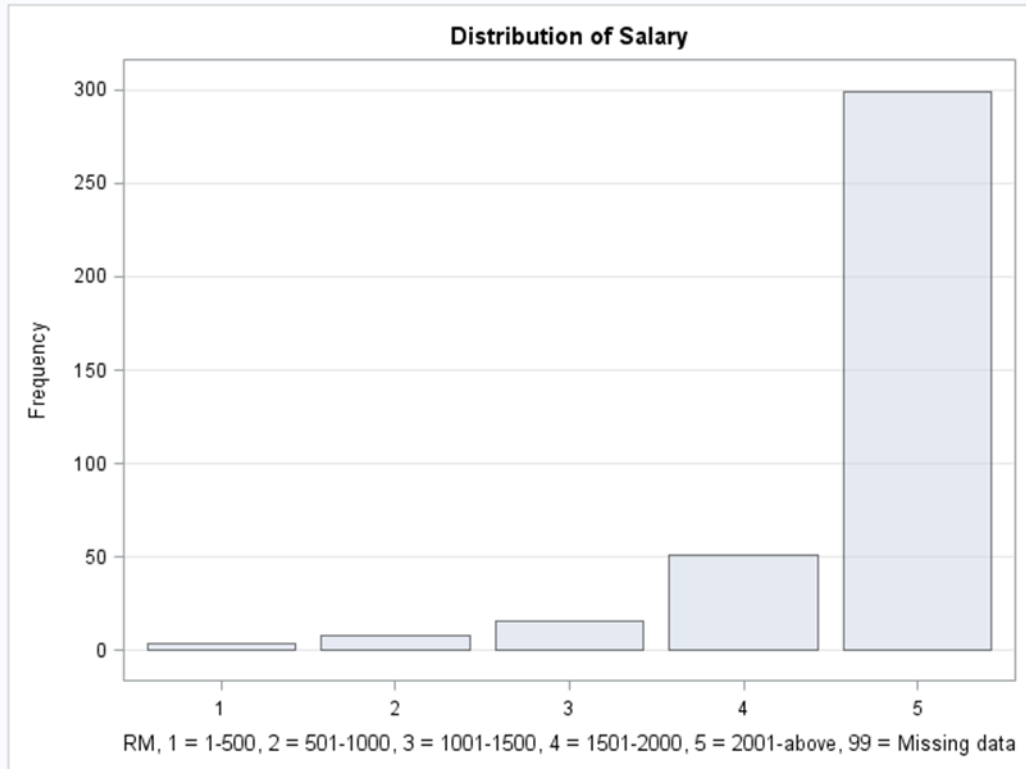
School configuration frequency

Level, 1 = Elementary, 2 = Middle, 3 = High school, 99 = Missing data				
School configuration	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	42	11.11	42	11.11
2	201	53.17	243	64.29
3	135	35.71	378	100.00



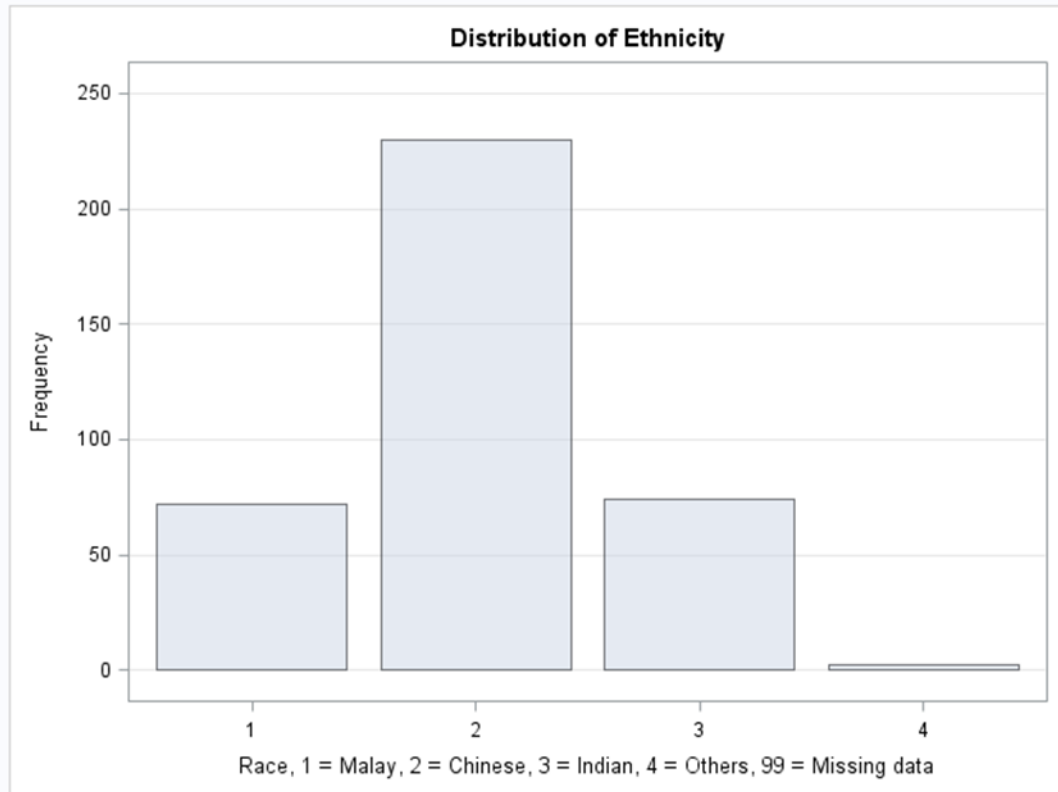
Salary frequency

RM, 1 = 1-500, 2 = 501-1000, 3 = 1001-1500, 4 = 1501-2000, 5 = 2001-above, 99 = Missing data				
Salary	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	1.06	4	1.06
2	8	2.12	12	3.17
3	16	4.23	28	7.41
4	51	13.49	79	20.90
5	299	79.10	378	100.00

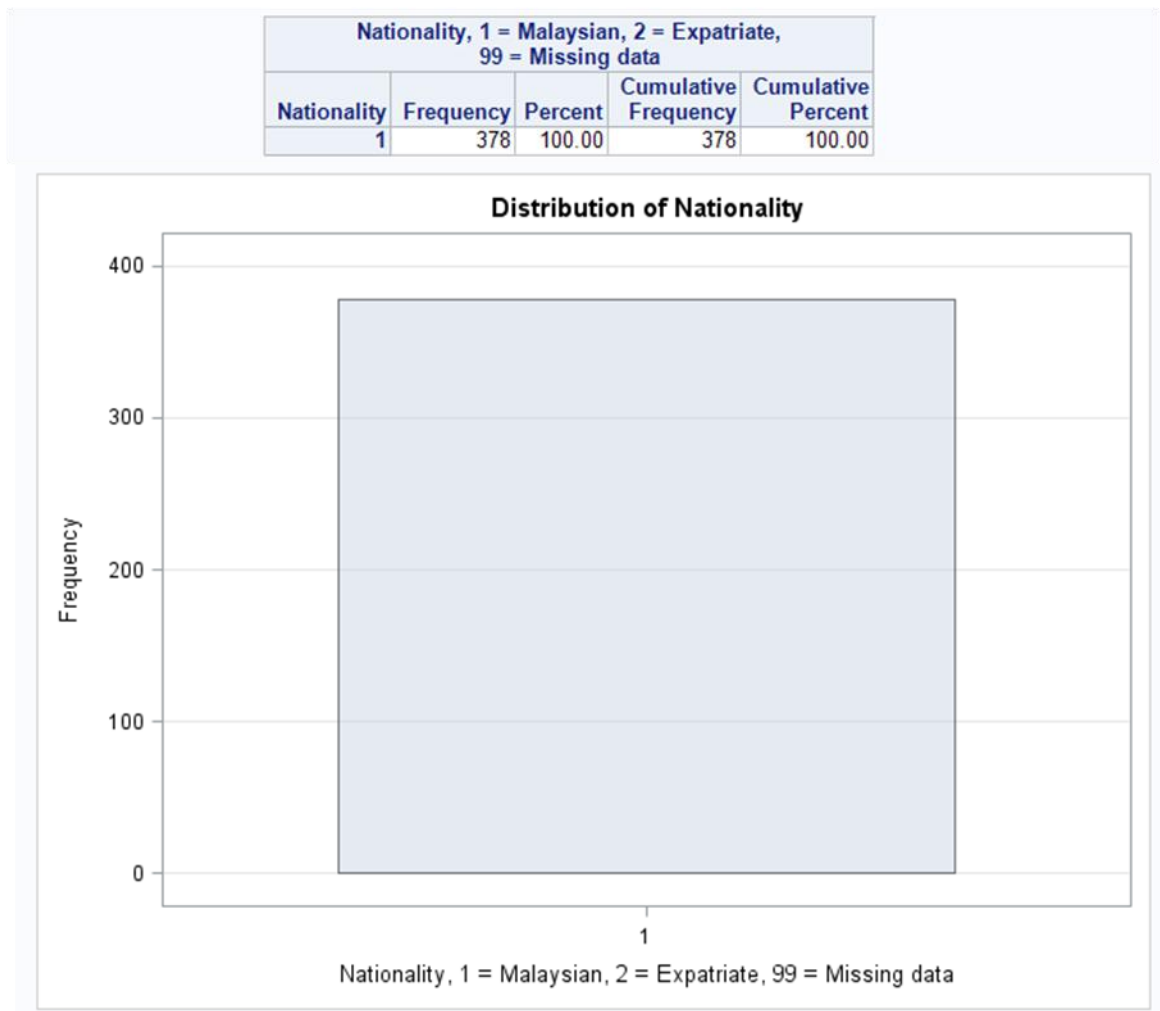


Ethnicity Frequency

Race, 1 = Malay, 2 = Chinese, 3 = Indian, 4 = Others, 99 = Missing data				
Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	72	19.05	72	19.05
2	230	60.85	302	79.89
3	74	19.58	376	99.47
4	2	0.53	378	100.00



Nationality frequency



Appendix I: Turnover Rate in Private Higher Education Institutions

Table 3.4a: Turnover Rate by Type of Institutions

Type of Institution	No. who left		No. in organization		Turnover Rate	
	PhD	Non-PhD	PhD	Non-PhD	% PhD	% Non-PhD
Colleges	1	34	53	1244	1.9	2.7
U. Colleges	0	12	23	253	0.0	4.7
Universities	26	81	216	2000	12.0	4.1
Total	27	127	292	3497	9.2	3.6

Table 3.4b: Destination of Faculty Who Left

Destination	PhD	Non-PhD	Total	% of total
Public Universities	11	17	28	18.18
Public Agencies	6	9	15	9.74
Private U/Colleges	6	64	70	45.45
Private Sector (Non-educational)	4	37	41	26.62
Total	27	127	154	100.00

Table 3.4c: Reasons for Leaving

Reasons for leaving	Count	%
Better Offer	18	42.86
Further Studies/ scholarship	6	14.29
Relocation	5	11.90
Public/Private Universities	2	4.76
Contract not renewed	5	11.90
Others	6	14.29
Total	42	100.00