THE RELATIONSHIP BETWEEN JOB BURNOUT AND PSYCHOLOGICAL EMPOWERMENT WITH THE ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF SECONDARY SCHOOL TEACHERS IN PERAK, MALAYSIA

BY

ANG WAN RU
MICHELLE CHEONG HUIYING
NG SHI HUI
OOI MUI LENG
YEP PUI YEE

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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.

(4)   The word count of this research report is 48,060.

Name of Student:	Student ID:	Signature:
1. Ang Wan Ru	13ABB04787	_____
2. Michelle Cheong HuiYing	13ABB04686	_____
3. Ng Shi Hui	13ABB04541	_____
4. Ooi Mui Leng	13ABB05132	_____
5. Yep Pui Yee	13ABB04834	_____

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LIST OF ABBREVIATIONS

CC	Competence Cognition
D	Depersonalization
EE	Emotional Exhaustion
I	Impact
JB	Job Burnout
MC	Meaning Cognition
N	Population Size
OCB	Organizational Citizenship Behavior
PE	Psychological Empowerment
PMR	Penilaian Menengah Rendah
PT3	Pentaksiran Tingkatan 3
RPA	Reduced Personal Accomplishment
SAS	Statistical Analysis System
SD	Self-Determination
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Persekolahan Malaysia
UPSR	Ujian Pencapaian Sekolah Rendah
UTAR	Universiti Tunku Abdul Rahman

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PREFACE

It is compulsory to carry out research project in order to accomplish our study which is Bachelor Degree of Business Administration (Hons). The topic of the research project is "To examine the relationship between job burnout and psychological empowerment with the organizational citizenship behaviour of secondary school teachers in Perak, Malaysia". This topic is conducted because educational industry is the essential key for policies development, international cooperation and economic run.

Nowadays, most of the teachers in Malaysia tend to face a high level of stress and demotivated. Teachers with high level of stress as well as demotivated will lead to low contribution on organizational citizenship behaviour. This research will provide better understanding of organizational citizenship behaviour among the secondary school teachers in Perak, Malaysia on a study of job burnout and psychological empowerment.

This research project also concerned about how the dimension of job burnout and psychological empowerment will affect the secondary teachers' organizational citizenship behaviour. In short, this research project will give some improvement on the performance of teachers through the study of job burnout and psychological empowerment among the secondary school teachers.

ABSTRACT

Undeniably, educational industry is crucial for countries development. The objective of this research is to examine the relationship between job burnout and psychological empowerment with the organizational citizenship behaviour among the secondary school teachers in Perak, Malaysia. In this research, independent variables such as job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) are being discussed to examine their relationship with organizational citizenship behaviour.

There are total 400 sets of questionnaire had been distributed to 20 secondary school teachers in Perak and total 389 sets had been collected. In this research project, we used Pearson Correlation Coefficient and Multiple Linear Regression Analysis to examine all independent variables with dependent variable (OCB). Statistical Analysis System (SAS) version 5.1 had been used in order to run the reliability analysis, explaining the correlation coefficient analysis and test of hypothesized relationships among the dependent variable and the independent variables.

CHAPTER 1: INTRODUCTION

1.0   Introduction

This chapter presents the overview of the research which aims to examine the relationship between job burnout and psychological empowerment with organizational citizenship behavior in education sector of Perak state. This section will discuss the research background, problem statement, research objectives and questions, hypotheses of the study, significance of study, chapter layout and conclusion.

1.1 Research Background

Malaysia's education minister expressed his regret over the performance of our local children in international assessment in year 2015. The education standard of Malaysia had been going downhill despite the millions of ringgit spent to improve the system (Ministry Of Education, 2013). This shows that the country's education system needs some contiguous and substantial transformation such as improving the quality of education and teacher effectiveness. Many countries including Malaysia are facing the challenge of teacher effectiveness and performance in classroom. According to the general secretary of National Union of Teacher Profession (2014), quality of teachers is the essential component in providing quality education for students.

Improving the quality of education is perhaps the most difficult task to address. A single measure cannot capture the complexity of the concept of quality education. However, based on the outcomes on international achievement tests such as *Programme for International Student Assessment* (PISA) and Trends in International Mathematics and Science Study (TIMSS), it was shown that

performance of Malaysia students is unfavorable. TIMSS and PISA assess on competencies such as Higher Order Thinking Skills (HOTS), creativity and innovative skills, which are important for Malaysia to nurture in the transformation to a high-income country. Hence, the teaching and learning in schools have become a concern to the country. It seems that the development of HOTS, creativity and innovation had not been paid adequate attention. As a result, the Ministry of Education is now concentrating on the increment of the above stated skills in the primary and secondary education curriculum and assessment (Education for All 2015 National Review Report: Malaysia, 2015).

Education System in Malaysia

Pre-school education is intended for children aged 4-6 before the child proceed to primary school at age 7. Principals and teachers undergo a formal mandatory training and certificate before they start operating a pre-school. The lessons involved in the mandatory training are child psychology, teaching approach and other related curricular on childcare and development. According to Malaysia Educational Statistics (2014), there are a total of 5,943 pre-schools and 8,586 teachers teaching in pre-schools.

Course of study at the primary education is planned for duration of six years and intended for pupils aged 7-12. Pupils are classified into Level One and Level Two, which are Year 1 to Year 3 and Year 4 to Year 6 respectively. Malaysia has 3 kinds of primary schools, which are National Schools, National Type Tamil Schools and National Chinese Type Schools. In 2014, there are total of 7,751 primary schools and it can be divided into urban and rural. In urban area, there are 1,411 National Schools, 512 National Type Chinese Schools, and 145 National Type Tamil Schools. Meanwhile, there are 4,452 National Schools, 782 National Type Chinese Schools, and 378 National Type Tamil Schools in rural area (Malaysia Educational Statistics, 2014).

Year 6 pupils are to take Primary School Achievement Test (Ujian Pencapaian Sekolah Rendah, UPSR) before progressing to secondary education. The pupils

will be tested on subjects like Malay writing, Malay comprehension, English Language, Mathematics and Science. In addition, subjects that are compulsory in Chinese schools are Chinese comprehension and written Chinese are, while in Tamil schools are Tamil comprehension and written Tamil.

Secondary education is categorized into lower and upper secondary. Pupils are to spend five years in secondary schools, which is from Form 1 to Form 5. Form 1, Form 2, and Form 3 are known as Lower Secondary, while Form 4 and 5 are known as Upper Secondary. Students from national-type primary, either Chinese or Tamil Type schools are required to attain a minimum grade of C in Malay subjects for UPSR before proceeding to Form 1. Those who failed are required to attend a year-long transition class, known as "Remove" before advancing to Secondary Education.

Students will take the Lower Secondary Evaluation, known as Pentaksiran Tingkatan 3 (PT3) at the end of Form 3. Students are to be evaluated via written and oral tests for Bahasa Melayu and English. Subjects like Science, Mathematics, Islamic Studies, Living Skills, Arabic, Chinese, Tamil, Iban and Kadazanusun would be evaluated via a written test while History and Geography would be evaluated via assignments, practical tests, projects, field study and case studies (Kang, 2014). Then, students will have to choose one out of three streams given depending on their PT3 results. The available choices are academic stream, religious stream, and technical and vocational stream.

During 2 years of senior secondary education pupils choose one of 12 subject clusters, all of which include the core subjects Malay, English, mathematics, physics, history and geography. In addition to these, there are a number of electives. The minimum number of subjects that can be taken is 8. At the end of senior secondary school, pupils will sit for the Sijil Pelajaran Malaysia (SPM) or Open Certification Examination (Malaysian Certificate of Education) in order to graduate from secondary school. According to Malaysia Educational Statistics

2014, there are 1,177 secondary schools in urban area and 1,189 in rural area, totaling up to 2,366 schools.

After completing SPM, students can choose to either study Form 6 of the matriculation (pre-university). Students studying Form 6 will have to take Malaysian Higher School Certificate examination or Sijil Tinggi Persekolahan Malaysia (STPM), which is coresponding to the General Certificate of Education 'A' Level examination. Students who apply for admission to matriculation are to attend a one to two-year programme managed by the Ministry of Education. Semester basis examination is adopted by the matriculation programme, which is two semesters in a year. Meanwhile, there is only one examination involved in STPM, which covers all the syllabus of one and a half years' in one go. There are also students who go for pre-university studies in private colleges. Some prefers programmes such as British 'A' Levels programme, or the Canadian matriculation programme.

There are two categories of higher education institutions, which are public and private. Public higher educational institutions are funded by government, which includes public universities, public colleges, community colleges and polytechnics. Private higher educational institutions are not financially supported by the government, which includes non-university status institutions like private colleges and university status institutions such as private universities and university-colleges. Besides that, it also includes foreign university branch campuses. Various types of certificate, diploma, advanced diploma, degree and postgraduate courses are offered to students of higher education. Ministry of Higher Education (MOHE) was established in 2004, by the Malaysian Government to provide strategic direction and oversee the development of the higher educational institutions in Malaysia (Clark, 2014).

1.2 Problem Statement

As stated in Programme for International Student Assessment (PISA), the ranking of Malaysia was 52nd overall out of the total 65 countries in year 2012. PISA assesses the extent of key knowledge and skills acquired by 15-year-old students, which are vitally necessary to participate in modern societies. The assessment examines how well students can deduce knowledge they learned and apply them in foreign environment. In year 2015, Malaysia languishes in a dispiriting ranking of 52nd out of 72 countries in PISA (Wahab, 2015). Besides that, Malaysia was ranked 39th out of 44 countries in PISA first assessment on creative problem solving (Zachariah, 2014). This shows that the performance of Malaysian students has no improvements or even worsening. In addition, as reported in International Mathematics and Science Study (TIMSS) survey, Malaysia has the most unfavorable fall among all countries for Mathematics and Science between 1999 and 2012 (Mozihim, 2014). The continuous dreary performance of Malaysia in international assessments shows that the country's schooling system is weak (Teh, 2015).

The World Bank Report (2013) mentioned that Malaysia government spent more than twice the average of its gross domestic products in its education comparing to countries within ASEAN nations. Despite that, Malaysia's education standard is worsening and the country's school performance was criticized according to the report of "Malaysia Economic Monitors: High Performing Education". The Prime Minister of Malaysia had launched an Economic Transformation Programme (ETP) in October 2010, with objectives of transforming the country to a high-income nation by year 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010). According to the report of ETP, education is the most vital forces of the transformation. The dreary performance of Malaysia education became an obstacle of this transformation.

It was mentioned in the World Bank Report (2013) that quality of education is even more vital than ensuring the system has the broadest possible coverage

which indicates the quantity. The World Bank said that Malaysia needs to prioritize the quality of teacher rather than quantity. The educators' recruitment programme, which was aggressively expanded, was noted to have leaded the country's education standard to fall.

The performance of education was decreasing although the number of teacher in Malaysia was increasing. The growing number of teachers in Malaysia from 2012-2015 is shown in the table below.

Table 1.1 Total Number of Teacher in Malaysia

Year	Total Number of Teacher in Malaysia
2012	412720
2013	416056
2014	420854
2015	424011

Source: Educational Planning and Research Division, MOE.

National Union of Teaching Profession Malaysia [NUTP] (2014) stated that the union received many complaints from teachers about the school based management assessment that added burden to them. Teachers are under huge pressure to deliver and their stress levels increase especially during invigilation, in which invigilator turn up during class to assess on their performance. The stress experienced by teachers is tremendous that it caused insomnia to them. It is indicated that school teachers have the highest level of job stress among professionals (Stoeber & Rennert, 2008).

Stress can reduce the ability to perform at the highest levels (Chan, 1998). The negative effect of stress can impact negatively on performance and quality of life. In short, the extreme stress faced by teachers cause them to perform poorly and subsequently affect the quality of education. According to World Bank Report (2013), performance of Malaysia in education appears to have deteriorated over the past decade. Malaysia appears to have lost some grounds on teacher quality.

There is a relationship between teacher performance and student outcomes (Malakolunthu, Idris & Rengasamy, 2010).

Teachers play an important role in education industry since he or she act as an institution agent who delivers knowledge to students. The National Union of Teaching Profession Malaysia (NUTP) (2014) mentioned that teachers are the key facilitators in holistic and character-building education for students. Students are provided with information and tools by the teachers; therefore, the learning outcome on a student is affected by the teachers. Teachers are the one who evaluate the performance of students, develop their own teaching plan and delivering method. General Secretary of NUTP, Lok Yim Pheng said that the key to providing a quality education for our students is to improve the quality of the teachers. Hence, teachers play an important role in improving the performance of students (Panda & Mohanty, 2003).

We suggest that schools should encourage organizational citizenship behaviors (OCB). OCB is defined as behavior that encourages the social and psychological environment in which task performances occurs (Organ, 1997). In other words, OCB is the readiness of participants to go beyond the formal requirements of their position. OCB is important in schools because it directly increase the effectiveness of a school. Teachers with high citizenship volunteer themselves in innovative suggestions, sponsoring extracurricular activities, and serve new committees. Most importantly, teachers will provide guidance to students during their own free time and stay behind to aid students if required (Hoy & DiPaola, 2007). Research showed that there is relationship between high levels of OCB and student achievement (Dipaola & Hoy, 2005a). In spite of that, the profession of teaching oftentimes has difficulty in performing organizational citizenship behaviors (OCB).

Job burnout is usually found in servicing sector including teaching profession. Teachers are constantly challenged by their surroundings. Besides the regular teaching routines, teachers have to handle increasing administrative work load, attend meetings, and getting involved in non-teaching duties (Malakolunthu et al.,

2010). There are many systematic problems that prevent teacher from doing their job well, such as administrative work which covered 40% to 60% of their workload. They have to do redundant tasks like handwrite each student name in attendance book every month, which tired out the teachers and lead to having little time or energy to plan for classes. It is stated that employees are less willing to display OCB when they have higher level of burnout. Burnout and OCB has a negative correlation, in which burnout exert negative effect on the participation in OCBs of an individual (Schepman & Zarate, 2008).

Psychological empowerment is pointed out as a type of internal motivation conducive to promoting OCBs in the service industry (Conger & Kanungo, 1988). The World Bank noted that schools in Malaysia lacks of autonomy, in which both syllabus and delivery were not conducive to the nature of education. The centralization in Malaysian education system is so high that it prevents efficient production and distribution of education services. Teachers are required by the Education Ministry to teach and finish the yearly syllabus without having the benefit of a replacement teacher (Education International, 2013). Teachers can do nothing but to follow the instructions from the Education Ministry, which shows that they have limited freedom in deciding their teaching plan and approach. Morrison (1996) proposed that empowerment leads employees to feel motivated and demonstrates OCBs. It is stated that teachers with high psychological empowerment will lead to higher willingness to perform OCBs. Wat and Shaffers (2005) indicated that employees' psychological empowerment positively influences OCB.

1.3 Research objectives

1.3.1 General objective

The main objective is to examine the relationship between job burnout and psychological empowerment with organizational citizenship behavior of secondary school teachers in Perak, Malaysia.

1.3.2 Specific objectives

1. To examine whether there is a significant relationship between job burnout and organizational citizenship behavior.

   a) To examine whether there is a significant relationship between emotional exhaustion and organizational citizenship behavior.

   b) To examine whether there is a significant relationship between depersonalization and organizational citizenship behavior.

   c) To examine whether there is a significant relationship between reduced personal accomplishment and organizational citizenship behavior.

2. To examine whether there is a significant relationship between psychological empowerment and organizational citizenship behaviour

   a) To examine whether there is a significant relationship between meaning cognition and organizational citizenship behavior.

   b) To examine whether there is a significant relationship between competence cognition and organizational citizenship behavior.

   c) To examine whether there is a significant relationship between self-determination and organizational citizenship behavior.

   d) To examine whether there is a significant relationship between impact and organizational citizenship behavior.

3. a) To examine whether job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior.

   b) To examine whether all the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior.

1.4 Research Questions

1. What is the relationship between job burnout and organizational citizenship behavior?

   a) What is the relationship between emotional exhaustion and organizational citizenship behavior?
   b) What is the relationship between depersonalization and organizational citizenship behavior?
   c) What is the relationship between reduced personal accomplishment and organizational citizenship behavior?

2. What is the relationship between psychological empowerment and organizational citizenship behavior?

   a) What is the relationship between meaning cognition and organizational citizenship behavior?
   b) What is the relationship between competence cognition and organizational citizenship behavior?
   c) What is the relationship between self-determination and organizational citizenship behavior?

d)   What is the relationship between impact and organizational citizenship behavior?

3.   a)   Do job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior?

b)   Do all the dimensions job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior?

1.5 Hypotheses of the Study

Hypotheses 1

H_0:   There is no significant relationship between job burnout and organizational citizenship behavior.

H_1:   There is a significant relationship between job burnout and organizational citizenship behavior.

Hypotheses 1(a)

H_0:   There is no significant relationship between emotional exhaustion and organizational citizenship behavior.

H_1:   There is a significant relationship between emotional exhaustion and organizational citizenship behavior.

Hypotheses 1(b)

H_0: There is no significant relationship between depersonalization and organizational citizenship behavior.

H_1: There is a significant relationship between depersonalization and organizational citizenship behavior.

Hypotheses 1(c)

H_0: There is no significant relationship between reduced personal accomplishment and organizational citizenship behavior.

H_1: There is a significant relationship between reduced personal accomplishment and   organizational citizenship behavior.

Hypotheses 2

H_0: There is no significant relationship between psychological empowerment and organizational citizenship behavior.

H_1: There is a significant relationship between psychological empowerment and organizational citizenship behavior.

Hypotheses 2(a)

H_0: There is no significant relationship between meaning cognition and organizational citizenship behavior.

H_1: There is a significant relationship between meaning cognition and organizational citizenship behavior.

Hypotheses 2(b)

H_0:   There is no significant relationship between competence cognition and organizational citizenship behavior.

H_1:   There is a significant relationship between competence cognition and organizational citizenship behavior.

Hypotheses 2(c)

H_0:   There is no significant relationship between self-determination and organizational citizenship behavior.

H_1:   There is a significant relationship between self-determination and organizational citizenship behavior.

Hypotheses 2(d)

H_0:   There is no significant relationship between impact and organizational citizenship behavior.

H_1:   There is a significant relationship between impact and organizational citizenship behavior.

Hypotheses 3(a)

H_0:   Job burnout and psychological empowerment do not significantly explain the variance in organizational citizenship behavior.

H_1:   Job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior.

Hypotheses 3(b)

H_0:   All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-

determination, impact) do not significantly explain the variance in organizational citizenship behavior.

H_1:   All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior.

1.6 Significance of study

The vital aim of this study is to contribute a better comprehension and insight to job burnout, psychological empowerment and organizational citizenship behavior in the education sector. As mentioned in previous section, ETP was launched in late 2010, with purpose of transforming Malaysia to a high-income nation by year 2020. One of the most important drivers to transform Malaysia into a high-income nation is education, in which it impacts on the productivity and human capital development of the country (Economic Transformation Programme: A roadmap for Malaysia, 2010). Education act as a critical role in producing more quality and competitive graduates, in order to support and fulfill the talented workforce demand from various industries.

Therefore, improving the quality of education will be critical for Malaysia to achieve high-performing education system that builds a high-income economy (World Bank Report, 2013). However, the performance of Malaysia education is deteriorating which is related to the low quality of teachers and their poor performance. As stated in the previous section, teachers are having difficulty in performing OCB which cause schools to have difficulty in achieving effectiveness. In addition, past studies have provided that higher burnout level will diminish the willingness of teacher to perform OCB due to exhaustion of their physical, emotional and mental condition (Liang, 2012). It is also stated that teachers with high psychological empowerment will lead to higher willingness to perform OCBs.

Therefore, by conducting this research, we can find out what are the relationship between OCB with job burnout and psychological empowerment. From there, we can provide valuable suggestions to the Ministry of Education to improve the education system. The education Ministry can reduce the unnecessary workload especially on administrative work that burden the teachers and provide more freedom for them in their teaching approach and plans. Teachers will be more willing in performing OCBs when job burnout is reduced and increased in psychological empowerment. High level of OCBs leads to improvement of teachers' quality which produces higher performing students and, eventually increases the standard of Malaysia's education. Subsequently, the problem of declining school performance can be solved. Since education is a critical force in the ETP launched, high-income nation challenge can be overcome slowly by having high-performing education system.

1.7 Chapter Layout

This research has five chapters, which are introduction, literature review, research methodology, research results, discussion and conclusions.

Chapter 1: Introduction

The first chapter provides an overview of the study context. Research problems and objectives to be achieved are identified and justified. Research questions and hypotheses to be answered and tested respectively are set. Besides that, the importance and contributions of this research are highlighted.

Chapter 2: Literature Review

The second chapter consists of review of relevant literature of research topic. The literature review covers the introduction of the chapter and the study on established journal articles and other publications which are related to our topic. Relevant theoretical frameworks and models are shown further. Then, the

developed conceptual framework which shows the relationships between our variables is shown.

Chapter 3: Research Methodology

The third chapter describes the research methodology used. The method on how our research is executed in terms of research design, methods in collecting data, and sampling design are covered in this section. Research instrument, operational definitions of construct, measurement scales, and method of data analysis are highlighted.

Chapter 4: Research Results

The fourth chapter presents results of research and the pattern of the results. This chapter also includes the results' analysis that is related to the research questions and hypotheses. The result will not be discussed yet in this section.

Chapter 5: Discussion and Conclusion

The last chapter provides a discussion and summary on the results generated previously from chapter four. Major findings, implications and limitations of the study are discusses. Lastly, recommendations for future research are provided by us.

1.8 Conclusion

In conclusion, this chapter has clearly stated the research topic. It had been stated that the objective of our research is to study the factors contributing to organizational citizenship behavior. As stated in this chapter, the problem statements had showed that this research is significant and worth to study. The basic theory of our topic can be better understood from the specific research objectives, hypotheses and significance of study stated in the chapter. All the supporting materials are reviewed in the next chapter to support our study. Established journal articles that are relevant to our topic will be study and summarize in the following chapter. In that chapter, the topic was explained in details.

CHAPTER 2: LITERATURE REVIEW

2.0   Introduction

This chapter is started with overview of dependent variable (OCB) and independent variables (job burnout and psychological empowerment). The relationship between job burnout, psychological empowerment and OCB are explained based on the support and evidence proved from literature review. Besides, theoretical framework and hypotheses development are included in this chapter. Chapter summary will be written in last part to conclude this chapter.

2.1 Review of Literature

2.1.1   Dependent Variable: Organizational Citizenship Behavior Definitions and Theoretical Background

OCB can be defined as contributions to the enhancement and maintenance of the psychological and social context that support task performance (Organ, 1997). OCB is first coined by Organ in year 1983 with his colleagues, Batman, Smith and Near. The definition of OCB keeps changing and being redefined where the definition as stated above will be the updated one. OCB focuses on voluntary behaviors that used to support the environment of enforceable job requirements. OCB can be the requirement that continues to exist in an organization, either in-role or extra-role, or discretionary where requirement is not compulsory. It is differ from task performance where it is used to support the environment of enforceable task performance and enhance the organizational effectiveness. Voluntary behavior that done based on free will are neither not entitled for rewards, nor the rewards is guaranteed. It would depend on

organization's performance evaluation system to either set it as criteria or ignore. The roots of OCB can be traced back to the research done by previous researchers, Barnard in year 1938, and Katz and Kahn in year 1964 regarding organizational effectiveness (Organ, 1997).

In year 1938, Chester Barnard described organization as a cooperative system. To enhance organizational effectiveness, one's willingness to cooperate and contribute acts a critical component. Theory of "zone of indifference" innovated by Barnard, describes the range of willingness within each individual to comply with organizational mission. Degree of willingness varies across individuals, depends on the communication and social relationship that exists inside an organization. According to Barnard, frequency of communicate between employee will determine how close the social relationship is between them. Frequent communication and close social relationship will increase the "zone of indifference", enhance the willingness of employee to cooperate with the one they constant interact with in the workplace, either supervisors, peers or subordinates. Thus, communication, social relationship and willingness to contribute are vital in determining the overall effectiveness and survival of an organization. It is because formal job description, or process and routine alone is never perfect and not enough to achieve organizational goal. The term of willingness is dispensable and captures common terms of solidarity, esprit de corps or loyalty. Willingness to contribute not necessary to be prescribed in employment contract, where increased willingness to work beyond their call of duty highlights discretionary aspect of OCB with no reward guaranteed.

To enhance the overall effectiveness of an organization, Katz and Kahn (1966) identified three employee behaviors necessary for the functioning of an organization. Three behaviors as stated include dependability in carrying out roles, willingness to enter and commitment to stay with the company, and participate in spontaneous and innovative actions beyond formal obligations. In order to work for overall effectiveness of an

organization, in-role and extra-role behaviors act as a vital component. In-role behavior alone is not sufficient to achieve organizational effectiveness since organizational planning is never performed with perfect knowledge and therefore cannot take in account of all possible contingencies. Organization where employees only perform enforceable prescribed duties stand a high risk for organizational failure. Thus, extra-role behavior of innovative and spontaneous is essential for optimal functioning of an organization. Extra-role behavior are duties that performed beyond the formal job description. Employee who are spontaneous and innovative often lending others their helpful hand, depends on each other to get their job done, and has high commitment toward their job and also organization. Favorable image of organization in external environment often be promoted this way.

With the concepts introduced by Bernard, Katz and Kahn regarding the way to enhance organizational effectiveness, it sparks the ideas of OCB that innovated by Organ in year 1983. In addition, with in input of Organ on research done in year 1977 regarding the connection of job satisfaction with overall organizational effectiveness, construct of OCB is introduced. In the research, Organ (1977) examined type of positive contribution of employee toward the organization if they are satisfied with their job. He argued that "satisfaction would affect people's willing to help colleagues and work associate and their disposition cooperate in varied and mundane forms to maintain organized structures that govern work". Type of positive contribution which then spark the widespread interest in OCB in early of 1980s (Organ, 1997).

In year 1983, Bateman and Organ conducted a study where 77 employees and their immediate managers at one of the major State Universities located in Midwestern region of United States were being surveyed. During the survey, employee's immediate managers were asked to rate the behaviors that he or she deemed beneficial to the organization success. The results came out with variety of behaviors that includes punctuality,

complaints, altruism, waste, compliance, cooperation, dependability, housecleaning and many other spontaneous behaviors. Bateman and Organ are then coined these behaviors as OCB in year 1983. In year 1988, definition of OCB is defined as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1997).

After definition of OCB is constructed in year 1988, some criticisms came later regarding ambiguities of definition where further elaboration is needed to clarify it. Organ (1997) was then further elaborated three criteria as stated in that definition, include discretionary behaviors, reward system and effective functioning of the organization. For discretionary, it indicates behaviors that are not enforceable in an organization, and not prescribed under contractual job descriptions. Rather, the behaviors are beyond the job requirement or be considered as extra-role behaviors where one exercise it based on their freewill and personal choice. Any omission of the behaviors is not punishable.

Regarding the reward system, many confused that will OCB contribution leads to future compensation, or not qualified for any returns. Results showing that OCB is not entitled for any direct compensation, and not being set by organization as criteria of performance evaluation. Thus, it is not qualified for formal organization's reward system where the reward system only available for formal contribution as listed under job description. However, although OCB is not directly or formally compensated, it may have a chance of providing future indirect return but not guaranteed. OCB will improve the impression of others, such as supervisors and coworkers toward an employee. Good impression left will then influence the recommendation by the boss for promotion or salary increased. However, returns are not contractual guaranteed (Organ, 1997).

It comes to OCB that will contribute to the overall organization effectiveness. It indicates that not every single contribution will result immediate outcome for an organization, but collective of relevant behaviors will, in long run. Collective of relevant behaviors done by groups of individual, or aggregate behaviors of an organization as a whole, will help to enhance overall organization effectiveness when time passing. Duration is a good measurement of OCB's positive effect toward the organization in future. Result of enhancing organization overall effectiveness is neither depend on contribution alone, nor occur within short and immediate duration (Organ, 1997).

As time pass by, discretionary behaviors and non-contractual reward requirement of OCB's definition elicited criticism from outsider regarding the measurement and construct of OCB. OCB that being defined as extra-role, discretionary and beyond the job requirement had been criticized that it contains elements that can be considered as part of the job. 18 out of 20 items of OCB was reported by Marrison (1994) to contain in-role behaviors after being described by majority of respondents. OCB itself was ill-defined where the breadth of the job varies across individuals. Since the breadth of the job differs from one to another, behaviors that being viewed as extra-role by one individual may be viewed as in-role behaviors by other people. The concept of "role" and "job" were being viewed as ambiguities on the term itself. According to Katz and Kahn (1966), roles can be defined as expectation of role sender toward the role receiver where the degree of expectation may go beyond the formal job requirements. OCB that require behaviors to be extra-role adds to the muddiness since expectation from role sender differ from one to another, and keep changing. Thus, behaviors that being viewed as extra-role by one may be view as in-role behavior by another since there is difference in level of expectation. It leads to measurement difficulties of OCB (Organ, 1997).

OCB that require job that go beyond formal job requirement or description was being criticized of what enforceable job requirement consists of. Jobs

keep changing like how role does. Work that being described under formal job requirement will have empirical foundation for it to be done. Empirical foundation that attached itself to job description is considered as part of the job even though it does not be specifically written down. Thus, anything that required for a described job to be done will be considered as part of the job. To this extent occurs, OCB would be defined away where if a particular behavior that beyond formal job description fall under empirical foundation for the described job to be done, it will be part of the job and no longer be categorized as OCB (Organ, 1997).

Regarding the issue of formal reward system, OCB is defined as behaviors that are not formally and directly rewarded by organization's reward system. Reward consequences of OCB was criticized of not being ruled out for individual to differentiate OCB from other normal behaviors, but only with not contractually guaranteed being ruled. Problem exist when in-role behaviors or duties as stated under job requirement provide no contractual guaranteed too. During the downsizing of the 1980s and 1990s, business tend not to provide employee with benefit guaranteed over their prescribed job requirement even if they have well performed it. With this extent occurs, prescribed job requirement with no reward guaranteed can be categorized as OCB too. In addition, some forms of OCB tend to be evaluated under organization performance appraisal system and leads to money compensated. According to Orr, Sackett, and Mercer (1989), managers is willing to provide money compensation for organizational citizenship behaviors that displayed by employee. With this, it tends to be in contrast with the definition defined of no formal rewards qualified for OCB (Organ, 1997).

With criticism received, OCB is redefined where its updated definition is derived from the definition of contextual performance innovated by Borman and Motowidlo (1993). According to Borman and Motowidlo (1993), contextual performance can be defined as behaviors that do not support the technical core itself so much as they support the broader social,

organizational, and psychological environment in which the technical core must function. In other words, contextual performance is the behaviors that enhance the environment of one's task performance to facilitate the overall organization effectiveness. Contextual performance does not require behavior to be formally rewarded nor extra-role. It indicates that contextual performance that support the environment for the functioning of organization's technical core may lie within the expectation of company to be in-role, or fall under the criteria of organization's formal reward system where top management evaluate it during performance appraisal of employee. By deriving definition of contextual behaviors, OCB is then redefined as contributions to the enhancement and maintenance of the psychological and social context that support task performance.

Dimensions of Organizational Citizenship Behavior

Before the concept of OCB coined by Organ, Katz (1964) has proposed five dimensions used to distinguish "innovative and spontaneous" behavior from role or job prescription, including self-training, protecting the organization, cooperating with others, volunteering constructive ideas, and maintaining a favorable attitude toward the company. Soon after, Organ and his colleagues (Bateman, Smith and Near) were first introduced two separate dimensions of OCB which are generalized compliance and altruism in year 1983. Altruism is defined as the "behavior that is directly and intentionally aimed at helping a specific person" (Smith, Organ & Near, 1983, p. 657). However, researchers (Graham, 1989; Podsakoff, MacKenzie, Panie & Bachrach, 2000) are more prefer to use "helping" in describing OCB instead of "altruism". This is because "altruism" seen as an implicit behavior with the motive behind (Organ, Podsakoff & MacKenzie, 2006). Generalized compliance is defined as "a more impersonal form of conscientiousness that does not provide immediate aid to any one specific person, but rather is indirectly helpful to others" (Smith et al., 1983, p. 657). "Generalized compliance" was later changed to

"conscientiousness". These two dimensions showed a restrictive conceptualization of citizenship behavior even though they are vital in contributing organizational effectiveness.

Organ (1988) was then moved beyond the initial two dimensions and proposed a complete model of OCB which consists of five dimensions, including courtesy, altruism, conscientiousness, civic virtue and sportsmanship. Organ (1988) defined altruism as a voluntary behavior that aimed at helping a specific person with work-related problem. Conscientiousness refers to voluntary behavior of an individual that go beyond the organization's minimum job requirements. Courtesy refers to individual's behavior of preventing work-related conflict from occurring. Sportsmanship refers to individual's behavior of tolerating an inevitable circumstance of work without complaining. Civic virtue refers to individual's behavior of taking responsibility to participate and involve in organizational activities. These five dimensions are widely accepted by other researchers (Podsakoff et al., 2000; Van Dyne, Graham & Dienesch, 1994).

Graham (1989) has a different point of view from Organ. She defined OCB as discretionary behaviors that support collectivism instead of individualism. Thus, a four-dimensional model of OCB with the inclusion of individual initiative, loyal boosterism, interpersonal helping, and personal industry have been proposed by Graham (1989). Interpersonal helping refers to the helping behavior of an individual towards his or her co-workers on a task. Individual initiative refers to the communication of an individual in the workplace that intended to improve performance. Personal industry refers to individual's performance that go beyond her or his call of duty. Loyal boosterism refers to individual's action in promoting corporate image to outsiders. However, Graham's (1989) proposed dimensions are not widely included by some researchers in their studies (MacKenzie, Podsakoff & Fetter, 1993) because her individual initiative dimension and personal industry dimension are broad categories

that stressed on extra-role behavior and researchers found that it is difficult to differ these dimensions from in-role behavior (Podsakoff et al., 2000).

After proposed the five-dimensional model of OCB, Organ (1990) suggested additional two dimensions in his research to further clarify the model of OCB which introduced by him in year 1988. A total of seven dimensions framework, where five dimensions from Organ (1988) with two other dimensions: peacekeeping and cheerleading, have been proposed. Peacekeeping or peacemaking refers to the behavior that help to resolve work-related conflict. Cheerleading refers to behavior of providing positive reinforcement for others' accomplishment in an organization.

In the previous research, researchers describe that OCB is a multidimensional construct which consists not only one dimension, but three-dimensional scale (Graham, 1991); four-dimensional scale (Graham, 1989) and five-dimensional scale (Organ, 1988). Williams and Anderson (1991) was then developed a broader model of OCB with two-dimensional scale, including OCB-interpersonal (OCB-I) and OCB-organization (OCB-O). OCB-I refers to behavior that benefits an individual within the organization while OCB-O refers to behavior that benefits organization. Although this two-dimensional scale covered broader range of OCB, it still fulfilled the three main characteristics of OCB as defined by Organ (1988). Based on Organ's definition, OCB must be a voluntary behavior, helps the organization, and multidimensional in nature.

In the early researches of OCB, citizenship is emphasized on "extra-role" behavior rather than "in-role" performance. As mentioned early, researchers have faced difficulty in determining which behavior is in-role and which behavior is extra-role. Besides, Graham (1991) argued that in-role and extra-role behavior may vary from time to time, and different from one to another. In making a clarification, a new conceptualization of OCB with inclusion of extra-role behavior, in-role behavior, and political behavior have been studied. Researchers (Graham, 1991; Van Dyne et al.,

1994) was thus proposed three dimensions in the study, including organization obedience, organization loyalty, and organization participation. Organization obedience involves respect and accept the organizational structure and rule. Organization loyalty is "identification with and allegiance to an organization's leader and the organization as a whole, transcending the parochial interests of individuals, work groups, and departments" (Van Dyne et al., 1994, p. 767). Organization participation is "interest in organizational affairs guided by ideal standards of virtue, validated by an individual's keeping informed, and expressed through full responsible involvement in organizational governance" (Van Dyne et al., 1994, p. 767).

Podsakoff et al. (2000) proposed a broader conceptualization of OCB which consists of seven dimensions, they are organizational loyalty, helping behavior, civic virtue, organizational compliance, sportsmanship, self-development, and individual initiative. Due to the lack of consensus, Podsakoff et al. (2000) have constructed these dimensions which covered almost all aspects of OCB from the previous researches (Graham, 1989, 1991; Katz, 1964; Organ, 1988, 1990; Smith et al., 1983; Van Dyne et al., 1994; Williams & Anderson, 1991). Helping behavior indicates helping others to prevent work-related problem. This dimension was similar to Organ's (1988, 1990) courtesy, altruism, cheerleading, and peacekeeping dimensions; Graham's (1989) interpersonal helping; Williams and Anderson's (1991) OCB-I; and Van Scotter and Motowidlo's (1996) interpersonal facilitation (Podsakoff et al., 2000). Sportsmanship indicates tolerance to inconvenience caused by others and sacrificing own interest for the good of others. This dimension was somewhat different with Organ's (1988) proposed dimension. In their opinion, a good citizen is not only avoiding complaint, but also willing to sacrifice own interest to fulfill other's wishes. Organizational loyalty involves spreading organization's goodwill to outsiders and protecting organization against threats. This dimension included Graham's (1989) loyal boosterism and Graham's (1991) organizational loyalty. Organizational compliance indicates the

acceptance and adherence to the rules and regulations of an organization. This dimension included Smith et al.'s (1983) generalized compliance; Williams and Anderson's (1991) OCB-O; Graham's (1991) organizational obedience; and Van Scotter and Motowidlo's (1996) job dedication. Individual initiative indicates the discretionary engagement that goes beyond the minimum requirement in work-related task. This dimension included Organ's (1988, 1990) conscientiousness; Graham's (1989) individual initiative and personal industry dimensions; and Van Scotter and Motowidlo's (1996) job dedication. Civic virtue indicates the willingness to commit in corporate governance for the best interests of organization. This dimension overlapped Organ's (1988, 1990) civic virtue; and Graham's (1991) organizational participation. Self-development indicates the action of an individual in learning new knowledge and skills to improve organizational effectiveness. This dimension has been referred to Katz's (1964) self-training since it has been neglected in the OCB literature due to a distinct form of OCB measurement.

Dimensions of Organizational Citizenship Behavior in School

OCB has been studied in business context (Williams & Anderson, 1991; Podsakoff et al., 2000) for many years, but there were limited studies apply OCB in schools. Dipaola and Tschannen-Moran's (2001) study was the first to examine the OCB in school context. Smith et al.'s (1983) altruism and generalized compliance dimensions are highly acceptable in measuring OCB in school context (MacKenzie, 2011). OCB in schools focuses on teacher behavior (Dipaola & Hoy, 2005b). Job description that stated officially may not effective in assisting students toward goal achievement because of the dynamic school environment. Thus, researchers sought to find out whether or not teacher's voluntary behavior that goes beyond job description promote student effectiveness. In their finding, they found that concept of OCB in school context involves only one dimension where both

altruism and generalized compliance combine into one and become single bipolar construct. OCB in private service organizations and schools are defined differently because, in school context, teacher behavior of helping students and accomplishing organization's mission toward promoting school effectiveness are congruence. Teachers perform citizenship behavior were not driven by compensation or reward, but it was part of professional identity that serve the best interest of students to improve their academic performance. Thus, Dipaola and Tschannen-Moran (2001) suggested one-factor construct which included all aspects of OCB in examining the OCB in school context.

In testing the OCB in school context, Dipaola and Tschannen-Moran (2001) adopted Smith et al.'s (1983) 16-item and constructed the Organizational Citizenship Behavior in Schools Scale (OCBSS) with 15-item. Two separate tests for different level of schools, which are elementary, middle, and secondary, have been carried out using a total sample of 1784 teachers from Ohio and Virginia in order to examine the relationship between OCB and school climate. With the result shown, OCB is found to have a significant relationship with school climate, and student performance (Dipaola & Tschannen-Moran, 2001). Researchers (DiPaola & Hoy, 2005a, 2005b; DiPaola, Tarter & Hoy, 2007) were then refined the 15-item OCBSS to the Organizational Citizenship Behavior Scale (OCB scale) with 12-item to construct OCB at high school level which previously do not tested in Dipaola and Tschannen-Moran's (2001) study.

2.1.2 1st Independent Variable: Job Burnout

Definitions

Burnout is first coined by Freudenberger (1974) with meaning of an individual's physical and mental resources are depleted by the demand of himself or herself or by values of the society to reach some unrealistic

goals or expectations. It indicates exhaustion of one where his or her energy is completed used up when trying to achieve unattainable expectation. Freudenberger (1977) further described burnout as when ones become exhausted with the excessive demands on energy, resources, strength or any others else. It indicates that burnout is a developmental phenomenon where it is developed gradually over time when there are excessive demands derived from job that exceed ones' capacity.

Another definition from the report of Berkeley Planning Associates (1977), where burnout is defined as mental apathy, also called lack of concern or caring. It indicates that employee who experience burnout will withdraw themselves from the origin purpose and meaning of the work, where they will separate themselves from clients, peers, co-worker, and others they work with. They will no longer show emotional attachment to their work as what they did at the first but turn to be uncommitted to their job. This burnout focuses on self-estrangement and powerlessness dimensions of alienation.

The third definition of burnout is different from mental apathy where dimension of negativism is added. It indicates that burnout is emotionally centered with negative feelings, but not simply one is lacked of concern and caring which is neither negative nor positive (Maslach, 1976). Employee who experiences burnout will not show any positive or optimistic feeling but only full of negative ones.

Cherniss (1980) links job stress to burnout and defined burnout as development process that leads to apathy and disengagement. As a development process, burnout starts with prolonged levels and excessive job stress or job tension. The stress from excessive and prolonged job produces strain in the worker, such as feeling of fatigue, tension, and irritability. The process is end when employee cope with the job stress by detaching and psychologically distancing themselves from the clients, peers, and jobs. At that time, employee can be considered as apathetic,

rigid and cynical where they no longer emotionally attached to their job but being unconcern to all the matters of the jobs.

Other researchers (Paine, 1982; Van Yperen, Buunk & Schaufeli, 1992; Van Yperen, 1996) further describe burnout as a syndrome of stress that comprises an identifiable cluster of behaviors and feeling that commonly found in high frustrating and stressful environments. As a syndrome of stress, burnout cannot be described as mental disorder, however it will steadily evolve over time where mental disability will be resulted eventually. In term of mental health, burnout is assumed to have a serious consequence toward mental disabilities (Maslach, 2015). However, there are some arguments existed that show that burnout is a type of mental illness rather than a cause of it (Maslach & Leiter, 2016).

The most relevant definition is the one that offered by Maslach (1982), who conceptualized burnouts as psychological syndrome and response to chronic stressors on the job. According to Maslach (1982), burnout is referred to a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that appear among individuals. It indicates that one who is in a state of exhaustion in which he or she is cynical of the job and doubtful of his or her capacity to perform. Maslach and Jackson (1985) defined burnout as a complicated process that may affect employee's emotional, physical, intellectual, social and spiritual performance. It is similar with definition proposed by Koeske and Koeske (1989), who defined burnout as over commitment where it is an experience of emotional, physical, and mental exhaustion that arise due to continuous involvement in emotionally exhausting environment.

Teachers who experience burnout can lead to poor job engagement where they no longer showing emotional attached, dedication and optimistic toward their job (Hakanen et al., 2006). It contributes to lower organizational commitment where mission and goals of school is poorly invested by teachers (Maele & Houtte, 2015). Goal of organization of

students learning is then being neglected by teachers that hinder students' growth. Research of burnout has its roots in human service professions such as teaching, nursing and social work. In the past, burnout is believed to be happened exclusively among employee in service industry as stated above. Maslach Burnout Inventory (MBI) that comprises of 22 items is then developed by Maslach and Jackson (1981) as an instrument to test the employee burnout in service industry. There are many researchers who employed them to measure the burnout among teachers (Worley et al., 2008). Thus, alternative Maslach Burnout Inventory – Educators' Survey is developed by replacing term of "recipient" with "students" (Simbula & Guglielmi, 2010). In education, students is assumed to be the recipients of teachers (Maslach et al., 1996b). Changes is made in order to ensure consistency and clarity in the interpretation of items.

Later, burnout is further extended to all occupation where it is considered to be happened among employee in worldwide industries but not restricted to service industry. It led to further development of Maslach Burnout Inventory-General Survey (MBI-GS) by Maslach and Jackson (1986) to study the burnout across the occupation. Three burnout dimensions as measured by the Maslach Burnout Inventory includes emotional exhaustion, depersonalization, and reduced personal accomplishment. Maslach Burnout Inventory is the burnout that being used most widely in the empirical literature (Shaufeli & Enzmann, 1998).

First dimension of burnout proposed by Maslach (1982) is emotional exhaustion. Emotional exhaustion is considered as core symptom of burnout where it is the key factors or facets of burnout (Wallace & Brinkerhoff, 1991). Employee who are emotional exhausted will feel tired and emotional drained especially when they face work that require significant amount of energy and time to perform (Charoensukmongkol, Moqbel & Wirsching, 2016). It can be defined as depletion of one's mental, physical and emotional resources where ones are overextended and energy are being used up (Chang, 2009; Maslach et al, 2001). Emotional

exhaustion exists when the capacity of oneself no longer be able to cope with excessive demands from organization or social (Hobfoll & Freedy, 1993). It is also being linked to stress where it exists due to stress level suffered by employee (Maclach & Jackson, 1981; Patrick, 1979; Pines & Kafry, 1978; Savicki & Cooley, 1982). Maslach and Jackson (1981) also linked it to excessive and prolonged level of job tension where one turns irritable, tension and fatigue. Emotional exhaustion acts a critical component in teaching functioning because it will lead oneself to emotionally detach from their work and jobs (Cordes & Dougherty, 1993; Maslach et al., 2001).

Second dimension of burnout proposed by Maslach (1982) is depersonalization, an attitudinal component of burnout. Depersonalization can be defined as lack of concern and unemotional attached to clients, job, co-workers, and organization (Maslach, 1982). It tends to happen when employee adopts dysfunction strategies to cope with their stress and when employee perceive a lack of control over their present jobs. In this stage, employee treats their clients as objects rather than human being where they no longer be cared of their needs but being unconcern toward them. Employee tends to distance themselves from works and people who they are working with in order to protect themselves from excessive and prolonged stress and demands. Depersonalization give rises of threat toward learning process of students in school since teachers' personal caring for students act as a critical component for schooling and learning (Bryk & Schneider, 2002). Teacher who are not emotional attached to their students by staying unconcern toward their students may hamper the learning process of students.

Third dimension of burnout proposed by Maslach (1982) is reduced personal accomplishment. It can be defined as lack of, or decline of job performance, competence, and achievement of oneself in their work where one no longer be effective in performing his or her work for the recipients. In other words, it can be defined as tendency of oneself to evaluate

themselves negatively with feeling of inadequate self-efficacy. It usually occurs when employee feel that their efforts are not producing the results they desire or not being recognized (Charoensukmongkol et al., 2016). It is related to the phenomena of self-inefficacy (Bandura, 1977). Self-inefficacy refers to a lack of ability of oneself where it provides an importance linkage to burnout in term of coping (Leiter, 1993). It indicates that ability of ones is insufficient to cope with the desired expectation and result. Cherniss (1993) relates lack of personal accomplishment to leaned helplessness. Learned helplessness refers to desired or expected successful achievement is unlikely to happen. It has a linkage to job burnout in term of job expectation. The presence of both phenomena give rises to the content of personal accomplishment (Densten, 2001). Inefficacy of teachers is shown to inhibit student learning (Beard et al., 2010).

The process of burnout, also called sequence of the three dimensions of burnouts, has been conceptualized differently by different researchers. Emotional exhaustion is suggested by Maslach (1978, 1982) to appear first when individual's emotional resource is drained by excessive chronic work demands. It is then followed with depersonalization, also called defensive coping strategy where individual protect themselves by distancing themselves psychologically and limit their job involvement. Depersonalization where employee starts not to be emotional attach to their job provides emotional buffer between individual and imposing demands and jobs. Finally, stage of reduced personal accomplishment is reached where individuals start to recognize the discrepancy between their current behaviour and their original optimistic expectation of their potential contribution to the organization and society. With this recognition confronted, individual will feel sense of inadequacy in term of job performance and ability to get the job done effectively and efficiently.

The sequence proposed by Maslach (1978, 1982) as stated above is based on findings on initial surveys, interviews, and observations. This model is supported by studies of Leiter (1988), Leiter and Maslach (1988), and

Leiter and Meechan (1986). On the other hand, study conducted by Lee and Ashforth (1993) provides partial support of this model. However, in the study of Leiter (1993), reduced personal accomplishment tend to appears in parallel with the other two components of job burnout, rather than sequentially. Reduced personal accomplishment arise more clearly from lack of relevant resources that hinder one's achievement, rather than emotional exhaustion and depersonalization (Leiter & Maslach, 2005). On the other hand, the other two burnout components emerge from the presence of job overload.

Golembiewski and Munzenrider (1981, 1984) and Golembiewski (1989) have proposed another burnout process where the sequence is started with depersonalization, and followed by reduced personal accomplishment and emotional exhaustion. This model suggests that employee who feel burnout will start to distance themselves from their job, clients, peers where they no longer concern and show emotional attachment towards their job. Lack of employee commitment toward the job is then lower down their personal job performance, accomplishment and achievement. Employee who realized the gaps that exist between their current ability and their original expectation of outcome towards the jobs will feel disappointed of themselves where there is existence of emotional exhaustion be shown at this stage. Cordes, Dougherty, and Blum (1997) who have tested both model and found that Maslach model is better than Golembiewki model. There is further evidence to proof the betterment of Maslach model in the study conducted by Bakker et al. (2000), Greenglass, Burke, and Konarski (1997), Lee and Ashforth (1993b), and Leiter and Schaufeli (1996). By knowing the sequential process of burnout, it can help to us to recognize people in difference phrase of burnout process. Thus, intervention and corrective action can be made accordingly before burnout of oneself turns severe.

Factors of Job Burnout

According to Maslach and Leiter (2004), one who experience a continuous stress without using a proper method to release out the stress is the factor of job burnout. According to Cordes and Dougherty (1993) and Lloyd, King and Chenoweth (2002), workload and job stress are the causes of job burnout. Lack of autonomy that proposed by Lee and Ashforth, (1993), and Lloyd et al. (2002) can also lead to existence of job burnout.

According to Bakker et al. (2014), there are two factors of burnout, categorized as organizational factor and individual factor. Perfectionism, locus of control, lack of social support, lower socioeconomic status, high needs for approval, gender, marriage status and other psychological problems are personal traits that associated with job burnout (Maslach et al., 2001; Anderson, 2000). For the organizational factors, some of the researchers support that lack of supervision, lower level of autonomy, and high level of workloads will lead to job burnout (Maslach & Leiter, 2005).

Across the education industry, high level of stress will lead teachers to experience job burnout (Troman & Woods, 2001). Chronic stress and existence of job burnout that occurred among teachers are caused by the long working hour of them in school, such as working hours of exceeding 40 hours per week (Straquadine, 1990). In addition, insufficient job resources is one of the factors that lead to job burnout. According to Demerouti et al. (2001), job resources and job burnout is consistently negatively related to each other. The lower level of job resources, the higher level of job burnout.

Consequences of Job Burnout

Job burnout is one phenomena that shows long term negative effect, which may be harmful towards employees and their family in the workplace. Burnout will result psychological and physical consequences toward the affected workers (Schaufeli & Greenglass, 2001). For example, job burnout may lead an employee to fail to balance between work life and family member. Hence, it will promote family to dispute level and harm the family harmony (Chan, Chong, Chong & Tang, 2015). Moreover, for those employees who are not satisfied with their job and where job burnout is experienced, they will express it to outsider and often complain to their partner. As a result, job burnout can serve as a vital component in affecting family members or their partner as well (Bakker, Demerouti & Schaufeli, 2005).

Moreover, job burnout can negatively influence the worker's performance. For instance, withdrawal behaviors such as lateness, absenteeism or turnover will more likely to be displayed by workers who experiencing job burnout (Maslech et al., 2001). Thus, the operation and effectiveness of the work will slow down by the poor behavior of workers as stated above during the period of burnout (Halbesleben & Buckley, 2004). Workers who experiencing job burnout will contribute to poor performance and less concern toward the organization (Bakker, Demerouti & Verbeke, 2004). According to Maslach and Leiter (1997), high absenteeism of employees will lead to financial losses of an organization.

There are few negative consequences of job burnout that have been categorized into different aspects, such as interpersonal, emotional, physical, behavioral and attitudinal aspect (Cordes & Dougherty, 1993). For example, attitudinal consequences indicate that employees who showing bad attitude toward their customers, supervisor, peers, subordinates and organization tend to dissatisfy with their job and lead to a decrease of OCB displayed (Hollet-Haudebere, Mulki & Fournier, 2011).

2.1.3   2nd Independent Variable: Psychological Empowerment

Definitions

Over the past few decades, researchers have focused on empowering employees by delegating the process of decision making from top to bottom and increasing the accessibility of resources and information at lower level of employees (Neilsen, 1986). However, there were little empirical research focused on individual psychological experience of empowerment. Insufficient conceptualization of empowerment process might be the reason of it (Conger & Kanungo, 1988). Psychological empowerment was defined differently by some researchers (Conger & Kanungo, 1988; Thomas & Velthouse, 1990; Spreitzer, 1995). According to Conger and Kanungo (1988), psychological empowerment is referred to process of sharing power and control to subordinates which resulting increase in individual's self-efficacy. Daft (2001) proposed that empowerment involves giving employees the information, power, and freedom to involve in the process of decision making and work related activities. Morrison (1996) proposed that empowerment motivates employees and eventually increasing their OCB.

The term "empower" has several meanings, where Conger and Kanungo described empower as capacity whereas Thomas and Velthouse described empower as energy. Psychological empowerment was defined by Thomas and Velthouse (1990) as an increment of one's intrinsic task motivation. Their definition of psychological empowerment is more broadly than Conger and Kanungo (1988) which is not just involve self-efficacy but is general enough to be applicable to any work. Thomas and Velthouse (1990) also argued that employees' personal perception of empowerment is the determinant of employees' positive outcomes. In their study, four cognitions as the basis for empowerment of workers have been identified.

The four cognitions or task assessments are impact, competence, meaningfulness, and choice. Task itself that combines all these four cognitions can produce motivation and satisfaction within the person.

Spreitzer (1995) subsequently made some enhancements on the psychological empowerment model that developed by Thomas and Velthouse (1990). Meaningfulness cognition is renamed by Spreitzer (1995) as "meaning", where choice cognition is renamed as "self-determination". Thus, the model of psychological empowerment proposed by Spreitzer (1995) consists of four dimensions, which are meaning, competence, self-determination, and impact. The interdependency of these cognitions is important in measuring the construct of psychological empowerment. Lacking any one of these cognitions will reduce the overall degree of empowerment. Spreitzer (1995) argued that psychological empowerment is employees' perception towards work performed that influenced by organization work condition as well as geographical location.

Meaning cognition is referred to "sense of purpose or personal connection to the work goal" (Spreitzer, 1995). Employees with high degree of meaning cognition are believed to result in greater commitment and involvement in performing their work role. In other words, employees tend to work harder if they believe their work is meaningful. There is a fit between employee's requirements to a work role and employee's own behaviors and beliefs. The work goal should align with employee's own ideas and values so that employees have the feeling of being empowered (Choong & Lau, 2011).

Competence cognition or self-efficacy is defined as employees' belief of their capability in performing the task skillfully (Spreitzer, 1995). The term "competence" is similar to Bandura's (1989) personal mastery or effort-performance expectancy. According to Bandura (1977), employees with low self-efficacy tend to evade situations that need to show their relevant skills. This eventually blocks employees' abilities to confront with fears

and improve their competencies. On the other hand, employees with high self-efficacy tend to put more efforts when facing challenges and obstacles. Spreitzer (1995) argued that the term "competence" has been used instead of "self-esteem" due to the focus of individual's efficacy to a work role instead of global efficacy.

Self-determination is referred to sense of autonomy that owned by employees in carrying out their work (Spreitzer, 1995). Employees tend to have the feeling of being empowered when they are given the power and freedom to make decisions at workplace. Rigid rules and regulations will limit employees' autonomy in their work and eventually lead to lack of empowerment. According to Spector (1986), self-determination happens when employees have the control over the work method, effort and pace through decision they made in their work.

Impact is defined as the extent to which an individual can influence the system he or she work for (Spreitzer, 1995). Impact cognition is high when employees have confidence to make a different by leaving significant influence in the organization. They believe that they can perform better and their work outcomes can directly and positively influence the organization. In contrast, employees' motivation and ability to recognize opportunity are reduced when they have the sense of helplessness. This sense of helplessness will reduce employees feeling of empowerment at work.

Spreitzer's (1995) research is the first research which developed and validated measure of psychological empowerment in the work context. He constructed a Psychological Empowerment Scale (PES) with 12-items of psychological empowerment with 3-items for each dimension. Spreitzer (1995) adapted the meaning items from Tymon (1988), competence items from Jones (1986), self-determination items from Hackman and Oldham (1985), and impact items from Ashforth (1989). The tool used by Spreitzer (1995) was a five-point Likert scale, which ranged from 1=Strongly

disagree to 5=Strongly agree. The higher the score in PES, the higher the level of psychological empowerment.

Two samples were used in his study where the first sample composed middle level employees whereas the second sample composed low level employees. For the primary sample, data is collected from 393 middle level managers who work in industrial organization. Meanwhile, for the second sample, data is collected from 128 low level employees who work in an insurance company. In Spreitzer's (1995) finding, all the four dimensions are correlated with each other in their both samples.

There also have several researches (Dee, Henkin & Duemer, 2003; Moye, Henkin, & Egley, 2005) studied psychological empowerment in educational settings. Moye et al. (2005) proposed that teachers who have the feeling of meaningful toward their work and who provided significant autonomy as well as substantial influence in their workplace tend to have higher level of interpersonal trust in their principals. Dee et al. (2003) proposed that the sense of meaning, impact, and autonomy are having in teacher's perception but competence not. Positive relations between these sense and organizational commitment of teachers are determined. Ghani, Raja Hussin and Jusoff (2009) reported that psychological empowerment was a significant factor that affect teachers' innovative behaviors in Malaysian private higher education institutions.

Factors of Psychological Empowerment

According to Spreitzer, Kizilos and Nason (1997), two personality traits of locus of control and self-esteem are the antecedents of psychological empowerment. Self-esteem is referred to individual overall sense of their personal value and self-worth. Individuals with higher level of self-esteem are more likely to maintain it to the specific work that assigned by the manager. As a result, individual see themselves as a valued resource to the

organization who having talented skills and knowledge to contribute actively to their work units regards of the job rules (Gist & Mitchell, 1992). However, individual with lower self-esteem see themselves not able to influence their work or organization.

Locus of control is another antecedent of psychological empowerment that suggested by Thomas and Velthouse (1990). Locus of control can be defined as the extent to which individual believe that they can control the activity in their workplace, rather than external forces by the organization. Individuals with internal locus of control feel themselves capable in contributing to their work. Thus, sense of empowered felt.

Incentive system is another variable that can contribute to psychological empowerment of individual. Incentive system will be given to employees to reward their extraordinary performance regarding their job attitudes (Bowen & Lawler, 1992). Financial incentive is one of the incentive system that rewards employee in term of cash payment. According to Lawer (1994), rewards are related to employees' performance and competencies where it can help to improve the organization overall effectiveness. According to the study of Conger and Kanungo (1988), failure of adopting incentive system will reduce the self-determinants of employee. Bowen and Lawler (1992) proposed that incentive system that depends on the performance of employees will contribute to psychological empowerment. Therefore, organization needs to develop an incentive system with attempt to foster employee's skills and knowledge. With this rewards given, it can help to enhance employee's ability and allow them to be more involved in organizational operation (Spreitzer et al., 1997).

Consequences of Psychological Empowerment

There are some of the researchers who found that psychological empowerment can lead to innovative performance of employee (Singh & Sarkar, 2012; Sun et al., 2012), OCB (Wat & Shaffer, 2005) and job satisfaction (Spreitzer et al., 1997).

Innovative behavior can be defined as change-oriented behaviors that involve change and creation of new products, services, processes and others (Woodman, Sawyer & Griffin, 1993). According to Spreitzer (1995), psychological empowerment can lead to existence of innovative behaviors. Besides, prior researchers indicated that relationship is found to be existed between psychological empowerment and innovative behavior (Singh & Sarkar, 2012; Sun et al., 2012). Empowered individual is more likely to be innovative because they believe themselves as autonomous and have an impact toward the decision making. In addition, they need not follow plenty of terms and conditions as listed by the company that restrain them from being innovative (Amabile, 1988). When empowered individual generates new ideas by using relevant skills and knowledge, they will feel themselves capable and continues of being innovative in their work (Redmond et al., 1993). According to Whomas and Velthouse (1990), psychological empowerment and individual flexibility can contribute to innovative behaviors. It is because existence of workplace flexibility can help to stimulate individual sense of innovation.

Another consequence of psychological empowerment is managerial effectiveness (Spreitzer et al., 1997). Managerial effectiveness can be defined as the degree at which a manager successfully exceeds and fulfill their work role expectations. For instance, empowered managers are more likely to execute their job responsibilities when they feel themselves competence and able to influence their jobs. Thus, execution of managers, such as work of acting independently and problem solving can be

effectively carried out. According to Thomas and Velthouse (1990), increase of concentration, initiative and resiliency can help to enhance managerial effectiveness. Spreitzer et al. (1997) also proposed that psychological empowerment is correlated to managerial effectiveness.

2.2 Review of Relevant Theoretical Models

2.2.1   Model 1: Evaluating the Relationship between Job Burnout and Organizational Citizenship Behavior: A Study of Industry, Mine and Trade Organization Employees

Figure 2.1: Conception Model of Talachi & Gorji (2013)
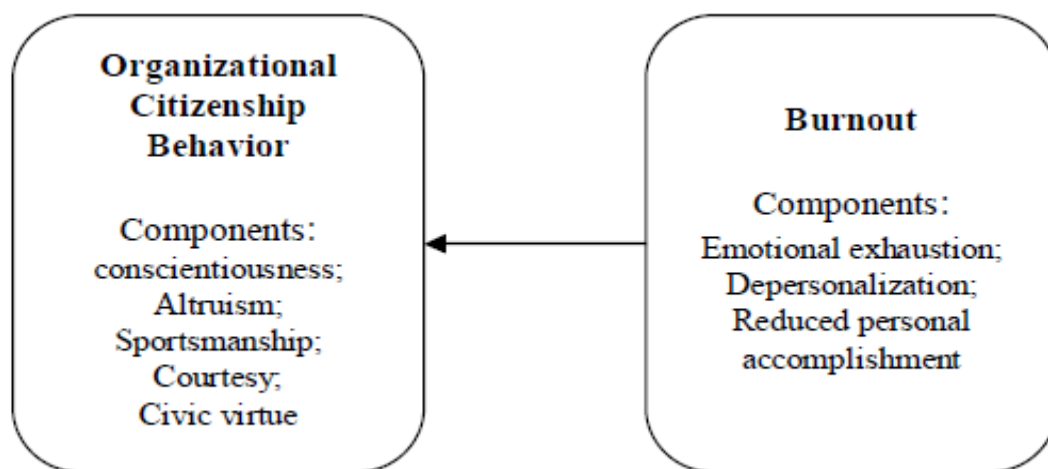
Source: Talachi, R. K. & Gorji, M. B. (2013). Evaluating the relationship between job burnout and organizational citizenship behavior: A study of industry, mine and trade organization employees. *Arabian Journal of Business and Management Review*, *2*(8), 50-61.

The model as shown in figure 2.1 reveals the relationship between job burnout and OCB. Besides, the relationship between three dimensions of job burnout (independent variable) with OCB (dependent variable) will be studied in this research. According to the Maslach's theory (1996), dimensions of job burnout consist of emotional exhaustion, depersonalization and reduced personal accomplishment. Based on Organ's theory (1988), OCB composed of altruism, conscientiousness, courtesy, civic virtue, and sportsmanship.

The aim of this study is to examine the relationship between job burnout and OCB among industry, mine and trade organization (IMTO) employees of Golestan province-Iran. A sum of 120 employees was selected through simple random sampling where data is collected by applying 22 items in job burnout, and 15 items in OCB. The result of the study discovers that significant relationship is found to be existed between job burnout and OCB. Job burnout has a negative relationship with OCB where decrease in the job burnout will lead to improved employees' OCB, and vice versa. Job burnout is resulted due to poor performance evaluation system as well as mismatch between employees' abilities and job expectation. Lack of employer recognition and failure in fulfilling company objectives will affect employees' feelings and ultimately result in depression and unmotivated behavior. Moreover, this study also shows that components of job burnout (emotional exhaustion, depersonalization and reduced personal accomplishment) is negatively related to OCB. In this study, Spearman and Pearson's correlation coefficient test has been carried out where it shows a negative relationship between emotional exhaustion, depersonalization and reduced personal accomplishment with OCB. It means that increase in emotional exhaustion, depersonalization and reduced personal accomplishment will lead OCB to decrease, and vice versa.

2.2.2 Model 2: The Relationship among Work Value, Burnout and Organizational Citizenship Behaviors: A study from Hotel Front-line Service employees in Taiwan

Figure 2.2: Conception Model of Liang (2012)
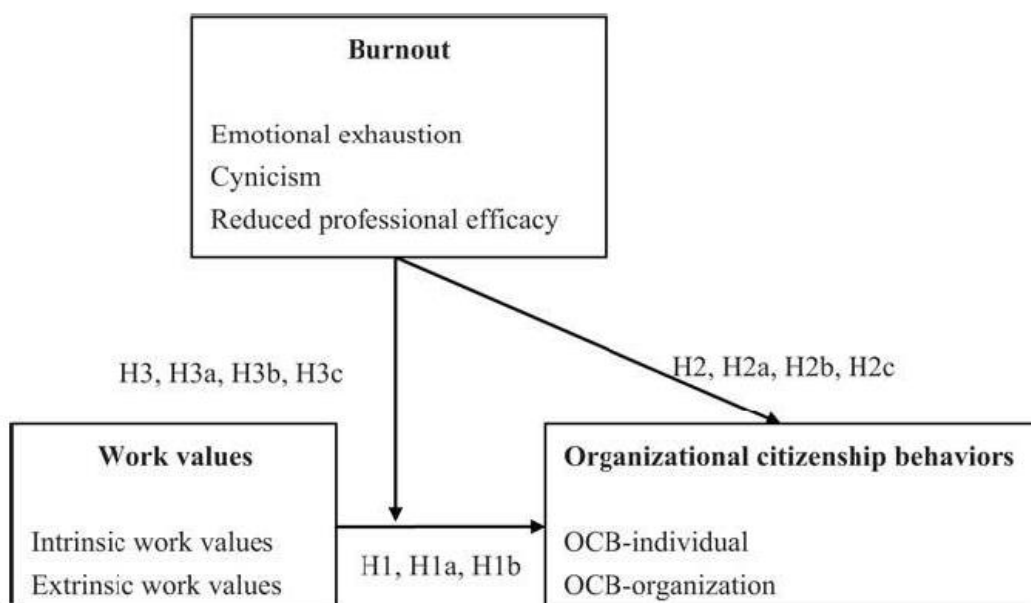
Source: Liang, Y. W. (2012). The relationship among work value, burnout, and organizational citizenship behaviors: A study from hotel front-line service employees in Taiwan. *International Journal of Contemporary Hospitality Management*, *24*(2), 251-268.

Model above shows that the relationship among work value, burnout and OCB. Based on McAllister (1991), work values comprise with two dimensions which are extrinsic and intrinsic work values. Besides, emotional exhaustion, cynicism and reduced professional efficacy are compromised in the burnout (Maslach & Leiter, 2008). While, OCB consists of OCB-individual (OCBI) and OCB-organization (OCBO).

However, only relationship between job burnout and OCB will be examined in our research.

Relationship between work values and OCB, relationship between burnout and OCB, and the moderating impact of burnout on the relationship between work values and OCB are the main purpose of this study that waiting to be examined. According to Emmerik, Jawahar and Stone (2005), reduced personal accomplishment is the only variable that negatively influences OCB. On the other hand, Chiu and Tsai (2006) discovered that both reduced personal accomplishment and emotional exhaustion exert negative impact on OCB. In this study, 310 employee-supervisor had been chosen through convenience sampling in the 14 targeted hotels. In the questionnaire, OCB consists of 13 items, work values consists of 10 items and burnout consists 16 items in total.

From the result, work value and burnout are found to have significant relationship with OCB. Work value is positively related to OCB. In the meantime, extrinsic and intrinsic work values exert a positive effect toward the engagement of OCB. On the other hand, burnout is found to have a negative impact toward OCB. It indicates that increase in burnout will lead OCB to decrease, and vice versa. Job burnout exists when employees are unable to deal with external demands by spending their time, energy, and resources. The components of burnout (emotional exhaustion, cynicism and reduced professional efficacy) are also negatively related OCB. Positive relationship between work values and OCB will be weaken when greater extent of burnout (emotional exhaustion, cynicism and reduced professional efficacy) are experienced by employees. The strength of the positive relationship between work values and OCB will be weaken due to burnout.

2.2.3 Model 3: The Relationship Between Psychological Empowerment and Organizational Citizenship Behavior in the Employees With Bank Melli in Golestan Province

Figure 2.3: Conceptual Model of Nayebi and Aghaie (2014)
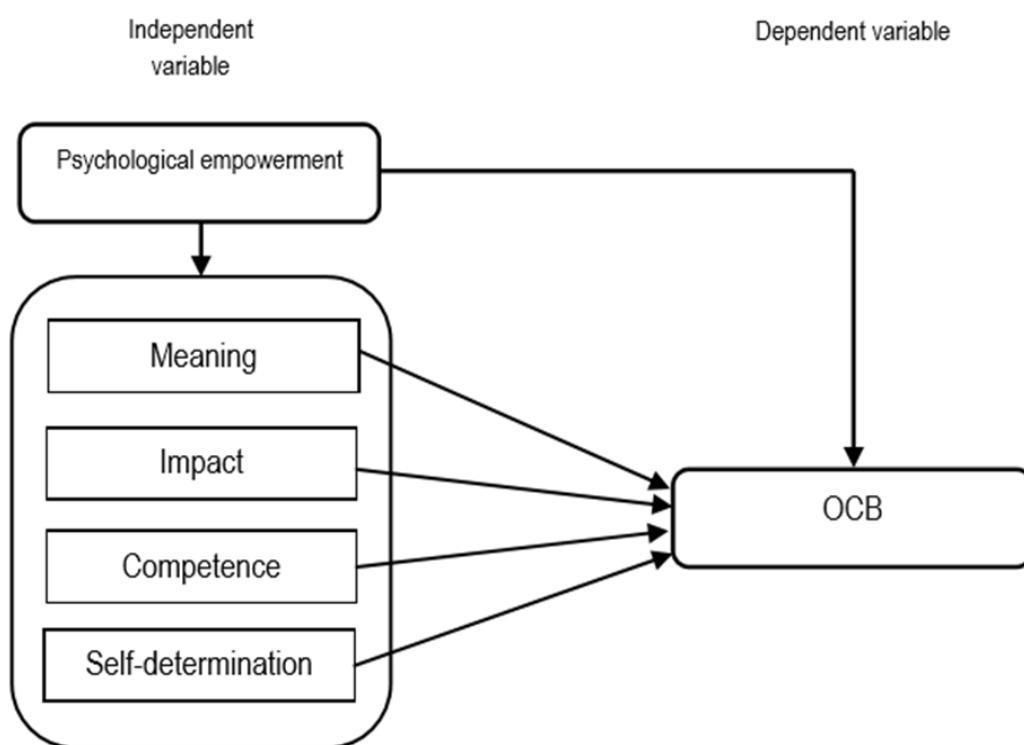
Source: Nayebi, A. A., & Aghaie, A. (2014). Relationship between psychological empowerment and organizational citizenship behavior in the employees with bank Melli in Golestan Province. *International Journal of Basic Sciences and Applied Research, 7*, 69-74.

The model proposed by Nayebi and Aghaie (2014) shows the relationship between psychological empowerment and OCB. Also, relationship between four dimensions of psychological empowerment (meaning, impact, self-determination, and competence) and OCB were studied in their research. Based on the model above, psychological empowerment and its

dimensions were the independent variables whereas OCB is considered as dependent variable.

Relationship between psychological empowerment as well as its dimensions, and OCB in the employees with Bank Melli in Golestan Province, Iran is the main purpose of this study that waiting to be investigated. A sample of 265 from Bank Melli in Golestan Province were chosen using proportionate stratified random sampling technique. Questionnaires with a total of 39 items of 5-point Likert scale which adopted from Spreitzer (1995) and Markoczy and Xin (2004) were used as data collection method.

From the result, psychological empowerment is found to have a positive relationship with OCB. Besides, result of Nayebi and Aghaie's (2014) also showed that four dimensions of psychological empowerment (meaning, impact, self-determination, and competence) are positively related to OCB. Employees who are given power in making decisions are likely to engage in extra behavior since empowerment result to self-confidence increased. Challenging works motivate employees to prove that their have the abilities to perform tasks assigned. Alternatively, employees tend to do more and invest more time in their works. In other words, an increase in psychological empowerment will result to increase in OCB.

2.2.4 Model 4: Transformational Leadership and Psychological Empowerment: Determinants of Organizational Citizenship Behavior

Figure 2.4: Conceptual Model of Jha (2014)
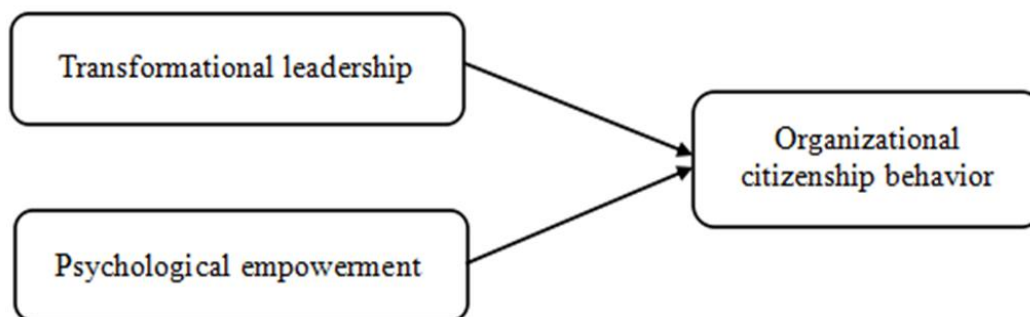
Source: Jha, S. (2014). Transformational leadership and psychological empowerment: Determinants of organizational citizenship behavior. *South Asian Journal of Global Business Research, 3*(1), 18-35.

The model proposed by Jha (2014) demonstrated the relationship between psychological empowerment, transformational leadership and OCB. Based on the model above, transformational leadership and psychological empowerment are independent variables whereas OCB acts as a dependent variable. However, only the relationship between psychological empowerment and OCB will be adopted in our study.

The aim of this study is to identify the antecedents of OCB in hotel industry of India. In Jha's (2014) study, a total respondents of 319 employees from nine five-star hotels in Mumbai, India were randomly chosen as a source of data in the research. Standard questionnaires were used as the data collection method. Transformational leadership with 14 items were adopted from Podsakoff et al. (1990), psychological empowerment with 12 items were adopted from Spreitzer (1995), and OCB with 24 items were adopted from Podsakoff et al. (1990).

According to the result, transformational leadership is found to have a positive relationship with OCB. In fact, transformational leaders alter follower's behavior by influencing follower to choose right path, become a moral and ethical person and eventually lead to virtuous life. Besides, the result also support the relationship between psychological empowerment and OCB. Psychological empowerment deals with the four task assessments which are meaningful, competence, self-determination, and impact (Spreitzer, 1995). Psychological empowerment is found to be positive related with OCB in this study. Employees may choose to go beyond call of duty if they have the feeling of being empowered, even though they are not rewarded for that behaviors. It means that employees tend to put extra efforts to enhance their quality if they found their jobs are meaningful to them. When employees have autonomy and abilities to understand and perform the task, they are more likely to express OCB. In other words, an increase in psychological empowerment will result to an increase in OCB of employees, and vise versa.

2.3 Proposed Theoretical Model / Conceptual Framework

Figure 2.5: Conceptual Framework Model

Independent Variables (x)   **Dependent Variable (y)**

```
┌─────────────────────────┐
│      Job Burnout        │
│  ● Emotional Exhaustion │                    ┌──────────────────┐
│  ● Depersonalization    │ ─────┐             │                  │
│  ● Reduced Personal     │      └──────────▶  │   Organizational │
│    Accomplishment       │                    │    Citizenship   │
└─────────────────────────┘                    │     Behavior     │
                                               │                  │
┌─────────────────────────┐             ┌────▶ └──────────────────┘
│      Psychological      │             │
│      Empowerment        │             │
│  ● Meaning Cognition    │ ────────────┘
│  ● Competence           │
│    Cognition            │
│  ● Self-determination   │
│  ● Impact               │
└─────────────────────────┘
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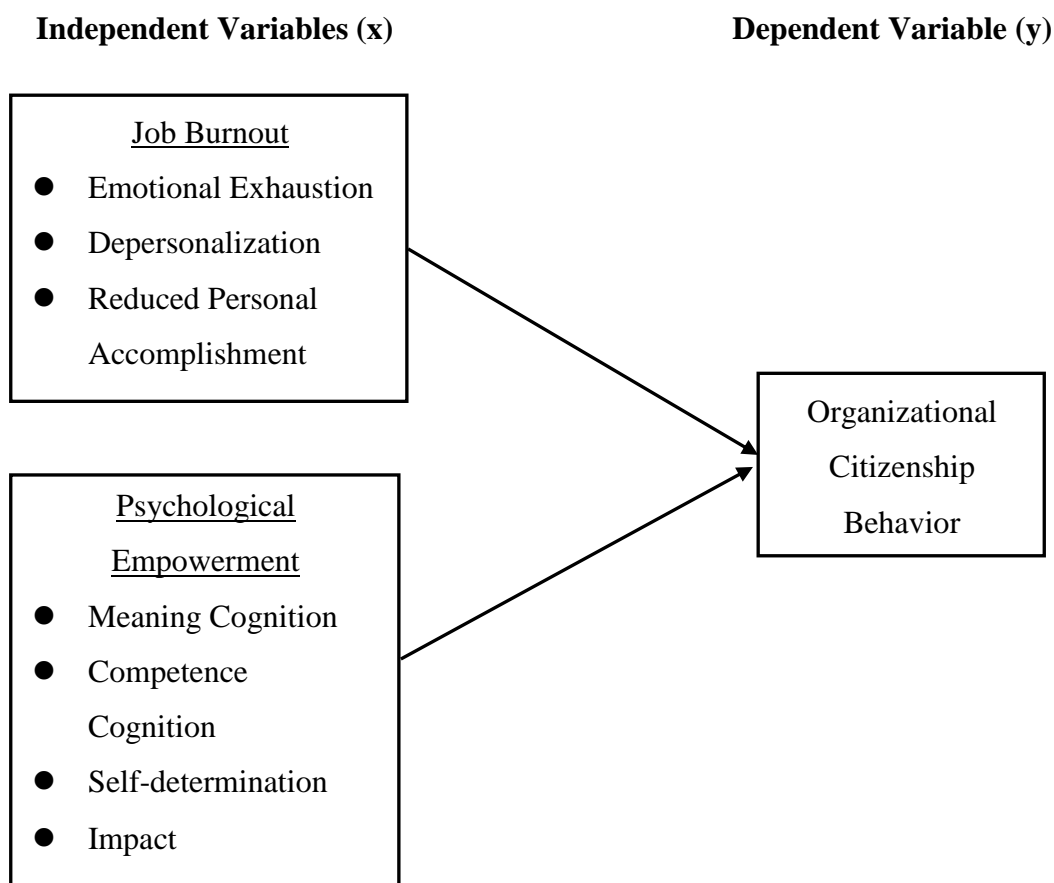
Based on the past theoretical models as mentioned earlier, a conceptual framework model is proposed and illustrated in Figure 2.5, regarding the relationship between independent variables and dependent variable among the secondary public school teachers in Perak. This theoretical framework consists of two independent variables, which are job burnout and psychological empowerment, and the dependent variable of OCB. There are three dimensions of job burnout, namely: emotional exhaustion, depersonalization, and reduced personal accomplishment. On the other hand, psychological empowerment consists of four dimensions namely: meaning cognition, competence cognition, self-determination, and impact. From the literature review, it is suggested that job burnout and its dimensions: emotional exhaustion, depersonalization, and reduced

personal accomplishment will affect OCB. Moreover, psychological empowerment and its dimensions: meaning cognition, competence cognition, self-determination, and impact will affect OCB as well. Thus, this study will analyze whether job burnout and psychological empowerment have direct impact on OCB.

2.4 Hypotheses Development

2.4.1 Job Burnout and Organizational Citizenship Behavior

Hypotheses 1

Job burnout is negatively related to OCB where job burnouts tend to exert negative effects toward the engagement of employees in OCB (Schepman & Zarate, 2008). According to Siegall and McDonald (2004), physical and psychological resources of human, such as energy and time is limited. Therefore, when excessive work demand is confronted that exceed the ability and capacity of employee to perform, employee tends to protect themselves by withdrawing their resources where they are not productive in and shift toward other areas that can provide them with better payoff (Cohen & Abedallah, 2013). In other words, employee will withdraw their resources from stressful work areas to non-work areas, or to other job areas. Alternatively, employee will choose to invest less resources into stressful course of action. Withdrawal behaviors show absence of OCB among employees. OCB is unlikely to be performed by job burnout employee because it will further increase their burden or deplete their resources. It indicates that OCB is less likely be displayed by employees who have a high degree of burnout since their resources are limited (Liang, 2012). Based on the reviews as stated above, hypotheses is formed as below.

H_1: There is a significant relationship between job burnout and organizational citizenship behavior.

2.4.1.1 Emotional Exhaustion and Organizational Citizenship Behavior

Hypotheses 1(a)

Emotional exhaustion can be defined as emotion is depleted or drained by other people (Sesen, Cetin & Basim, 2011). According to Maslach and Leiter (1997), employee will turn to be less motivated to perform OCB if they experience emotional exhaustion that caused by high workload confronting them, or chronic long-term stress. Emotional exhaustion is negatively related to OCB where emotional exhaustion tends to exert negative effects toward the engagement of employees in OCB (Chiu & Tsai, 2006). It can be assumed that employees who are emotionally exhausted are too tired to invest effort and time in their job scope of duties. With this, emotional exhaustion is assumed to precede withdrawal of OCB where employees will display less efforts at work or less willing to help others (Emmerik et al., 2005). Feeling of exhaustion and tiredness restrain employee from putting extra efforts toward their works or do something that beyond their call of duty (Cropanzano et al., 2003; Emmerik et al., 2005). Therefore, emotional exhausted employees will display lower level of OCB. Based on the reviews as stated above, hypotheses is formed as below.

H_1:   There is a significant relationship between emotional exhaustion and organizational citizenship behavior.

2.4.1.2 Depersonalization and Organizational Citizenship Behavior

Hypotheses 1(b)

Burnout is resulted if there is existence of reward-domain mismatch where employees are not awarded appropriately for their works performed (Maslach & Leiter, 1997). Lack of recognition toward employee's works devalues both the worker and works, whereby employee will start to display characteristic of depersonalization. Employee with characteristic of depersonalization will then turn to be less motivated to perform OCB since their efforts are not appropriate rewards (Liang, 2012).

In addition, employee who feel exhausted of excessive work demand and chronic work stress will tend to protect their remaining physical and psychological resources by distancing themselves from job, being unconcern or not engaged toward their jobs. They are then unlikely to engage in extra-role behavior that will deplete their remaining resources (Halbesleben & Bowler, 2005). Besides, individual who treat others in depersonalized way tend to go further by withdraw themselves from OCB (Emmerik et al., 2005). Depersonalize actions are likely to result in poor communication with other colleagues, unwilling to help colleagues to solve problems, and failure if following organizational rules (Sesen et al., 2011). It indicates that employee with depersonalization behavior will not engage themselves in OCB in order to protect their remaining resources. At such, hypotheses is formed as below by referring to the review as stated above.

H_1:   There is a significant relationship between depersonalization and organizational citizenship behavior.

2.4.1.3 Reduced Personal Accomplishment and Organizational Citizenship Behavior

Hypotheses 1(c)

Reduced personal accomplishment is resulted when ones confront with chronic and overwhelming demand or stress that erodes one's sense of effectiveness and efficiency. According to Chiu and Tsai (2006), and Emmerik et al. (2005), reduced personal accomplishment is negatively related to OCB where employee with reduced personal accomplishment is unmotivated to perform OCB. Individual with higher personal accomplishment tends to have the ability and capacity to do something that beyond their call of duty. Thus, they tend to have a sense of obligation to lend others a hand or to help others, which in turn resulting existence of OCB. On the other hand, employees with low personal accomplishment may lost confidence on their personal skill and capability where they will feel themselves no longer be effective in their work in compared to their desired expectation regarding work outcome. Since employee unable to achieve their personal work target, they will have a sense of feeling that they unable to help others since they cannot even play their role well by self-helping. It indicates that employee with reduced personal accomplishment are less likely to display OCB, and vice versa. In addition, personal accomplishment will help to raise self-efficacy which in turn providing individual with more personal resources to engage themselves in OCB. Based on the reviews as stated above, hypotheses is formed as below (Emmerik et al., 2005).

H_1:   There is a significant relationship between reduced personal accomplishment and organizational citizenship behavior.

2.4.2 Psychological Empowerment and Organizational Citizenship Behavior

Hypotheses 2

Psychological empowerment indicates that the employees feel themselves with a sense of control in the workplace (Choong, 2012). On the other hand, OCB is the process where employee manifested extra-role behavior in the workplace (Katz, 1964). There are few researchers who states that there is a correlation between psychological empowerment and OCB (Lin, 2013). According to Kin (2013) and Losekoot and Milne (2013), psychological empowerment has a positive correlation with OCB in the hospitality industry, such as restaurant servers. Based on study of Alge et al. (2006), psychological empowerment is found to have a positive relationship with OCB where employees who feel empowered are more likely to do something that beyond their call of duty. Psychological empowered individual will feel sense of obligated to help others even if the actions taken are beyond their job descriptions. According to Seibert, Wang and Courtright (2011), psychological empowerment is correlated with OCB. Psychological empowered employees are readily to perform which extra tasks that assigned by the managers (Islam, Khan & Bukhari, 2015). Based on the reviews as stated above, hypotheses is formed as below.

H_1:   There is a significant relationship between psychological empowerment and organizational citizenship behavior.

2.4.2.1 Meaning Recognition and Organizational Citizenship Behavior

Hypotheses 2(a)

Meaning cognition is positive related to OCB. If employees feel their work in the workplace is meaningful for them, they will be actively taking action to work and perform "above and beyond" their job role (Seibert et al., 2011). According to a research done among school teachers, meaning cognition and OCB have a positive relationship. When teachers treat their work to be meaningful to them, higher level of motivation and persistence are likely to be contributed by them, which is similar of translating into higher level of OCB (Bogler & Somech, 2004). In addition, Bhatnagar and Sandhu (2005) proposed that meaning is positively related to OCB. It is further supported by the study done by Gorji and Ranjbar (2013), where the study manifests that there is a relationship between meaning and OCB. Based on the reviews as stated above, hypotheses is formed as below.

H_1:   There is a significant relationship between meaning cognition and organizational citizenship behavior.

2.4.2.2 Competence Cognition and Organizational Citizenship Behavior

Hypotheses 2(b)

According to Bogler and Somech (2004), competence cognition positively influence the behavior of an individual within an organization. Based on the study of Kagaari and Munene (2007), significant relationship is found to be existed between the cognition of competence and OCB. When employees are empowered by top management, they will feel themselves talented and qualified (sense of competence) in performing their works successfully since they are fully equipped with necessary resources and

control over their job (Amichai et al., 2008). Empowered employee, such as power of making their own decision with sense of control not only feel themselves qualified, but certain that their works will be effectively done. In other words, if employee feel that they have the ability to make good decisions, solve problems effectively and improve their own growth in the areas, they will have sense of belief that they can do a work effectively. Thus, they will perform and operate more regardless of whether the tasks are listed under their job descriptions (Bogler & Somech, 2004). It indicates that employees who possesses with higher level of competencies can positively influence the OCB (Tremblay, 2000). Based on the reviews as stated above, hypotheses is formed as below.

H_1:   There is a significant relationship between competence cognition and organizational citizenship behavior.

2.4.2.3 Self-Determination and Organizational Citizenship Behavior

Hypotheses 2(c)

Self-determination can be defined as sense of control or autonomy to regulate over work (Naderi & Hoveida, 2013; Nayebi & Aghaie, 2014; Wang & Wang, 2012). Shahri, Abdi, Yazdankhah and Heydari (2015) proposed that self-determination is positively related to OCB. If employees feel that they have the necessary freedom over their job, it will lead to higher level of OCB. It is because they can use their own way or method to perform the task effectively, or either work beyond the contractual tasks without restriction imposed by top management that will restrain them from doing so. Strengthening employees' belief regarding their self-efficacy and satisfying employee' needs of self-determination will increase their power in regulating their works where they will be motivated to contribute more to the organization, and vice versa (Short & Rinehart, 1992; Wilson & Coolican, 1996). In schools, when teachers actively participating themselves in decision making, it will strengthen their sense

of self-determination and thus, higher level of OCB will be resulted (Bogler & Somech, 2004). It indicates that self-determination is positively related to OCB (Bhatnagar & Sandhu, 2005). Based on the reviews as stated above, hypotheses is formed as below.

H_1:   There is a significant relationship between self-determination and organizational citizenship behavior.

2.4.2.4 Impact and Organizational Citizenship Behavior

Hypotheses 2(d)

According to Gorji and Ranjbar (2013), impact has a positive relationship with OCB where higher sense of impact resulted to higher OCB. When individual believes that he or she can influence the organization in terms of strategic, administrative or operating outcomes, he or she is motivated to work beyond the call of duty. Individual tends to exert more efforts to a task that creates influence on organizational level. Research in IT industry proved that there was a direct correlation between OCB and psychological empowerment (Pare & Tremblay, 2000). In contrast, individuals who feel they have lower control over organizational outcomes or do not have the ability to influence the organization tend to work on their own tasks and remain on status quo. When individuals perceive that their contributions have little or no impact on the organization, they tend not to do something that go beyond their job. Sense of helplessness will reduce individuals' motivation and put them in depressed situation. Thus, individuals with sense of helplessness are less likely to display OCB. Based on the reviews as stated above, hypotheses is formed as below.

H_1:   There is a significant relationship between impact and organizational citizenship behavior.

2.4.3 Job Burnout and Psychological Empowerment significantly explain the variance in Organizational Citizenship Behavior

Hypotheses 3(a) & 3(b)

According to Cropanzano et al. (2003), job burnout is negatively related to OCB. In addition, Sesen et al. (2011) found that significant negative relationship is existed between three dimensions of burnout and OCB - individual, and one dimension of burnout, reduced personal accomplishment can negatively affect OCB. According to a research done by Chiu and Tsai (2006), the result shows that two out of three dimensions of burnout, emotional exhaustion and reduced personal accomplishment have a negative relationship towards OCB. Ying (2012) also found that both burnout and all burnout dimensions can negatively affect OCB where employee are unlikely to engage themselves in extra-role behavior. It is further supported by the study of Talachi and Gorji (2013), who found that both burnout and all dimension of burnout negatively influence the OCB.

For psychological empowerment, employee who are psychological empowered will feel good on the tasks they do and perceive them as challenging and meaningful. Thus, chance for psychological empowered individual to engage themselves in OCB is higher. According to Bandura (1986) and Spreitzer (2008), psychological empowered individual is readily to do something that beyond their call or duty or formal job description. Fong and Snape (2013) also indicates significant positive relationship is existed between psychological empowerment and OCB. In addition, Coyle-Shapiro (2002), and Engelbrecht and Chamberlain (2005) discovered that psychological empowerment can act as a useful predictor in predicting OCB. According to Davis and Wilson (2000), teachers' intrinsic work motivation of meaningfulness, competence, self-determinants and impact can positively affect their job satisfaction. There are many studies (Bateman & Organ, 1983; Moorman et al., 1993; Smith

et al., 1983) that prove the positive relationship between job satisfaction and OCB. Employee who are satisfied with their job are more likely to do something that beyond their call of duty and put in extra effort in achieving organizational objective although it is not specified under formal job description (Magdalena, 2013). Based on the reviews as stated above, hypotheses is formed as below.

H_1:   Job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior.

H_1:   All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior.

2.5 Conclusion

Overview regarding the literature on the dependent variable, OCB and independent variable, job burnout and psychological empowerment are provided in this chapter. By referring to the literature review that have been studied, theoretical framework for this research is developed by us, and also statement of hypotheses. Research methodology regarding the way our research is conducted, data collection techniques and data analysis method will be discussed in next chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.0   Introduction

Detail explanations regarding research methodology will be provided in chapter 3. Sampling design, research design, data collection method, measurement scale and method of data analysis will also be described in this research project.

3.1 Research Design

Quantitative research is used to test hypotheses or specific research questions. In our research, there are hypotheses and specific research questions to be tested. Besides, there are grounded theories for OCB, job burnout and psychological empowerment. Therefore, quantitative research is used in our research. Data is collected by distributing questionnaires to secondary school teachers in Perak to test hypotheses in our study. Questionnaires that we use are structure response which are fixed-alternative questions and the results should be objective. This type of research is most often used in descriptive and casual research designs.

Causal research is used to test whether or not one variable causes another variable to change. Thus, we are conducting a causal research to determine whether independent variables cause dependent variables. Problem will be solved when independent variables are removed or altered in some way (Sekaran & Bougie, 2012). In this research, we wish to identify on how OCB (dependent variable) is affected by job burnout and psychological empowerment (independent variables) among the secondary school teachers in Perak.

3.2 Data Collection Method

Data collection is a process of gathering data from various resources. This process is very important in research study because inaccuracy of data collection will affect the result of our research and eventually lead to invalid results. In order to test the specific research questions and hypotheses, primary and secondary data will be used.

3.2.1 Primary Data

In this research, primary data is collected through questionnaires where first-hand data is gathered. The reasons questionnaire is used because it is time saving and less expensive than other types of primary sources data such as observation and interview. Besides, as we need to obtain the perceptions and opinions from large amount of secondary school teachers, questionnaire is the most convenience and suitable method. Questionnaire method enables the latest and updated data to be obtained from target respondents.

Total 400 sets of questionnaires were distributed to 20 secondary school teachers in Perak. Questionnaires are specifically tailored to our research questions and hypotheses. Therefore, data collected are more relevant to our research.

3.2.2 Secondary Data

Secondary data is the second-hand data that is readily available and can be collected from others sources. Journal articles, online databases and books

are the secondary data source that can be used for our study. Sources of journal articles include ProQuest, ScienceDirect, Emerald, JSTOR and so forth which are easily available from online databases. Information retrieved from free internet sources are always faster and less expensive. However, not every secondary data collected are relevant to the study. Most of the data are outdated and failed to meet the present research's specific requirements (Sekaran & Bougie, 2010).

3.3 Sampling Design

Sampling is a procedure of selecting the right persons or objects, also be called as representative from the total target population (Sekaran& Bougie, 2012). Conclusion is made by using sampling technique where small number of objects or people is used to generalize the overall population (Zikmund, 2003). Through sampling, it allows us to know more on the features and ideas where we can discern the population component easily.

3.3.1 Target Population

Population defines as entire group of people, objects, or incidents where the researchers want to examine in (Sekaran & Bougie, 2012). According to Zikmund (2003), "the complete group of specific population elements relevant to the research projects" is referred to target population. In this study, target population is the teachers in government secondary schools of educational industry in Perak, Malaysia. This study will focus on the impact of job burnout and psychological empowerment toward the OCB of our target population. Since there are plenty of national examination in secondary level, such as PMR, SPM and STPM where it is under the concern of public, teachers who perform their duty in government secondary schools will more likely to show OCB in order to ensure their

students to pass with good results. This is the reason why government secondary school teachers is chosen as our target population. According to the updated data in portal rasmi of Jabatan Pendidikan Negeri Perak (2016), the number of government secondary teachers in Perak is 17971 in June 30.

3.3.2 Sampling Frame and Sampling Location

Sampling frame also called as set of elements from which sample is drawn (Zikmund, 2003). According to Sekaran and Bougie (2012), sampling frame refer to the whole set of components from sample that can be drawn from the target population. In this research, our target respondents will be selected from a list of government secondary schools in Perak. Perak is chosen as our sampling location because it is the largest state in west Malaysia. In addition, education system of government secondary schools in Perak is same with education system that practiced by other states of Malaysia. Therefore, it is eligible to represent the whole Malaysia. Scarcity of time for this study to be done have supported Perak to be the sampling location because it is near to our living areas and convenience for us to do conduct the survey.

3.3.3 Sampling Element

In this study, our target respondents will be the government secondary school teachers in Perak, excluding teachers who holding some administrative position in the school. They are excluded because majority of them tend to provide information that favor to their school image. Thus, it will influence the accuracy of our data collection. Excluding teachers with administrative position, all teachers in government secondary school of Perak will have the chance to fill in the questionnaire. Teacher trainee will also be excluded since they are yet to hold a formal position as a

teacher. Our target respondents may be from difference gender, ages, income level, year of experiences, education level and so on.

3.3.4 Sampling Technique

In our study, probability sampling is choosing to use as our sampling technique instead of non-probability sampling. Stratified sampling and simple random sampling are used in our study. Stratified sampling is referred to probability sample that is drawn from strata, separated groups that are divided from the entire population. Simple random sampling can be defined as each individual or objects is chosen entirely by chance where every person in the population have the same chance of being selected as a sample.

In our study, stratified sampling is used to determine number of school to be selected from each district of Perak. We have set total number of 20 schools to be selected from Perak where our questionnaire will be distributed there. Only 20 schools is chosen because we have limited time to conduct the study and distribute the questionnaire. Example of the stratified sampling calculation is 56 (Number of schools in one district of Perak) ÷ 247 (Total number of schools in Perak) × 20 = 4.53. Thus, we will choose 5 government secondary schools from the particular district of Perak. Simple random techniques will be used to determine which schools should be selected from each district to be our target sample. Then, we will get the full list of teachers together with contact number from each targeted sample schools and use simple random to choose 20 respondents from each school (400 questionnaire ÷ 20 schools selected = 20). With 20 respondents to be selected from each of the 20 schools in Perak, a total 400 of questionnaire will be distributed.

Table 3.1: Number of Schools and Sample Selected from each District of Perak

District	Number of School	Percentage (%)	Number of School Selected	Number of Sample Selected
Kinta	67	(67/247)×100 = 27.13%	20 × 27.13% = 5	5 × 20 = 100
Kuala Kangsar	23	(23/247)×100 = 9.32%	20 × 9.32% = 2	2 × 20 = 40
Hulu Perak	14	(14/247)×100 = 5.67%	20 × 5.67% = 1	1 × 20 = 20
Kerian	22	(22/247)×100 = 8.91%	20 × 8.91% = 2	2 × 20 = 40
Larut, Matang & Selama	36	(36/247)×100 = 14.57%	20 × 14.57% = 3	3 × 20 = 60
Manjung	21	(21/247)×100 = 8.50%	20 × 8.5% = 2	2 × 20 = 40
Perak Tengah	16	(16/247)×100 = 6.48%	20 × 6.48% = 1	1 × 20 = 20
Hilir Perak	24	(24/247)×100 = 9.72%	20 × 9.72% = 2	2 × 20 = 40
Batang Padang	24	(24/247)×100 = 9.72%	20 × 9.72% = 2	2 × 20 = 40
Total	247	100%	20	400

Source: Developed for the research project

Table 3.2: Type of School Selected from each District of Perak and Number of Sample Selected from each School

District	Type of Schools	Total Number of Teachers	Number of Sample Selected
Kinta	School A	94	20
	School B	65	20
	School C	69	20
	School D	81	20
	School E	58	20
Kuala Kangsar	School F	49	20
	School G	60	20
Hulu Perak	School H	93	20
Kerian	School I	62	20
	School J	67	20
Larut, Matang & Selama	School K	140	20
	School L	77	20
	School M	119	20
Manjung	School N	107	20
	School O	57	20
Perak Tengah	School P	94	20
Hilir Perak	School Q	117	20
	School R	52	20
Batang Padang	School S	41	20
	School T	56	20

Source: Developed for the research project

3.3.5 Sampling Size

As stated above, there was total number of 17971 teachers in government secondary school of Perak. According to table of Sekaran and Bougie (2012), not less than 375 respondents are needed in this study. Thus, 400 questionnaires will be distributed to the government secondary school teachers of Perak.

3.4 Research Instrument

The purpose of questionnaire is used to collect primary data from our target respondents. Questionnaire technique is chosen because it is the most suited instrument in collecting relevant data from target respondents as it is cost effective and time saving. Moreover, this mean is convenient in reaching a large amount of respondents.

The questionnaire that we used consists of fixed-alternative questions, where the respondents are requested to select the closest option to their viewpoint as limited-alternative choices can be selected (Sekaran & Bougie, 2010). We used fixed-alternative questions in our questionnaire because it is easier for respondent to answer questions and taking less time consideration. In addition, it is also convenient to key in the collected data into SAS in order to compute the result.

The questionnaire consists of a cover layout, where our research title and purpose of the survey are presented for the knowledge of respondents. There are three sections in our questionnaire, which includes Section A, B, and C. Section A includes 3 filter or contingency questions in order to determine if they are qualified to answer the subsequent questions. Section B composed of two parts, which are Part A and Part B. There are 15 questions in Part A which are related to respondents' opinion about Organizational Citizenship Behavior. Part B consists of 12 questions in seeking respondents' opinion on Psychological Empowerment and 22 questions on Job Burnout.

In data analysis report, sample characteristic that need to be described so that demographic data in Section C consist of nine questions which are related to details of the respondent. The questions in Section B are design to measure the agreement level of respondents by using the Seven Point Likert scale rating. Respondent are allowed to select from the range never to every time, and strongly disagree to strongly agree based on their viewpoint.

3.4.1 Pilot Study

According to Zikmund (2003), pilot test is a small-scale trial designed to estimate and take out information which prior to a large study. A pilot study is to test on the validity, accuracy, and reliability of questionnaire. It is also used to enhance the quality of questionnaire before proceeding to the full study.

A total number of 30 sets of questionnaires were used in conducting the pilot study. On 29[th] August 2016, the 30 sets of questionnaires were distributed to secondary school teachers of two schools in Kampar. On 30[th] August 2016, all the questionnaires were collected from all the target respondents. The data collected was keyed-in into Statistical Analysis System (SAS) software to check on the questionnaires' reliability.

3.4.2 Full Study

A full study is carried out after the pilot study was conducted. A total of 400 set of questionnaires were distributed to 20 secondary schools in nine districts in Perak in the process of conducting the full study for our research project. The nine districts are Kinta, Kuala Kangsar, Hilir Perak, Hulu Perak, Larut Matang and Selama, Kerian, Manjung, Batang Padang, and Perak Tengah. The schedule of the full study is shown in the table below:

Table 3.3: Schedule of Full Study

Date	Activities
19th – 21st September 2016	Distribute the questionnaires
26th – 28th September 2016	Collect the questionnaires
29th September 2016	Analyze the collected data and proposed the result

Source: Developed for the research project

On 19th September 2016, we distributed a total of 160 sets of questionnaires in 8 selected schools from 3 districts which are Kinta, Kuala Kangsar, and Hulu Perak. We distributed 100, 40, and 20 sets of questionnaires to school A, B, C, D, and E in Kinta, school F and G in Kuala Kangsar and school H in Hulu Perak respectively.

On 20th September 2016, a total of 140 sets of questionnaires were distributed to 7 selected schools in the next 3 districts including Kerian, Larut Matang and Selama, and Manjung. We distributed 40, 60, and 40 sets of questionnaires to school I and J in Kerian, school K, L, and M in Larut Matang and Selama, and school N and O in Manjung respectively.

On 21st September 2016, a total of 100 sets of questionnaires were distributed to 5 selected schools in the last 3 districts, which are Perak Tengah, Hilir Perak, and Batang Padang. We distributed 20, 40, and 40 sets of questionnaires to school P in Perak Tengah, school Q and R in Hilir Perak, and school S and T in Batang Padang respectively.

We had informed the principals of the selected secondary schools the obective of our study and obtain permission from them. After obtaining the permission, we had requested for the name list and contact details of the teachers in the schools, which was granted by the principal of the schools with some conditions. The condition was not to disclose any of the details given and use the details solely for research purpose, in order to protect the privacy of the respondents. Simple random method was used to select

respondents and the selected respondents were contacted by us and permission to conduct the study was granted.

All questionnaires were collected after a week as shown in the schedule above so that respondents have sufficient amount of time to answer the questionnaires. There are 389 sets of questionnaires that we collected back from these 20 secondary schools. On 29[th] September, the data were keyed-in to run the reliability test by using the SAS software after the 389 sets of questionnaires were collected back. Then, the data was also been used for Pearson correlation coefficient and Multiple Regressions Analysis. There were about 5 sets of empty and problematic questionnaires during data processing. Therefore, these problematic questionnaires were taken out and only 384 sets of questionnaires were usable. After all the 384 sets of questionnaires were keyed in into SAS software, results of the research are proposed.

3.5 Construct Measurement (Scale and Operational Definition)

According to Sekaran and Bougie (2012), there are four categories scale in the construct measurement which are nominal scale, ordinal scale, internal scale and ratio scale. Nominal scale is the most basic level of scale measurement (Sekaran & Bougie, 2012). A nominal scale is used to discrete classification of data purposes. There is no quantities or ranking being represented, therefore the value can be, but does not have to be. For instance, "what is your marital status?" which does not have any quantities or ranking and no value to be presented.

Figure 3.1: Example of Nominal Scale

Source: Developed for the research

Besides, ordinal scale shows some attributes of nominal scale too. The only difference is ordinal scale can be arranged base on rank-orders, also known as ranking scale. However, ordinal scale does not state the interval value among the rankings (Sekaran & Bougie, 2012). For instance, "What is your education level?" is an ordinal scale because it is arranging base on the rank-orders.

Figure 3.2: Example of Ordinal Scale

Source: Developed for the research

Next, interval scale possesses the attributes of nominal scale and ordinal scale at the same time. It captures the information about differences in quantity of a concept which has an arbitrary origin. Interval scale does not exactly represent some phenomenon, hence it is not iconic. Ratio scale is the highest form of measurement as it includes of all the properties from nominal, ordinal and interval scale with additional attribute of representing absolute quantities (Sekaran & Bougie, 2012).

Figure 3.3: Example of Interval Scale

Response Scale		
Strongly Disagree	1	(SD)
Disagree	2	(D)
Somewhat Disagree	3	(SOD)
Neutral	4	(N)
Somewhat Agree	5	(SOA)
Agree	6	(A)
Strongly Agree	7	(SA)

Psychological Empowerment

No.	Questions	SD	D	SOD	N	SOA	A	SA
	Meaning Cognition							
MC1	My job activities are personally meaningful to me.	1	2	3	4	5	6	7

Source: Developed for the research

In this study, there are three sections in our questionnaire, which are section A, B and C. Section A is the general information such as level of teaching, type of school and administration position. These general information help us to filter out the unqualified or unrelated questionnaire. For instance, the respondent's level of teaching is primary school which do not match with our study target respondents, secondary teachers. Therefore, that questionnaire is not qualified and needs to be removed. The reason we need to filter our questionnaire is to avoid the reliability test become unreliable. In this section, level of teaching is using ordinal scale only, the remaining questions, type of school and administration position are using nominal scale.

Section B consist of two part which are part A and part B. Part A is the Organization Citizenship Behavior while part B is categorized into two criteria, which are Psychological Empowerment and Job Burnout. In part A, ordinal scale is used to design all the 15 questions. For example, never, rarely, occasionally, sometimes, frequently, usually and every time. Besides that, two categories in part B are designed by using interval and ordinal scale. There are a total of 34

questions consist in part B which are 12 questions in Psychological Empowerment and 22 questions in Job Burnout. Psychological Empowerment is using interval scale also known as 7-likert scale like 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= neutral, 5= somewhat agree, 6= agree and 7= strongly agree. While, 22 questions of Job Burnout also uses ordinal scale in part B such as never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week and every day.

Section C is the demographic profile of respondents. In this section, it consists of respondent's personal details like gender, age, ethnic group, highest educational level, marital status and so on, which is a total of nine questions included. Those personal details are confidential and private. Nominal scale and ordinal scale are used to design the questions in this section. There are four questions using nominal scale which are gender, marital status, ethnic group and average working hours per week. The other five questions are using ordinal scale like age, highest education level, salary, working years in current school and experience as a teacher.

In our research, the questionnaire is generated by adopting other researchers' questionnaire. Table 3.4 shows the origin of the questionnaire and the number of items which adopted in our study.

Table 3.4: The Origin of Construct in the Research

Sections and Subsections	Number of Question	Sources
Section B (Part A) 1.1 Organization Citizenship Behavior	15	Smith, Organ & Near (1983)
Section B (Part B) 2.1 Psychological Empowerment	12	Spreitzer (1995)
Section B (Part B) 3.1 Job Burnout	22	Maslach, Jackson & Leiter (1996)
Total Questions (Section B)	49	

Source: Developed for the research

3.6 Data Processing

After collecting back all questionnaires from target respondents, there is a need for several initial steps to be conducted in order to ensure the conformity and accuracy of data. There are several steps need to be followed in data processing such as data checking, data editing, data coding and data transcribing. Those are crucial step to ensure the accuracy and quality of the data gathered.

Firstly, questionnaires need to be checked manually after collected from the respondents. The purpose of data checking is to ensure that all the questionnaires have been returned from the respondents and avoid any set of questionnaires been missed. Nevertheless, the main purpose is to make sure all the questionnaires have been filled completely by respondents.

Data editing is to ensure the accuracy of the data and to spot if there is any error made by the respondents. While checking the questionnaires, some of it were not completely fill up by respondents. So, questionnaires with a lot of blank answers need to be taken out and considered invalid. But, if there are only a few sets of questionnaires with one unanswered question, their response will be chosen according to the patterns of their entire responses.

Then, data coding is used to conduct data process smoothly with different numerical codes given to the different questions. For instances, non-demographic questions will be coding like code '1' be never, '2' be rarely, '3' be occasionally, '4' be sometimes, '5' be frequently, '6' be usually and '7' be every time. While, coding for demographic questions may refer to the Table 3.2.

Lastly, coded data will be transcribed into computer by using Statistical Analysis System (SAS). SAS software is used to convert the questionnaire answer into data and perform data analysis. It also has another purpose which is to acquire results for data analysis by running the reliability test.

Table 3.5: Coding for Demographic Data

No.	Variable Names	Measure	Value and Label
1.	Gender	Nominal	Male------------------------1 Female----------------------2
2.	Age	Ordinal	25 and below----------------1 26-35-----------------------2 36-45-----------------------3 46-55-----------------------4 56 and above----------------5
3.	Ethnic group	Nominal	Malay-----------------------1 Indian-----------------------2 Chinese---------------------3 Others-----------------------4
4.	Highest education level	Ordinal	PMR------------------------1 SPM------------------------2 STPM-----------------------3 Diploma---------------------4 Advanced Diploma---------5 Bachelor Degree------------6 Master Degree--------------7 Doctorate Degree-----------8 Post-Doctorate--------------9 Others----------------------10
5.	Marital status	Nominal	Single------------------------1 Married----------------------2
6.	Basic salary per month	Ordinal	Below RM2,000------------1 RM2,001- RM4,000-------2 RM4,001- RM6,000-------3 RM6,001- RM8,000-------4 RM8,001- RM10,000------5 Above RM10,000----------6
7.	Average working hours	Nominal	30 hours---------------------1 35 hours---------------------2 40 hours---------------------3 50 hours and above---------4
8.	No. of years working in this school	Ordinal	Less than 3 years-----------1 3- less than 5 years---------2

			5- less than 8 years---------3
			8 or more than 8 years-----4
9.	Experience	Ordinal	Less than 3 years----------1
			3- less than 5 years---------2
			5- less than 8 years---------3
			8- less than 10 years--------4
			10 or more than 10 years--5

3.7 Data Analysis

3.7.1 Descriptive Analysis

Descriptive analysis is the transformation of raw data into simple form for reader to interpret easily. Besides, descriptive analysis provides researcher with a clear picture and understanding of the sample by rearranging, ordering, and manipulating data in order to generate descriptive information from the survey questionnaire. Data will be transformed and displayed in a clear and summarize graphical form using table, bar chart, pie chart and etc.

From the research study, Section C consists of nine questions which are relevant to demographic information. Pie chart is chosen to present the data so that the readers can understand easily. Pie chart will be used for the questions about gender, ethnic group, marital status, and educational level.

Moreover, frequency bar chart will be used to analyze the information. It is because the questions have many options for respondents to choose and it is more complex. Bar chart will be implemented on the questions about age, average working hours per week, basic salary, years of working, and experience as teachers.

3.7.2 Scale Measurement (Reliability Test)

Reliability test is the extent to which outcomes are consistent over time and it gives an accurate representation of the total population under the research study. At the same time, when the repeated application results are consistent, the questionnaire will be considered as reliable.

In order to ensure the survey questionnaire is reliable and consistency, a reliability test has been conducted in this research. Among several tests, Cronbach's coefficient alpha is widely used and we will use it to conduct the reliability test for the research study. Cronbach's coefficient alpha represents how well the items in the set of the questionnaire are positively correlated with each other. Cronbach's coefficient alpha is computed in terms of the average inter-correlations among the items measuring the concept of the research study. Moreover, internal consistency reliability is used in order to test whether the result is reliable or not. Coefficient alpha value ranges from zero to one. The closer the alpha value is to one, the higher the internal consistency reliability of the survey questionnaire. However, it indicate that there is no internal consistency if the alpha value equals to zero. Table 3.6 shows the coefficient alpha value which has categorized accordingly:

Table 3.6: Rules of Thumb about Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
Less than 0.60	Poor reliability
0.60 to 0.70	Moderate reliability
0.70 to 0.80	Good reliability
0.80 to 0.90	Very good reliability
More than 0.90	Excellent reliability

Source: Hair, J. F. Jr., Celsi, M. W., Money, A. H., Samouel, P., & Page, M. (2011). *Essentials of business research methods* (2nd ed.). Armonk, New York: M.E. Sharpe.

From table 3.6, it shows that when alpha value less than 0.60 is considered as poor reliability, those in the range of 0.60 to 0.70 is considered as moderate reliability, alpha value ranges from 0.70 to 0.80 is considered as good reliability, and alpha value between 0.80 to 0.90 is considered to have a very good reliability. Last but not least, alpha value which over 0.90 is considered as excellent reliability.

Pilot test was conducted and 30 questionnaires were distributed to respondents. The data and responses are computed into the SAS Software for reliability test. The table below shows the results of the pilot test:

Table 3.7: Reliability of Questionnaire for Pilot Test

Topics	Coefficient Alpha Value	Strength
Organizational Citizenship Behavior	0.843	Very Good Reliability
Psychological Empowerment: Meaning	0.937	Excellent Reliability
Psychological Empowerment: Competence	0.944	Excellent Reliability
Psychological Empowerment: Self-Determination	0.751	Good Reliability
Psychological Empowerment: Impact	0.889	Very Good Reliability
Total Psychological Empowerment	0.938	Excellent Reliability
Job Burnout: Emotional Exhaustion	0.910	Excellent Reliability
Job Burnout: Depersonalization	0.851	Very Good Reliability
Job Burnout: Reduced Personal Accomplishment	0.917	Excellent Reliability
Total Job Burnout	0.899	Very Good Reliability

Source: Developed for the research

The result from SAS Software shows that psychological empowerment has a total reliability for all aspects is 0.938. Meaning has an alpha value of 0.937, competence has an alpha value of 0.944, self-determination has an alpha value of 0.751 and lastly impact has an alpha value of 0.889. For job burnout, the total reliability for all aspects is 0.899. Emotional exhaustion

has an alpha value of 0.910, depersonalization has an alpha value of 0.851 and reduced personal accomplishment has an alpha value of 0.917. It indicate that all alpha values of independent variables are good, very good and excellence reliability. While the alpha value of dependent variable, OCB, has an alpha value of 0.843. It has a very good reliability. Since all value of the variables have reliability of more than 0.60, this questionnaire is reliable and suitable to be conducted in full study.

3.7.3 Inferential Analysis

Inferential analysis refers to the statistics as a technique that allow us to make inferences about the entire population from the sample. In the research study, Likert scale is used to examine the relationship between variables. It designed to assess the strength of the respondent felt towards the statement on a seven-point scale. Pearson's Correlation Coefficient and Multiple Linear Regression are chosen to examine the relationship between dependent variable which is OCB and independent variables which are job burnout and psychological empowerment.

3.7.3.1 Pearson's Correlation Coefficient

Pearson's Correlation Coefficient is appropriate method to measure the direction and strength of linear relationship between independent variable and dependent variable where both variables are in metric form. The Pearson's Correlation Coefficient value ranges from the -1.0 to +1.0. When the correlation coefficient is 1.0, it indicates that the variables are perfectly positive correlated. In contrast, perfectly negative correlated will formed if the correlation coefficient is -1.0. Pearson's Correlation Coefficient can be categorized into the table as shown below:

Table 3.8: The Rules of Thumb about Correlation Coefficient Size

Coefficient Range	Strength of Association
± 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

Source: Hair, J. F. Jr., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business.* New York: John Wiley & Sons, Inc.

In this research, Pearson Correlation Coefficient is used to test the following hypotheses:

H_1:   There is a significant relationship between job burnout and organizational citizenship behavior.

H_1:   There is a significant relationship between emotional exhaustion and organizational citizenship behavior.

H_1:   There is a significant relationship between depersonalization and organizational citizenship behavior.

H_1:   There is a significant relationship between reduced personal accomplishment and organizational citizenship behavior.

H_1:   There is a significant relationship between psychological empowerment and organizational citizenship behavior.

H_1:   There is a significant relationship between meaning cognition and organizational citizenship behavior.

H_1:   There is a significant relationship between competence cognition and organizational citizenship behavior.

H_1:   There is a significant relationship between self-determination and organizational citizenship behavior.

H_1:   There is a significant relationship between impact and organizational citizenship behavior.

3.7.3.2 Multiple Linear Regression

Multiple linear regression analysis is a statistical technique that develop a linear equation among two or more independent variables and a dependent variable. Two or more independent variables are used to explain the variance in a dependent variable by applying into a linear equation. In addition, the test was done at 5% significant level so that significant result can be easily obtained. Besides, in multiple linear regression, independent variable can be metric or non-metric form but the dependent variable must be in metric form.

Below is the formula of linear equation for multiple linear regression:

$Y_i = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + ... + b_nX_n + e_i$
Key:
Y = dependent variable
b_0 = constant
b_n = the regression coefficient associated with the independent variable, X
X_n = the independent variables, where n = 1, 2, 3……
e_i = an error term (for purpose of computation, the ε is assume to be 0)

The calculation of multiple linear regression provides information about how much variances of the dependent variable is explained by several

independent variables. Each independent variable contributes to the variance of dependent variable. In this research, multiple linear regression is used to test the following hypotheses:

H_1:   Job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior.

H_1:   All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior.

3.8 Conclusion

In conclusion, this chapter explained the research methodology of our research project in details. In addition, research design and sampling design are clarified in this chapter. The way regarding how primary and secondary data are collected, and research instrument have also been discussed in details. Besides, this chapter described the measurement of each variable, data processing method and data analysis method. In next chapter, results generated from SAS software will be further explained.

CHAPTER 4: RESEARCH RESULT

4.0 Introduction

With 400 questionnaires distribution to governmental secondary schools' teachers of Perak, the data collected from the target respondents is run by using Statistical Analysis System (SAS). SAS is an analytical tool where it is used to examine the data collected from this research and provide us with survey results. All the survey results from SAS will be included in this chapter, be briefly described and discussed to provide reader with clearer pictures and better understanding. This chapter will analyze the response rate and demographic profile of target respondents. Besides, reliability test's result, normality test, central tendencies measurement of constructs will be described and discussed in this chapter. It will then followed with inferential analysis where Pearson's Correlation Analysis and Multiple Linear Regression are used to examine the relationship between independent and dependent variables.

4.1 Response Rate

Table 4.1: Response Rate of Sample

District	Type of Schools	Number of Sample Selected	Number of Questionnaire Collected
Kinta	School A	20	20
	School B	20	20
	School C	20	18
	School D	20	20
	School E	20	20
Kuala Kangsar	School F	20	17

	School G	20	20
Hulu Perak	School H	20	18
Kerian	School I	20	20
	School J	20	20
Larut, Matang & Selama	School K	20	20
	School L	20	18
	School M	20	20
Manjung	School N	20	20
	School O	20	19
Perak Tengah	School P	20	20
Hilir Perak	School Q	20	19
	School R	20	20
Batang Padang	School S	20	20
	School T	20	20
Total			389

<u>Source</u>: Developed for the research

Total Number of Questionnaire Collected	389
Deduct: Problematic Questionnaire	(5)
Total Number of Useable Questionnaire	**384**

4.2 Descriptive Analysis

4.2.1 Respondents' Demographic Profile

4.2.1.1 Gender

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	71	18.49
Female	313	81.51
Total	384	100

Source: Developed for the research

Figure 4.1 Gender of Respondents
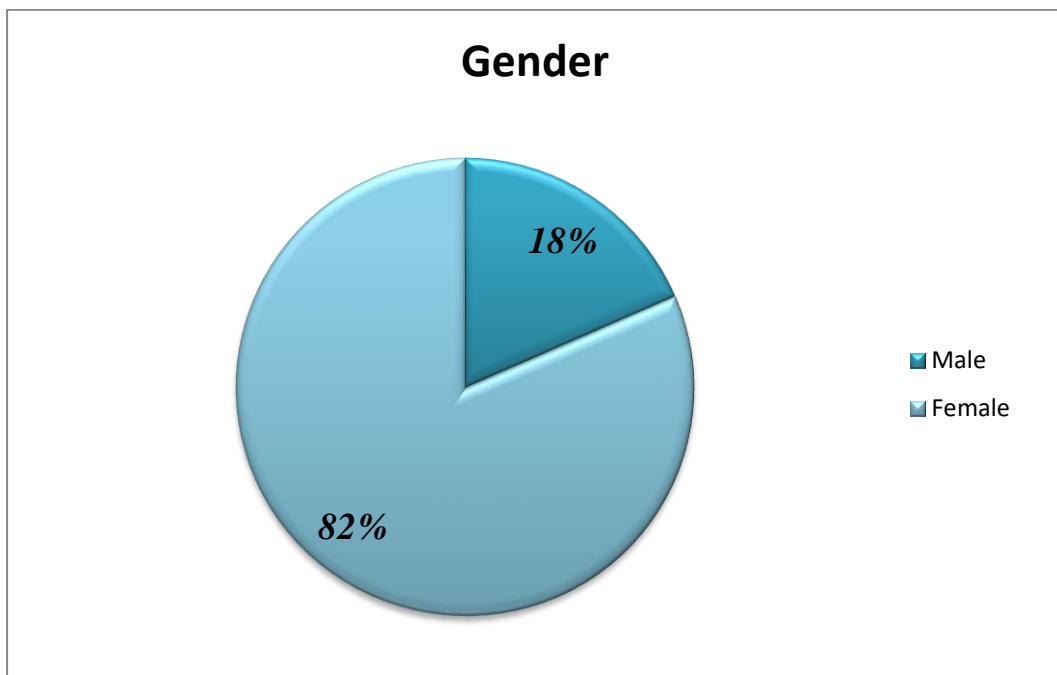
Source: Developed for the research

Table 4.2 and Figure 4.1 show the number and percentage of male and female respondents who participate in this research. Based on the figure, there are 71 respondents (18% of total respondents) are male, and 313 respondents (82% of total respondents) are female. The response rate shows that majority of the respondents who participate in this research are female.

4.2.1.2 Age

Table 4.3: Age of the Respondents

Age	Frequency	Percentage (%)
25 Years Old and Below	21	5.47
26 - 35 Years Old	89	23.18
36 - 45 Years Old	71	18.49
46 - 55 Years Old	184	47.92
56 Years Old and Above	19	4.95
Total	384	100

Source: Developed for the research

Figure 4.2: Age of the Respondents
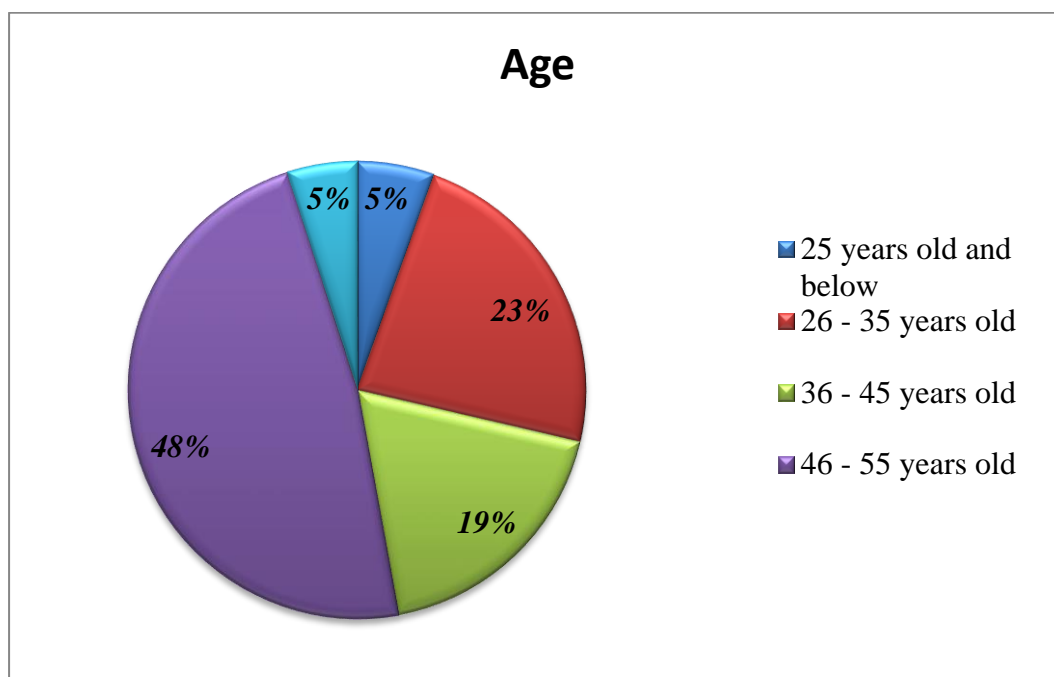
Table 4.3 and Figure 4.2 show the age of the respondents with different range. Age of respondents are classified into five categories, which are 25 years old and below, 26 to 35 years old, 36 to 45 years old, 46 to 55 years old, and 56 years old and above. Based on the table as stated above, majority of the respondents (184 respondents or 48% of total respondents) are in age range of 46 to 55 years old. The second highest category of age range where respondents are in between 26 to 35 years old, where it is amount to 89 respondents (23% of total respondents). It is further followed by third highest category of age range, 36 to 45 years old where it is amounted to 71 respondents (19% of total respondents). Age range with least respondents are in between 25 years old and below, and 56 years old and above where it is amounted to 21 and 19 respondents respectively (5% of total respondents).

4.2.1.3 Ethnic Group

Table 4.4: Ethnic Group of Respondents

Ethnic Group	Frequency	Percentage (%)
Malay	187	48.70
Indian	67	17.45
Chinese	130	33.85
Others	0	0
Total	384	100

Source: Developed for the research

Figure 4.3: Ethnic Group of Respondents
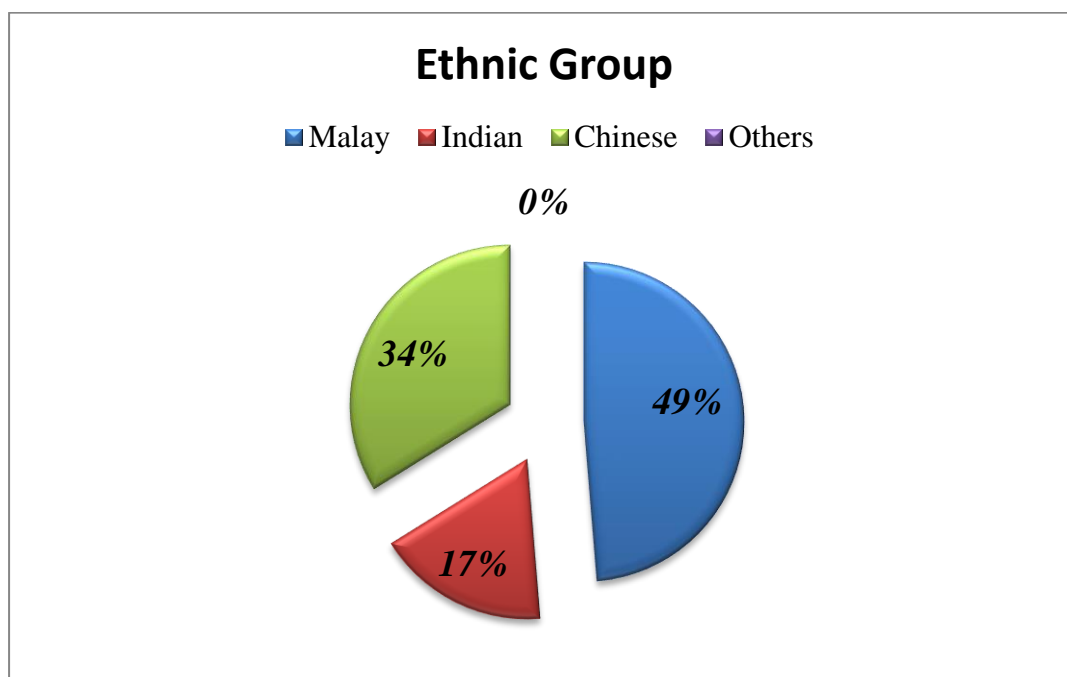
Source: Developed for the research

Table 4.4 and Figure 4.3 show the ethnic group of respondents with different categories. By referring from the table, majority of the respondents are Malay where it is amounted to 187 respondents (49% of total respondents). Chinese respondents are the second highest in amount,

130 respondents (34% of total respondents). Ethnic group with least respondents is Indian respondents, where it is amounted to 67 people (17% of total respondents). Other than three categories of ethnic group as mentioned, there is no respondent with different ethnic group participates in this research.

4.2.1.4 Education Level

Table 4.5: Education Level of Respondents

Education Level	Frequency	Percentage (%)
PMR	0	0
SPM	0	0
STPM	3	0.78
Diploma	5	1.30
Advanced Diploma	0	0
Bachelor Degree	320	83.33
Master Degree	56	14.58
Doctorate Degree	0	0
Post-Doctorate	0	0
Others	0	0
Total	384	100

Source: Developed for the research

Figure 4.4: Education Level of Respondents

Education Level

■ PMR ■ SPM ■ STPM
■ Diploma ■ Advanced Diploma ■ Bachelor
■ Master ■ Doctorate ■ Post-Dosctorate
■ Others

83.33

14.58

0   0   0.78   1.3   0   0   0   0

Percentage (%)
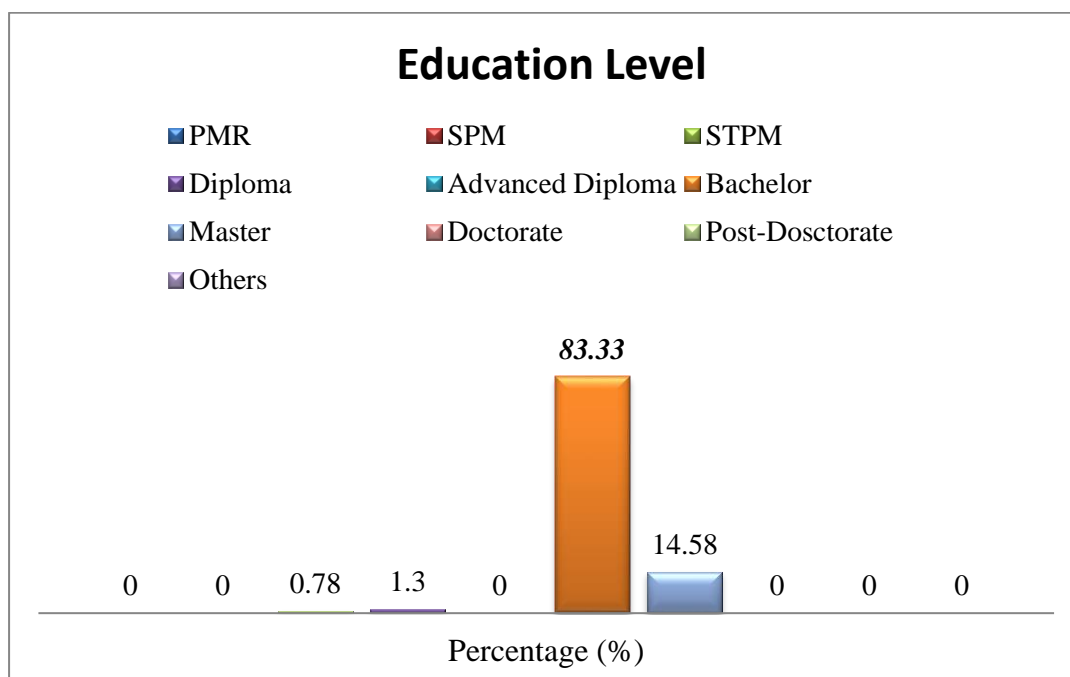
Source: Developed for the research

Table 4.5 and Figure 4.4 reveal different education level of respondents who participate in this research. Based on the table as stated above, majority of the respondents are Bachelor Degree holders, where it is amounted to 320 people (83% of total respondents). Education level with second highest in amount of respondents is Master Degree, where it is amounted to 56 respondents (15% of total respondents). Education level of Diploma and STPM, are the third and fourth highest in amount of respondents, where it is amounted to 5 respondents (1% of total respondents) and 3 respondents (0.8% of total respondents) respectively. There are no respondent with education level of PMR, SPM, Advanced Diploma, Doctorate Degree, Post-Doctorate and others participates in this research.

4.2.1.5 Marital Status

Table 4.6: Marital Status of Respondents

Marital Status	Frequency	Percentage (%)
Single	72	18.75
Married	312	81.25
Total	384	100

Source: Developed for the research

Figure 4.5: Marital Status of Respondents
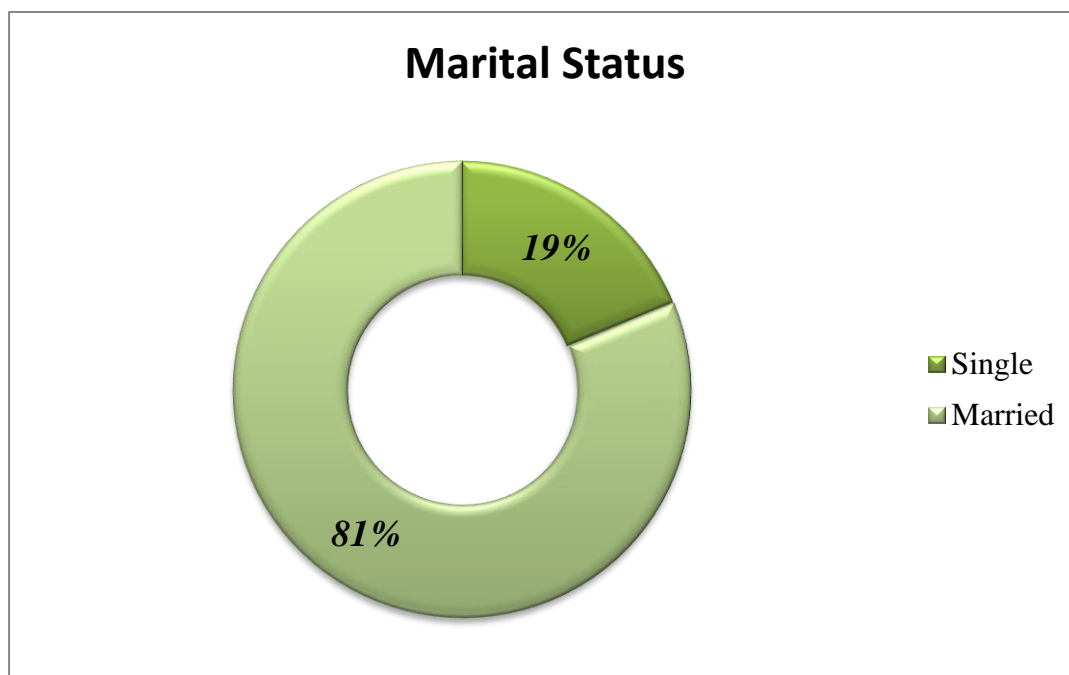
Source: Developed for the research

Table 4.6 and Figure 4.5 show the marital status of respondents who participate in this research. Based on the table as stated above, majority of respondents are married, where it is amounted to 312 respondents (81% of total respondents). There are 72 respondents (19% of total respondents) are still in status of single.

4.2.1.6 Basic Salary per Month

Table 4.7: Basic Salary per Month of Respondents

Basic Salary / Month	Frequency	Percentage (%)
Below RM 2,000	13	3.39
RM 2,001 - RM 4,000	46	11.98
RM 4,001 - RM 6,000	169	44.01
RM 6,001 – RM 8,000	127	33.07
RM 8,001 – RM 10,000	23	5.99
Above RM 10,000	6	1.56
Total	384	100

Source: Developed for the research

Figure 4.6: Basic Salary per Month of Respondents
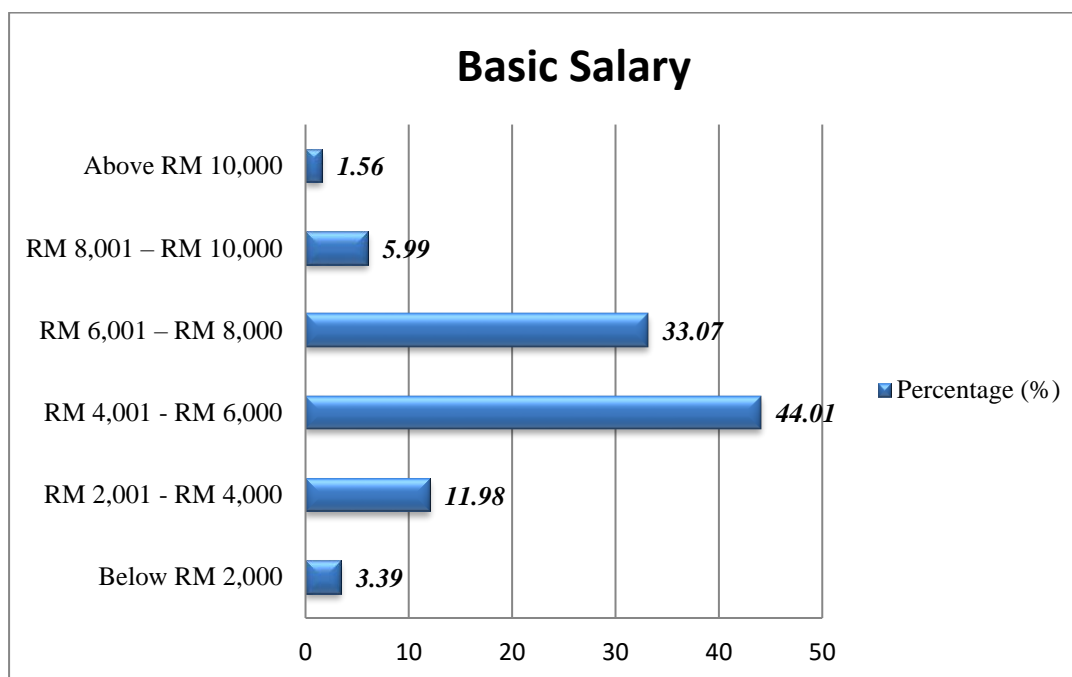
Source: Developed for the research

Table 4.7 and Figure 4.6 reveal the basic salary of the respondents per month. Basic salary of respondents per month are classified into six categories, which are below RM 2000, RM 2001 to RM 4000, RM 4001 to RM 6000, RM 6001 to RM 8000, RM 8001 to RM 10000, and above RM 10000. Based on the bar chart as stated above, majority of the respondents (169 respondents or 44% of total respondents) are given basic salary per month of in between RM 4001 to RM 6000. Range of basic salary that received by second highest in amount of respondents (127 respondents or 33% of total respondents) is in between RM 6001 to RM 8000. It is further followed by basic salary's range of RM 2,001 to RM 4,000, and RM 8001 to RM 10000, where it is hold by 46 respondents (12% of total respondents) and 23 respondents (6% of total respondents) respectively. The range of basic salary that received by second lowest in amount of respondents (13 respondents or 3% of total respondents) is below RM 2000. There are least respondents (6 respondents or 2% of total respondents) who hold basic salary of above RM 10000.

4.2.1.7 Average Working Hours per Week

Table 4.8: Average Working Hours of Respondents per Week

Average Working Hours / Week	Frequency	Percentage (%)
30 hours	33	8.59
35 hours	100	26.04
40 hours	137	35.68
50 hours and above	114	29.69
Total	384	100

Source: Developed for the research

Figure 4.7: Average Working Hours of Respondents per Week
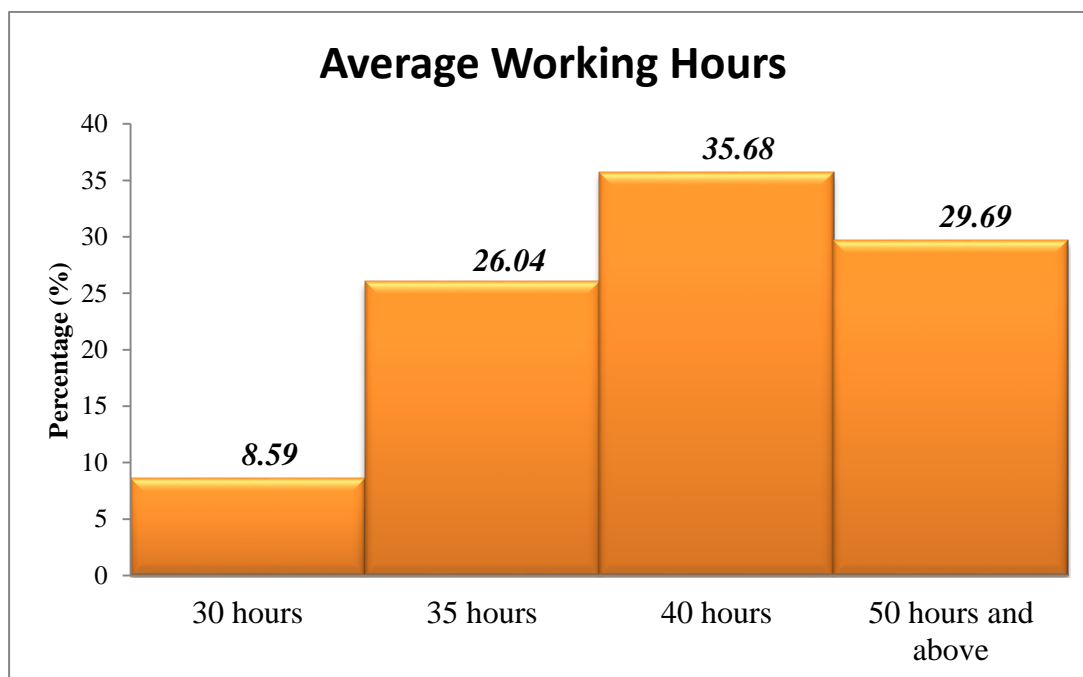
Source: Developed for the research

Table 4.8 and Figure 4.7 show the average working hours of respondents per week. Based on statistic, majority of the respondents, 137 respondents (36% of total respondents) who work for 40 hours per week. There are 30% of total respondents or 114 respondents who work for 50 hours and above per week. Besides, 26% of total respondents or 100 respondents spent 35 hours per week in their workplace. Lastly, there are 9% of total respondents or 33 respondents with average working hours of 30 hours per week. We can conclude that majority of the teachers are willing to spend more time at school to finish up their work.

4.2.1.8 Years of Employment

Table 4.9: Years of Employment of the Respondents

Years of Employment	Frequency	Percentage (%)
Less than 3 years	71	18.49
3 – Less than 5 years	51	13.28
5 – Less than 8 years	94	24.48
8 or More than 8 years	168	43.75
Total	384	100

Source: Developed for the research

Figure 4.8: Years of Employment of the Respondents
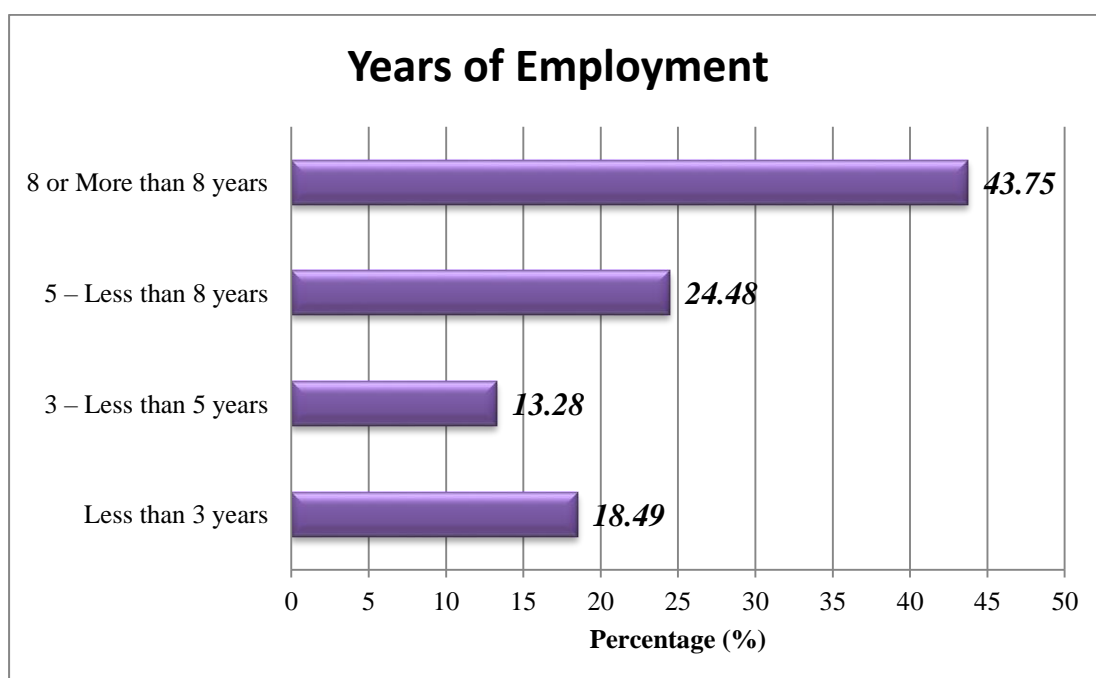
Source: Developed for the research

Table 4.9 and Figure 4.8 show the years of employment of the respondents who participate in this research. Majority of respondents, 168 respondents or 44% of total respondents have been employed in their school for 8 years

or more than 8 years. Years of employment for 5 years but less than 8 years is represented by second highest number of respondents, 94 respondents or 25% of total respondents. There are 71 respondents (18.49% of total respondents) have been employed in their schools of less than 3 years. The range for years of employment of between 3 to less than 5 years is represented by least respondents, 51 respondents (13.28% of total respondents).

4.2.1.9 Working Experience

Table 4.10: Working Experience of Respondents

Working Experience	Frequency	Percentage (%)
Less than 3 years	29	7.55
3 – Less than 5 years	10	2.60
5 – Less than 8 years	44	11.46
8 – Less than 10 years	35	9.11
10 or More than 10 years	266	69.27
Total	384	100

Source: Developed for the research

Figure 4.9: Working Experience of Respondents

Working Experience

Percentage (%)	Less than 3 years	3 – Less than 5 years	5 – Less than 8 years	8 – Less than 10 years	10 or More than 10 years
Percentage (%)	7.55	2.6	11.46	9.11	69.27
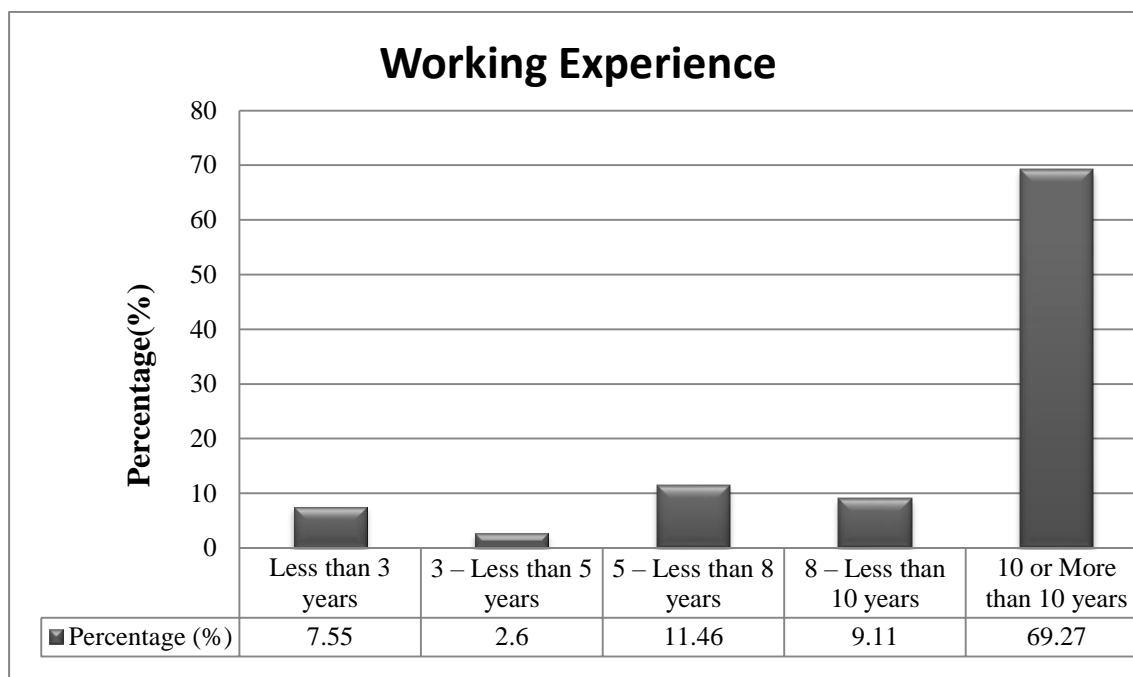
Source: Developed for the research

Table 4.10 and Figure 4.9 reveal the working experience of the respondents in education industry. Based on the table, working experience of 10 years or more is represented by highest proportion of respondents, 266 respondents or 69% of total respondents. The second highest proportion of respondents (44 respondents or 12% of total respondents) are with working experience of 5 years to less than 8 years. Next, working experience of 8 years to less than 10 years is represented by third highest proportion of respondents, 35 respondents or 9% of total respondents. For working experience of less than 3 years, it is represented by 29 respondents or 8% of total respondents. Lastly, working experience of 3 years to less than 5 years is represented least proportion of respondents, 10 respondents or 3% of total respondents.

4.3 Scale Measurement

4.3.1 Reliability Test Return

Table 4.11: Cronbach's Alpha Reliability Analysis

Topics	Number of Items	Cronbach's Alpha	Strength
Organizational Citizenship Behaviour	15	0.727	Good
Psychological Empowerment: Meaning Cognition	3	0.870	Very Good
Psychological Empowerment: Competence Cognition	3	0.865	Very Good
Psychological Empowerment: Self-Determination	3	0.742	Good
Psychological Empowerment: Impact	3	0.841	Very Good
Total Psychological Empowerment	12	0.890	Very Good
Job Burnout: Emotional Exhaustion	9	0.887	Very Good
Job Burnout: Depersonalization	5	0.806	Very Good
Job Burnout: Reduced Personal Accomplishment	8	0.906	Excellent
Total Job Burnout	22	0.915	Excellent

Source: Developed for the research

Table 4.11 shows the results of Cronbach's Alpha Reliability Test for all the variables. All variables of this study have the Cronbach's alpha value of above 0.7. According to Rules of Thumb set by Hair et al. (2011), our questionnaire is considered reliable and consistent since the strength of association for all variables are good, very good or excellent reliability.

The alpha value of reduced personal accomplishment and job burnout are 0.906 and 0.915 respectively. The alpha value shown for this two variables indicate excellent reliability. The remaining variables, meaning cognition with alpha value of 0.870, competence cognition with alpha value of 0.865, impact with alpha value of 0.841, psychological empowerment with alpha value of 0.890, emotional exhaustion with alpha value of 0.887, and depersonalization with alpha value of 0.806 indicate a very good reliability. Variables with good reliability are OCB and self-determination where the alpha value are 0.727 and 0.742 respectively.

4.4 Normality Test

Table 4.12: Normality Test's Result

Variable	Skewness	Kurtosis
Organizational Citizenship Behaviour	0.249	0.019
Psychological Empowerment: Meaning Cognition	-0.681	0.279
Psychological Empowerment: Competence Cognition	-0.727	0.429
Psychological Empowerment: Self-Determination	-0.069	-0.432
Psychological Empowerment: Impact	0.428	0.194
Total Psychological Empowerment	-0.379	0.546
Job Burnout: Emotional Exhaustion	-0.182	-0.643
Job Burnout: Depersonalization	0.702	-0.438
Job Burnout: Reduced Personal Accomplishment	-0.098	-1.149
Total Job Burnout	-0.202	-0.782

Source: Developed for the research

Normality test is a measure to look whether or not the data is normally distributed or bell shaped. Table 4.12 shows the results of normality test for all the variables which are generated by using SAS software. In our research, we used skewness and kurtosis to test the normality of data collected. There are two criteria required in order to measure the normality. Firstly, the skewness should be range between

+1 and -1 so that the shape of distribution is symmetric. Secondly, the kurtosis should be range between +3 and -3 so that the curve of distribution is not too peak or too flat.

Based on Table 4.12, all the skewness results fell under the range of +1 to -1. Thus, the data collected is evenly distributed. Besides, all the kurtosis results fell under the range of +3 to -3, therefore, it can be confirmed that the curves of distribution were not too flat or too peak. Therefore, it can be concluded that the data collected was normal distributed as all the results from skewness and kurtosis were fell within the range.

4.5 Central Tendencies Measurement of Constructs

There are three common measures of central tendency namely: mean, mode, and median. In our research, the mean score for all the 49 questions in Section B of the questionnaire are obtained by using SAS software. In our questionnaire, we used seven interval scaled constructs to measure the mean. For instance, seven point Likert-scale that used in the measurement of organizational citizenship behaviour are 1=Never, 2=Rarely, 3=Occasionally, 4=Sometimes, 5=Frequently, 6=Usually, 7=Every Time. Data collected from 384 respondents will be converted into percentage to examine the central tendency.

4.5.1 Organizational Citizenship Behavior

Table 4.13: Central Tendencies Measurement of Constructs (Organizational Citizenship Behavior)

Organizational Citizenship Behaviour	Percentage (%)							Mean	Ranking
	N	R	O	S	F	U	E		
I help students during my own time.	0.00	0.00	0.00	4.43	41.15	33.85	20.57	5.706	5
I waste a lot of class time.	41.15	40.10	15.36	2.86	0.00	0.00	0.52	1.826	15
I schedule personal appointments at times other than during school day.	0.00	0.00	0.00	7.03	35.42	39.32	18.23	5.688	6
I rarely absent.	0.00	0.00	0.00	5.47	7.03	47.66	39.84	6.219	1
I voluntarily help new teachers.	0.00	0.00	0.00	5.47	44.53	33.07	16.93	5.615	7
I volunteer to serve on new committees.	0.00	0.00	0.52	10.68	54.95	28.39	5.47	5.276	11
I volunteer to sponsor extracurricular activities.	0.00	0.00	0.00	14.32	62.24	19.27	4.17	5.133	12
I arrive to work and meetings on time.	0.00	0.00	0.00	4.43	17.19	39.06	39.32	6.133	3
I take the initiatives to introduce myself to substitutes and assist them.	0.00	0.00	0.00	7.81	48.70	37.24	6.25	5.419	9
I begin class promptly and use class time effectively.	0.00	0.00	0.00	1.56	12.50	52.60	33.33	6.177	2
I leave immediately after school is over.	13.02	33.33	51.56	2.08	0.00	0.00	0.00	2.427	14

I give colleagues advanced notice of changes in schedule or routine.	0.00	0.00	0.00	12.50	70.57	16.93	0.00	5.044	13
I give an excessive amount of busy work.	0.00	0.00	0.00	1.04	54.69	37.24	7.03	5.503	8
Teacher committees in this school work productively.	0.00	0.00	0.00	2.69	32.03	35.16	30.21	5.930	4
I make innovative suggestions to improve the overall quality of our school.	0.00	0.00	0.00	6.51	52.60	33.85	7.03	5.414	10

Source: Developed for the research

Table 4.13 shows the central tendencies measurement of OCB. OCB used seven point Likert scale namely: never (1), rarely (2), occasionally (3), sometimes (4), frequently (5), usually (6), and every time (7) as scale of measurement.

Among the 15 statements, the statement of "I rarely absent" has a highest rank with a mean score of 6.219. Out of 384 respondents, 47.66% of them chose usually, 39.84% of respondents chose every time, 7.03% of respondents chose frequently, 5.47% of respondents chose sometimes, and none of the respondents chose the scale of never, rarely, and occasionally.

The second ranked statement is "I begin class promptly and use class time effectively". It has a mean score of 6.177. There are 52.60% of respondents chose usually, 33.33% of respondents chose every time, 12.50% of respondents chose frequently, 1.56% of respondents chose sometimes, and none of the respondents chose the scale of never, rarely, and occasionally.

The statement of "I arrive to work and meetings on time" is ranked at third with a mean score of 6.133. Every time has the highest percentage of 39.32%, followed by usually with 39.06%, frequently with 17.19%, and sometimes with 4.43%. However, none of the respondents chose the scale of never, rarely, and occasionally for this statement.

"Teacher committees in this school work productively" is the fourth ranked statement with a mean score of 5.930. For this statement, 35.16% of respondents chose usually, 32.03% of respondents chose frequently, 30.21% of respondents chose every time, and 2.69% of respondents chose sometimes. None of the respondents chose never, rarely, and occasionally for this statement.

The fifth ranked statement among these 15 statements is "I help students during my own time". It has a mean score of 5.706. There are 41.15% of respondents chose frequently, 33.85% of respondents chose usually, 20.57% of respondents chose every time, and 4.43% of respondents chose sometimes. However, none of the respondents chose never, rarely, and occasionally.

The statement of "I schedule personal appointments at times other than during school day" is ranked at sixth with a mean score of 5.688. Out of 384 respondents, 39.32% of them chose usually, 35.42% of them chose frequently, 18.23% of them chose every time, and 7.03% of them chose sometimes. Among these respondents, none of them chose never, rarely, and occasionally for this statement.

"I voluntarily help new teachers" is the seventh ranked statement with a mean score of 5.615. For this statement, frequently has the highest percentage of 44.53%, followed by usually with 33.07%, every time with 16.93%, and sometimes with 5.47%. However, never, rarely, and occasionally were not chosen by any respondent.

The mean score of 5.503 that scored by the statement "I give an excessive amount of busy work" is ranked at eighth among all 15 statements. In this statement, 54.69% of respondents chose frequently, 37.24% of respondents chose usually, 7.03% of respondents chose every time, and only 1.04% of respondents give an excessive amount of busy work sometimes. Among 384 respondents, none of them chose never, rarely, and occasionally for this statement.

The following statement of "I take the initiatives to introduce myself to substitutes and assist them" had scored a mean score of 5.419 which ranked at ninth. Out of 384 respondents, 48.70% of them chose frequently, 37.24% of them chose usually, 7.81% of them chose sometimes, and only 6.25% of them chose every time. None of the respondents chose never, rarely, and occasionally for this statement.

"I make innovative suggestions to improve the overall quality of our school" is the tenth ranked statement with a mean score of 5.414. There are 52.60% of respondents chose frequently, 33.85% of respondents chose usually, 7.03% of respondents chose every time, and only 6.51% of respondents chose sometimes. Among 384 respondents, no one chose the scale of never, rarely, and occasionally for this statement.

The eleventh ranked statement among these 15 questions is "I volunteer to serve on new committees". The mean score of this statement is 5.276. For this statement, frequently has scored the highest percentage of 54.95%, followed by usually with 28.39%, sometimes with 10.68%, every time with 5.47%, and occasionally with only 0.52%. There is no respondent chose never and rarely for this statement.

The mean score of 5.133 that scored by the statement of "I volunteer to sponsor extracurricular activities" is ranked at twelfth among these 15 statements. None of the respondents chose never, rarely, and occasionally for this statement. 62.24% of respondents chose frequently, 19.27% of

respondents chose usually, 14.32% of respondents chose sometimes, and only 4.17% of respondents chose every time.

The statement of "I give colleagues advanced notice of changes in schedule or routine" is ranked at thirteenth with a mean score of 5.044. For this statement, only three scale namely: sometimes, frequently, and usually were chosen. 70.57% of them chose frequently, 16.93% of them chose usually, and only 12.50% of them chose sometimes. Other scales were not chosen by any respondents.

Among 15 statements, "I leave immediately after school is over" is the second lowest statement. This statement has a mean score of 2.427. There are 51.56% of respondents chose occasionally, 33.33% of respondents chose rarely, 13.02% of respondents chose never, and only 2.08% of respondents chose sometimes. For this statement, none of the respondents chose frequently, usually, and every time.

Lastly, the statement of "I waste a lot of class time" has a lowest mean score of 1.826. A total of 41.15% of respondents chose never, 40.10% of respondents chose rarely, 15.36% of respondents chose occasionally, 2.86% of respondents chose sometimes, and only 0.52% of respondents chose every time. The scale of frequently and usually were not chosen by any respondents.

4.5.2 Psychological Empowerment: Meaning Cognition

Table 4.14: Central Tendencies Measurement of Constructs (Meaning Cognition)

Meaning Cognition	Percentage (%)							Mean	Ranking
	SD	D	SOD	N	SOA	A	SA		
My job activities are personally meaningful to me.	0.00	0.00	0.52	2.86	15.36	46.35	34.90	6.122	3
The work I do is meaningful to me.	0.00	0.00	0.00	3.39	12.76	42.97	40.89	6.214	2
The work I do is very important to me.	0.00	0.00	0.00	4.95	7.81	43.75	43.49	6.258	1

Source: Developed for the research

Table 4.14 shows the central tendencies measurement of meaning cognition. Meaning cognition used seven point Likert scale namely: strongly disagree (1), disagree (2), somewhat disagree (3), neutral (4), somewhat agree (5), agree (6), and strongly agree (7) as scale of measurement.

Among these three statements, "The work I do is very important to me" is the highest ranked statement with a mean score of 6.258. Out of 384 respondents, 43.75% of them agreed with the statement, 43.49% of them chose strongly agree, 7.81% of them chose somewhat agree, and 4.95% of them remain neutral for this statement. None of the respondents chose strongly disagree, disagree, and somewhat disagree for this statement.

The following statement is "The work I do is meaningful to me". It has a mean score of 6.214 and this statement is ranked at second. Agree has the highest percentage of 42.97%, followed by strongly agree of 40.89%,

somewhat agree of 12.76%, and neutral of 3.39%. However, strongly disagree, disagree, and somewhat disagree were not chosen by any respondents.

Lastly, the mean score of 6.122 that scored by the statement "My job activities are personally meaningful to me" has the lowest ranking. There are 46.35% of respondents who chose agree, 34.90% of respondents who chose strongly agree, 15.36% of respondents who chose somewhat agree, 2.86% of respondents who were remain neutral, and only 0.52% of respondents who somewhat disagreed with this statement. Among 384 respondents, there is no one who chose strongly disagree and disagree for this statement.

4.5.3 Psychological Empowerment: Competence Cognition

Table 4.15: Central Tendencies Measurement of Constructs (Competence Cognition)

Competence Cognition	Percentage (%)							Mean	Ranking
	SD	D	SOD	N	SOA	A	SA		
My job is well within the scope of my abilities.	0.00	0.00	0.78	6.25	18.75	46.09	28.13	5.945	3
I am confident about my ability to do my job.	0.00	0.00	0.00	3.39	10.42	53.65	32.55	6.154	1
I have mastered the skills necessary for my job.	0.00	0.00	0.00	7.55	14.06	52.34	26.04	5.969	2

Source: Developed for the research

Table 4.15 shows the central tendencies measurement of competence cognition. Competence cognition used seven point Likert scale namely:

strongly disagree (1), disagree (2), somewhat disagree (3), neutral (4), somewhat agree (5), agree (6), and strongly agree (7) as scale of measurement.

Among these three statements, "I am confident about my ability to do my job" is the highest ranked statement with a mean score of 6.154. Agree has the highest percentage of 53.65%, followed by strongly agree of 32.55%, somewhat agree of 10.42%, and neutral of 3.39%. However, strongly disagree, disagree, and somewhat disagree were not chosen by any respondents.

The next statement is "I have mastered the skills necessary for my job". It has a mean score of 5.969 where it is ranked at second. There are 52.34% of respondents who chose agree, 26.04% of respondents who chose strongly agree, 14.06% of respondents who chose somewhat agree, and 7.55% of respondents who remain neutral. Among 384 respondents, there is no one who chose strongly disagree, disagree, and somewhat disagree for this statement.

Lastly, the lowest mean score of 5.945 is scored by the statement "My job is well within the scope of my abilities". Out of 384 respondents, 46.09% of them agreed with the statement, 28.13% of them chose strongly agree, 18.75% of them chose somewhat agree, 6.25% of them remain neutral for this statement and 0.78% of respondents chose somewhat disagree. In this statement, none of the respondents chose strongly disagree and disagree.

4.5.4 Psychological Empowerment: Self-Determination

Table 4.16: Central Tendencies Measurement of Constructs (Self-Determination)

Self-Determination	Percentage (%)							Mean	Ranking
	SD	D	SOD	N	SOA	A	SA		
I can decide on my own how to go about doing my work.	0.00	0.00	0.52	7.81	20.05	50.26	21.35	5.841	1
I have significant autonomy in determining how I do my job.	0.00	0.00	0.78	8.85	31.51	50.78	8.07	5.565	2
I have considerable opportunities of independence and freedom in performing my job.	0.00	0.00	0.00	9.11	40.63	42.97	7.29	5.484	3

Source: Developed for the research

Table 4.16 shows the central tendencies measurement of self-determination. Self-determination used seven point Likert scale namely: strongly disagree (1), disagree (2), somewhat disagree (3), neutral (4), somewhat agree (5), agree (6), and strongly agree (7) as scale of measurement.

Among these three statements, "I can decide on my own how to go about doing my work" is the highest ranked statement with a mean score of 5.841. Out of 384 respondents, 50.26% of them agreed with the statement, 21.35% of them chose strongly agree, 20.05% of them chose somewhat agree, 7.81% of them remain neutral for this statement, and 0.52% of them

chose somewhat disagree. None of the respondents chose strongly disagree and disagree for this statement.

The following statement is "I have significant autonomy in determining how I do my job". It has a mean score of 5.565 where it is ranked at second. Agree has the highest percentage of 50.78%, followed by somewhat agree of 31.51%, neutral of 8.85%, strongly agree of 8.07%, and somewhat disagree of 0.78%. However, strongly disagree and disagree were not chosen by any respondent.

Lastly, the mean score of 5.484 that scored by the statement "I have considerable opportunities of independence and freedom in performing my job" has the lowest ranking. There are 42.97% of respondents who chose agree, 40.63% of respondents who chose somewhat agree, 9.11% of respondents who were remain neutral, and only 7.29% of respondents who strongly agreed with this statement. Among 384 respondents, there is no one who chose strongly disagree, disagree, and somewhat disagree for this statement.

4.5.5 Psychological Empowerment: Impact

Table 4.17: Central Tendencies Measurement of Constructs (Impact)

Impact	Percentage (%)							Mean	Ranking
	SD	D	SOD	N	SOA	A	SA		
My impact on what happens in my faculty is large.	0.00	0.00	0.00	10.16	45.31	37.76	6.77	5.411	1
I have a great deal of control over what happens in my faculty.	0.00	0.00	0.00	12.50	60.94	22.92	3.65	5.177	3

I have significant influence over what happens in my faculty.	0.00	0.00	0.00	7.29	57.03	31.51	4.17	5.326	2

Source: Developed for the research

Table 4.17 shows the central tendencies measurement of impact. Impact used seven point Likert scale namely: strongly disagree (1), disagree (2), somewhat disagree (3), neutral (4), somewhat agree (5), agree (6), and strongly agree (7) as scale of measurement.

"My impact on what happens in my faculty is large" is the highest ranked statement with a mean score of 5.411 among these three statements. Somewhat agree has the highest percentage of 45.31%, followed by agree of 37.76%, neutral of 10.16%, and strongly agree of 6.77%. However, strongly disagree, disagree, and somewhat disagree were not chosen by any respondents.

The second ranked statement is "I have significant influence over what happens in my faculty". It has a mean score of 5.326. There are 57.03% of respondents who chose somewhat agree, 31.51% of respondents who chose agree, 7.29% of respondents who were remain neutral, and only 4.17% of respondents who chose strongly agree. Among 384 respondents, there is no one who chose strongly disagree, disagree, and somewhat disagree for this statement.

Lastly, the lowest mean score of 5.177 is scored by the statement "I have a great deal of control over what happens in my faculty". Out of 384 respondents, 60.94% of them somewhat agreed with the statement, 22.92% of them agreed, 12.50% of them remain neutral, 3.65% of them strongly agree for this statement. None of the respondent chose strongly disagree, disagree, and somewhat disagree for this statement.

4.5.6 Job Burnout: Emotional Exhaustion

Table 4.18: Central Tendencies Measurement of Constructs (Emotional Exhaustion)

Emotional Exhaustion	Percentage (%)							Mean	Ranking
	N	FY	OM	FM	OW	FW	E		
I feel emotionally drained from my work.	13.80	40.63	35.16	10.42	0.00	0.00	0.00	2.422	3
I feel exhausted at the end of the workday.	13.28	34.90	42.19	9.11	0.52	0.00	0.00	2.487	2
I feel tired when I get up in the morning and have to face another day on the job.	20.05	30.47	42.71	6.77	0.00	0.00	0.00	2.362	4
Working with people all day is really a great stress for me.	26.04	32.39	38.80	2.86	0.00	0.00	0.00	2.185	7
I feel burned out from my work.	21.88	34.38	40.89	2.86	0.00	0.00	0.00	2.247	6
I feel frustrated by my job.	33.33	28.65	37.50	0.52	0.00	0.00	0.00	2.052	8
I feel that I am working too hard on my job.	12.50	32.55	46.09	8.85	0.00	0.00	0.00	2.513	1
Working directly with people puts too much stress on me.	21.09	34.90	41.15	2.86	0.00	0.00	0.00	2.258	5
I feel like I cannot tolerate with the job.	46.61	29.17	21.35	2.86	0.00	0.00	0.00	1.805	9

Source: Developed for the research

Table 4.18 shows the central tendencies measurement of emotional exhaustion. Scale of measurements that used by emotional exhaustion are seven point Likert scale namely: never (1), a few times a year or less (2),

once a month or less (3), a few times a month (4), once a week (5), a few times a week (6), and everyday (7).

Among nine statements of emotional exhaustion, once a week, a few times a week, and everyday were not chosen by any respondent, except for the statement of "I feel exhausted at the end of the workday" whereby 0.52% of respondents chose once a week.

The statement of "I feel that I am working too hard on my job" has the highest mean score of 2.513. There are 46.09% of respondents who chose once a month or less, 32.55% of respondents who chose a few times a year or less, 12.50% of respondents who chose never, and only 8.85% of respondents who chose a few times a month.

The second ranked statement is "I feel exhausted at the end of the workday". It has a mean score of 2.487. Once a month or less has scored the highest percentage of 42.19%, followed by a few times a year or less of 34.90%, never of 13.28%, and a few times a month of 9.11%. This is the only statement whereby once a week was chosen by 0.52% of respondents.

Mean score of 2.422 that scored by the statement of "I feel emotionally drained from my work" is ranked at third. Out of 384 respondents, 40.63% of them chose a few times a year or less, 35.16% of them chose once a month or less, 13.80% of them chose never, and 10.42% of them chose a few times a month.

"I feel tired when I get up in the morning and have to face another day on the job" is the fourth ranked statement with a mean score of 2.362. There are 42.71% of respondents who chose once a month or less, 30.47% of respondents who chose a few times a year or less, 20.05% of respondents who chose never, and only 6.77% of respondents who chose a few times a month.

The following statement is "Working directly with people puts too much stress on me". It has a mean score of 2.258 where it is ranked at fifth. Once a month or less has the highest percentage of 41.15%, followed by a few times a year or less of 34.90%, and never of 21.09%. A few times a month has scored the least percentage of 2.86%.

Among these nine statements, "I feel burned out from my work" is ranked at sixth with a mean score of 2.247. There are 40.89% of respondents who chose once a month or less, 34.38% of respondents who chose a few times a year or less, 21.88% of respondents who chose never, and only 2.86% of respondents who chose a few times a month.

"Working with people all day is really a great stress for me" is the seventh ranked statement with a mean score of 2.185. Out of 384 respondents, 38.80% of them chose once a month or less, 32.39% of them chose a few times a year or less, 26.04% of them chose never, and only 2.86% of them chose a few times a month.

The mean score of 2.052 that scored by the statement of "I feel frustrated by my job" is ranked at second lowest. For this statement, 37.50% of respondents chose once a month or less, 33.33% of respondents chose never, 28.65% of respondents chose a few times a year or less, and only 0.52% of respondents chose a few times a month.

Lastly, the statement of "I feel like I cannot tolerate with the job" has the lowest mean score of 1.805. Never has the highest percentage of 46.61%, followed by a few times a year or less of 29.17%, once a month or less of 21.35%, and a few times a month of only 2.86%.

4.5.7 Job Burnout: Depersonalization

Table 4.19: Central Tendencies Measurement of Constructs (Depersonalization)

Depersonalization	Percentage (%)							Mean	Ranking
	N	FY	OM	FM	OW	FW	E		
I've become more insensitive toward people since I took this job.	33.33	28.13	34.64	3.91	0.00	0.00	0.00	2.091	1
I worry that this job is hardening me emotionally.	34.64	32.03	33.33	0.00	0.00	0.00	0.00	1.987	2
I feel students blame me for some of their problems.	48.70	32.03	19.27	0.00	0.00	0.00	0.00	1.706	3
I don't really care what happens to some students.	72.66	15.36	11.98	0.00	0.00	0.00	0.00	1.393	5
I feel I treat some students as if they were impersonal 'objects'.	68.49	12.76	18.23	0.52	0.00	0.00	0.00	1.508	4

Source: Developed for the research

Table 4.19 shows the central tendencies measurement of depersonalization. Depersonalization used seven point Likert scale namely: never (1), a few times a year or less (2), once a month or less (3), a few times a month (4), once a week (5), a few times a week (6), and everyday (7) as scale of measurement.

The statement of "I've become more insensitive toward people since I took this job" has the highest mean score of 2.091. There are 34.64% of respondents who chose once a month or less, 33.33% of respondents who chose never, 28.13% of respondents who chose a few times a year or less,

and only 3.91% of respondents who chose a few times a month. However, none of the respondents chose once a week, a few times a week, and everyday for this statement.

Mean score of 1.987 that scored by the statement of "I worry that this job is hardening me emotionally" is ranked at second. Out of 384 respondents, 34.64% of them chose never, 33.33% of them chose once a month or less, and 32.03% of them chose a few times a month or less. For this statement, a few times a month, once a week, a few times a week, and everyday were not chosen by any respondent.

The third ranked statement is "I feel students blame me for some of their problems". It has a mean score of 1.706. Never has scored the highest percentage of 48.70%, followed by a few times a year or less with 32.03%, and once a month of less with 19.27%. None of the respondents chose a few times a month, once a week, a few times a week, and everyday.

"I feel I treat some students as if they were impersonal 'objects'" is the fourth ranked statement with a mean score of 1.508. There are 68.49% of respondents who chose never, 18.23% of respondents who chose once a month or less, 12.76% of respondents who chose a few times a year or less, and only 0.52% of respondents who chose a few times a month. Among 382 respondents, no one chose once a week, a few times a week, and everyday for the statement of "I feel I treat some students as if they were impersonal 'objects'".

Lastly, the statement of "I don't really care what happens to some students" is the last ranked statement with a mean score of 1.393. For this statement, there are 72.66% of respondents who chose never, 15.36% of respondents who chose a few times a year or less, and 11.98% of respondents who chose once a month or less. However, there is no respondent chose a few times a month, once a week, a few times a week, and everyday for this statement.

4.5.8 Job Burnout: Reduced Personal Accomplishment

Reduced Personal Accomplishment	Percentage (%)							Mean	Ranking
	N	FY	OM	FM	OW	FW	E		
I can easily understand how my students feel about things.	1.04	0.00	0.00	5.21	33.59	28.91	31.25	5.820	4
I deal very effectively with the problems of my students.	0.00	0.00	0.00	1.82	39.32	34.64	24.22	5.813	5
I feel that I'm positively influencing other people's lives through my work.	0.00	0.00	0.00	1.82	49.22	26.04	22.92	5.701	8
I feel very energetic.	0.00	0.00	0.00	0.78	45.57	32.55	21.09	5.740	7
I can easily create a relaxed atmosphere with my students.	0.00	0.00	0.00	0.52	39.32	30.21	29.95	5.896	2
I feel excited after working closely with my students.	0.00	0.00	0.00	0.52	37.50	33.59	28.39	5.898	1
I have accomplished many meaningful things in this job.	0.00	0.00	0.00	1.04	38.28	31.77	28.91	5.885	3
In my work, I deal with my emotional problems very calmly.	0.00	0.00	0.00	1.30	40.10	35.68	22.92	5.802	6

Source: Developed for the research

Table 4.20 shows the central tendencies measurement of reduced personal accomplishment. Reduced personal accomplishment used seven point

Likert scale namely: never (1), a few times a year or less (2), once a month or less (3), a few times a month (4), once a week (5), a few times a week (6), and everyday (7) as scale of measurement.

The statement of "I feel excited after working closely with my students" has the highest mean score of 5.898 among the eight statements. There are 37.50% of respondents who chose once a week, 33.59% of respondents who chose a few times a week, 28.39% of respondents who chose everyday, and only 0.52% of respondents who chose a few times a month. However, none of the respondents chose never, a few times a year or less, and once a month or less for this statement.

Mean score of 5.896 that scored by the statement of "I can easily create a relaxed atmosphere with my students" is ranked at second. Out of 384 respondents, 39.32% of them chose once a week, 30.21% of them chose a few times a week, 29.95% of them chose everyday, and only 0.52% of them chose a few times a month. There is no respondent chose never, a few times a year or less, and once a month or less for this statement.

The third ranked statement is "I have accomplished many meaningful things in this job". It has a mean score of 5.885. Once a week has scored the highest percentage of 38.28% for this statement, followed by a few times a week of 31.77%, everyday of 28.91%, and a few times a month of only 1.04%. However, never, a few times a year or less, and once a month or less were not chosen by any respondent.

"I can easily understand how my students feel about things" is the fourth ranked statement with a mean score of 5.820. There are 33.59% of respondents who chose once a week, 31.25% of respondents who chose everyday, 28.91% of respondents who chose a few times a week, 5.21% of respondents who chose a few times a month, and only 1.04% of respondents who chose never. Among 384 respondents, none of them chose a few times a year or less, and once a month or less for this statement.

The following statement of "I deal very effectively with the problems of my students" is the fifth ranked statement with a mean score of 5.813. For this statement, there are 39.32% of respondents who chose once a week, 34.64% of respondents who chose a few times a week, 24.22% of respondents who chose everyday, and only 1.82% of respondents who chose a few times a month. However, none of the respondents chose never, a few times a year or less, and once a month or less for this statement.

Among these eight statements, the statement of "In my work, I deal with my emotional problems very calmly" is ranked at sixth with a mean score of 5.802. Out of 384 respondents, 40.10% of them chose once a week, 35.68% of them chose a few times a week, 22.92% of them chose everyday, and only 1.30% of them chose a few times a month. There is no respondent chose never, a few times a year or less, and once a month or less for this statement.

"I feel very energetic" is ranked at second last with a mean score of 5.740. Once a week has scored the highest percentage of 45.57% for this statement, followed by a few times a week of 32.55%, everyday of 21.09%, and a few times a month of only 0.78%. However, never, a few times a year or less, and once a month or less were not chosen by any respondent.

Lastly, mean score of 5.701 that scored by the statement of "I feel that I'm positively influencing other people's lives through my work" is the last ranked statement. For this statement, 49.22% of respondents chose once a week, 26.04% of respondents chose a few times a week, 22.92% of respondents chose everyday, and only 1.82% of respondents chose a few times a month. Among 384 respondents, none of them chose never, a few times a year or less, and once a month or less for this statement.

4.6 Inferential Analysis

Inferential analysis is a measurement of sample data that provided by the respondents of the population (Bush, 2000). Inferential analysis is run with purpose of evaluating the relationship between dependent variable and independent variable. In our research, Pearson's Correlation Coefficient and Multiple Linear Regression Analysis are used to test all of the hypothesis formed. Result of correlation will be showed by Pearson's Correlation Coefficient while results of model summary and coefficient will be showed by Multiple Linear Regression Analysis.

4.6.1 Pearson's Correlation Coefficient

According to Sekaran and Bougie (2012), Pearson's Correlation Coefficient is an indicator of significance, strength and direction of the relationship among all variables that measured in form of interval level or ratio level. Rules of thumb is further formed by Hair et al. (2007) to indicate the strength of association and coefficient range.

Table 4.21: Rules of Thumb of Pearson Correlation Coefficient

Coefficient Range	Strength of Association
±0.91 – ±1.00	Very Strong
±0.71 – ±0.90	High
±0.41 – ±0.70	Moderate
±0.21 – ±0.40	Small but Definite Relationship
±0.01 – ±0.20	Slight, Almost Negligible

Source: Hair, J.F, Jr., Money, A.h., Samouel, P. & Page, M. (2007). Research methods for business Chichester. West Sussex: John Wiley & Sons, Inc.

Pearson Correlation Coefficient of this study is summarized in table as stated below:

Table 4.22: Correlation between each Independent Variable with Organizational Citizenship Behavior

OCB	JB	EE	D	RPA	PE	MC	CC	SD	I
Pearson Correlation	-0.443	-0.201	-0.352	-0.515	0.463	0.441	0.410	0.339	0.231
P-Value	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
N	384	384	384	384	384	384	384	384	384

Source: Developed for the research

4.6.1.1 Correlation between Job Burnout and Organizational Citizenship Behavior

Hypotheses 1:

H_0:   There is no significant relationship between job burnout and organizational citizenship behavior.

H_1:   There is a significant relationship between job burnout and organizational citizenship behavior.

(I) Direction

According to Table 4.22, job burnout is -0.443 correlated with OCB. With negative Pearson Correlation Coefficient shown, it shows that there is a negative relationship between job burnout and OCB. Therefore, an increase in job burnout will lead to a decrease of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between job burnout and OCB is moderate since the correlation coefficient, -0.443 is fall under the coefficient range of ±0.41 to ±0.70.

(III) Significance

There is a significance relationship between job burnout and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.2 Correlation between Emotional Exhaustion and Organizational Citizenship Behavior

Hypotheses 1(a):

H_0:   There is no significant relationship between emotional exhaustion and organizational citizenship behavior.

H_1:   There is a significant relationship between emotional exhaustion and organizational citizenship behavior.

(I) Direction

According to Table 4.22, emotional exhaustion is -0.201 correlated with OCB. With negative Pearson Correlation Coefficient shown, it indicates that there is a negative relationship between emotional exhaustion and OCB. Therefore, an increase in emotional exhaustion will lead to a decrease of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between emotional exhaustion and OCB is slight, almost negligible since the correlation coefficient,   -0.201 is fall under the coefficient range of ±0.01 to ±0.20.

(III) Significance

There is a significance relationship between emotional exhaustion and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.3 Correlation between Depersonalization and Organizational Citizenship Behavior

Hypotheses 1(b):

H_0:   There is no significant relationship between depersonalization and organizational citizenship behavior.

H_1:   There is a significant relationship between depersonalization and organizational citizenship behavior.

(I) Direction

According to Table 4.22, depersonalization is -0.352 correlated with organizational citizenship behavior. With negative Pearson Correlation Coefficient shown, it indicates that there is a negative relationship between depersonalization and OCB. Therefore, an increase in depersonalization will lead to a decrease of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between depersonalization and OCB is small but definite since the correlation coefficient, -0.352 is fall under the coefficient range of ±0.21 to ±0.40.

(III) Significance

There is a significance relationship between depersonalization and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.4 Correlation between Reduced Personal Accomplishment and Organizational Citizenship Behavior

Hypotheses 1(c):

H_0:   There is no significant relationship between reduced personal accomplishment and organizational citizenship behavior.

H_1:   There is a significant relationship between reduced personal accomplishment and organizational citizenship behavior.

(I) Direction

According to Table 4.22, reduced personal accomplishment is -0.515 correlated with OCB. With negative Pearson Correlation Coefficient shown, it indicates that there is a negative relationship between reduced personal accomplishment and OCB. Therefore, an increase in reduced personal accomplishment will lead to a decrease of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between reduced personal accomplishment and OCB is moderate since the correlation coefficient, -0.515 is fall under the coefficient range of ± 0.41 to ± 0.70.

(III) Significance

There is a significance relationship between reduced personal accomplishment and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.5 Correlation between Psychological Empowerment and Organizational Citizenship Behavior

Hypotheses 2:

H_0:   There is no significant relationship between psychological empowerment and organizational citizenship behavior.

H_1:   There is a significant relationship between psychological empowerment and organizational citizenship behavior.

(I) Direction

According to Table 4.22, psychological empowerment is 0.463 correlated with OCB. With positive Pearson Correlation Coefficient shown, it reveal that there is a positive relationship between psychological empowerment and OCB. Therefore, an increase in psychological empowerment will lead to an increase of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between psychological empowerment and OCB is moderate since the correlation coefficient, 0.463 is fall under the coefficient range of ±0.41 to ±0.70.

(III) Significance

There is a significance relationship between psychological empowerment and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.6 Correlation between Meaning Cognition and Organizational Citizenship Behavior

Hypotheses 2(a):

H_0:   There is no significant relationship between meaning cognition and organizational citizenship behavior.

H_1:   There is a significant relationship between meaning cognition and organizational citizenship behavior.

(I) Direction

According to Table 4.22, meaning cognition is 0.441 correlated with OCB. With positive Pearson Correlation Coefficient shown, it indicates that there is a positive relationship between meaning cognition and OCB. Therefore, an increase in meaning cognition will lead to an increase of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between meaning cognition and OCB is moderate since the correlation coefficient, 0.441 is fall under the coefficient range of ±0.41 to ±0.70.

(III) Significance

There is a significance relationship between meaning cognition and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.7 Correlation between Competence Cognition and
Organizational Citizenship Behavior

Hypotheses 2(b):

H_0:   There is no significant relationship between competence cognition and organizational citizenship behavior.

H_1:   There is a significant relationship between competence cognition and organizational citizenship behavior.

(I) Direction

According to Table 4.22, competence cognition is 0.410 correlated with OCB. With positive Pearson Correlation Coefficient shown, it imply that there is a positive relationship between competence cognition and OCB. Therefore, an increase in competence cognition will lead to an increase of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between competence cognition and OCB is moderate since the correlation coefficient, 0.410 is fall under the coefficient range of ±0.41 to ±0.70.

(III) Significance

There is a significance relationship between competence cognition and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.8 Correlation between Self-Determination and Organizational Citizenship Behavior

Hypotheses 2(c):

H_0:   There is no significant relationship between self-determination and organizational citizenship behavior.

H_1:   There is a significant relationship between self-determination and organizational citizenship behavior.

(I) Direction

According to Table 4.22, self-determination is 0.339 correlated with OCB. With positive Pearson Correlation Coefficient shown, it denote that there is a positive relationship between self-determination and OCB. Therefore, an increase in self-determination will lead to an increase of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between self-determination and OCB is small but definite since the correlation coefficient, 0.339 is fall under the coefficient range of ± 0.21 to ± 0.40.

(III) Significance

There is a significance relationship between self-determination and OCB since the p-value, $<.0001$ is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.1.9 Correlation between Impact and Organizational Citizenship Behavior

Hypotheses 2(d):

H_0: There is no significant relationship between impact and organizational citizenship behavior.

H_1: There is a significant relationship between impact and organizational citizenship behavior.

(I) Direction

According to Table 4.22, impact is 0.231 correlated with OCB. With positive Pearson Correlation Coefficient shown, it indicates that there is a positive relationship between impact and OCB. Therefore, an increase in impact will lead to an increase of OCB, and vice versa.

(II) Strength

According to Rules of Thumb of Pearson Correlation Coefficient, relationship between impact and OCB is small but definite since the correlation coefficient, 0.231 is fall under the coefficient range of ±0.21 to ±0.40.

(III) Significance

There is a significance relationship between impact and OCB since the p-value, <.0001 is less than the alpha value of 0.05.

Conclusion: H0 is rejected, H1 is supported.

4.6.2 Multiple Regression Analysis

Multiple regression analysis is used to predict the variance in one variable (dependent variable) by using one or more variables (independent variable).

4.6.2.1 Predictor Variables of Job Burnout and Psychological Empowerment toward Organizational Citizenship Behavior

Hypotheses 3(a)

H_0:   Job burnout and psychological empowerment do not significantly explain the variance in organizational citizenship behavior.

H_1:   Job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior.

Table 4.23: Anova

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	11.91817	5.95909	65.36	<.0001
Error	381	34.73515	0.09117		
Total	383	46.65332			

Source: Developed for the research

Based on Table 4.23 (result generated from SAS), job burnout and psychological empowerment are two significant variables in explaining the variation in OCB. With alpha value of 0.05 be set, P value of <0.0001 (less than alpha value) has made the previous statement be supported and valid. In the study, F-statistic is significant where the model is a good descriptor of the relationship between predictor variables and dependent variable. Hence, OCB can be predicted by the independent variables of this model. H1 of hypotheses 3(a) is supported by the data.

Table 4.24: Model Summary

Model	R	R Square	Dependent Mean	Adjusted R-Square	Coefficient Variance
1	0.30194	0.2555	5.46649	0.2516	5.52349

Source: Developed for the research

R square reveal the percentage of variation in dependent variable that can be explained by independent variables. Based on the Table 4.24 (result generated from SAS), 25.55% of variation in OCB can be predicted by job burnout and psychological empowerment. There is still 74.45% (100% - 25.55%) of variation in OCB cannot be explained in this study. In other words, other important variables in explaining the variation of OCB are yet to be found.

Table 4.25: Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > [t]
Intercept	1	4.6707	0.26967	17.32	<.0001
Job Burnout	1	-0.17767	0.03851	-4.61	<.0001
Psychological Empowerment	1	0.20229	0.03663	5.52	<.0001

Source: Developed for the research

According to Table 4.25 (result generated from SAS), job burnout and psychological empowerment are two significant variables in explaining the variation in OCB. It can proved with evidence of p-value, <0.0001 (lesser than alpha value of 0.05) for job burnout and psychological empowerment. Therefore, OCB can be predicted by independent variables of job burnout and psychological empowerment. Relationship between independent variables and dependent variable is further be expressed in equation as stated below.

Y = a + b1(X1) + b2(X2)

Where, Y = Predicted OCB

a = Intercept / Constant Value

b = Parameter Estimate

X1 = Job Burnout

X2 = Psychological Empowerment

Thus, regression equation is formed as below:

OCB = 4.6707 – 0.17767 (Job Burnout) + 0.20229 (Psychological

Empowerment)

Table 4.26: Ranking for Beta Coefficients of Independent Variables

Independent Variable	Beta Coefficient	Ranking
Job Burnout	-0.17767	2
Psychological Empowerment	0.20229	1

Source: Developed for the research

Based on the ranking as shown in Table 4.26, psychological empowerment that rank at first in Beta Coefficient of Independent Variables carries the highest contribution toward the variation of OCB. Highest beta coefficient of psychological empowerment, 0.20229 in compared to other independent variable (job burnout) has made it the strongest relationship and contribution toward the variation in dependent variable (OCB). The positive sign of beta coefficient indicates the positive influence of psychological empowerment toward OCB. When psychological empowerment increases by one unit, OCB will increase by 0.20229, assuming other variables hold constant

Next, job burnout that be ranked second in Beta Coefficient of Independent Variables carries the second highest contribution toward the variation of OCB. Since the beta coefficient of job burnout, -0.17767 is lower than other independent variable (psychological empowerment), it

has lower relationship and contribution in predicting the variation in OCB. Negative sign of beta coefficient indicates negative influence of job burnout toward dependent variable. When job burnout increases by one unit, OCB will decrease by 0.17767, assuming other variables hold constant

4.6.2.2 Predictor Variables of All Dimensions of Job Burnout and Psychological Empowerment toward Organizational Citizenship Behavior

Hypotheses 3(b)

H_0: All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) do not significantly explain the variance in organizational citizenship behavior.

H_1: All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior.

Table 4.27: Anova

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	7	16.31996	2.33142	28.9	<.0001
Error	376	30.33337	0.08067		
Total	383	46.65332			

Source: Developed for the research

Based on Table 4.27 (result generated from SAS), all the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) are significant variables in explaining the variation in OCB. With alpha value of 0.05 be set, P value of <0.0001 (less than alpha value) has made the previous statement be supported and valid. In the study, F-statistic is significant where the model is a good descriptor of the relationship between predictor variables and dependent variable. Hence, OCB can be predicted by the independent variables of this model. H1 of hypotheses 3(b) is supported by the data.

Table 4.28: Model Summary

Model	R	R Square	Dependent Mean	Adjusted R-Square	Coefficient Variance
1	0.28403	0.3498	5.46649	0.3377	5.19586

Source: Developed for the research

R square reveal the percentage of variation in dependent variable that can be explained by independent variables. Based on the Table 4.28 (result generated from SAS), 34.98% of variation in OCB can be predicted by all dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact). There is still 65.02% (100% - 34.98%) of variation in OCB cannot be explained in this study. In other words, other important variables in explaining the variation of OCB are yet to be found.

Table 4.29: Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > [t]
Intercept	1	4.87654	0.25711	18.97	<.0001
Emotional	1	-0.07013	0.03108	2.26	0.0246

Exhaustion					
Depersonalization	1	-0.07296	0.03234	-2.26	0.0246
Reduced Personal Accomplishment	1	-0.19737	0.02698	-7.31	<.0001
Meaning Cognition	1	0.10417	0.0274	3.8	0.0002
Competence Cognition	1	0.02165	0.02905	0.75	0.4566
Self-Determination	1	0.04009	0.02947	1.36	0.1745
Impact	1	0.00248	0.02791	-0.09	0.9293

Source: Developed for the research

According to Table 4.29 (result generated from SAS), emotional exhaustion, depersonalization, reduced personal accomplishment and meaning cognition are four significant variables in explaining the variation in organizational OCB. It can proved with evidence of p-value of these variables lesser than alpha value of 0.05. The p-value for emotional exhaustion, depersonalization, reduced personal accomplishment and meaning cognition are 0.0246 (lesser than alpha value of 0.05), 0.0246 (lesser than alpha value of 0.05), <.0001 (lesser than alpha value of 0.05), and 0.0002 (lesser than alpha value of 0.05) respectively. Therefore, OCB can be predicted by these four independent variables.

On the other hand, competence cognition, self-determination and impact are three insignificant variables in explaining the variation in OCB. It can be proved with evidence of p-value of these variables higher than the alpha value of 0.05. The p-value for competence cognition, self-determination, and impact are 0.4566 (higher than alpha value of 0.05), 0.1745 (higher than alpha value of 0.05), and 0.9293 (higher than alpha value of 0.05) respectively. Therefore, OCB failed to be predicted by these three independent variables. Relationship between independent variables and dependent variable is further be expressed in equation as stated below.

Y = a + b1(X1) + b2(X2) + b3(X3) + b4(X4) + b5(X5) + b6(X6) + b7(X7)

Where, Y = Predicted OCB

a = Intercept / Constant Value

b = Parameter Estimate

X1 = Emotional Exhaustion

X2 = Depersonalization

X3 = Reduced Personal Accomplishment

X4 = Meaning Cognition

X5 = Competence Cognition

X6 = Self-Determination

X7 = Impact

Thus, regression equation is formed as below:

OCB = 4.87654 – 0.07013 (Emotional Exhaustion) – 0.07296

(Depersonalization) – 0.19737 (Reduced Personal Accomplishment)

+ 0.10417 (Meaning Cognition) + 0.02165 (Competence Cognition)

+ 0.04009 (Self-Determination) + 0.00248 (Impact)

Table 4.30: Ranking for Beta Coefficient of Independent Variables

Independent Variable	Beta Coefficient	Ranking
Emotional Exhaustion	-0.07013	4
Depersonalization	-0.07296	3
Reduced Personal Accomplishment	-0.19737	1
Meaning Cognition	0.10417	2
Competence Cognition	0.02165	6
Self-Determination	0.04009	5
Impact	0.00248	7

Source: Developed for the research

Based on the ranking as shown in Table 4.30, reduced personal accomplishment that rank at first in Beta Coefficient of Independent

Variables carries the highest contribution toward the variation of OCB. Highest value of beta coefficient of reduced personal accomplishment, -0.19737 in compared to other independent variables has made it the strongest relationship and contribution toward the variation in dependent variable (OCB). The negative sign of beta coefficient indicates the negative influence of reduced personal accomplishment toward OCB. When reduced personal accomplishment increases by one unit, OCB will reduce by 0.19737, assuming other variables hold constant.

Next, meaning cognition that be ranked second in Beta Coefficient of Independent Variables carries the second highest relationship and contribution toward the variation of OCB. Since the beta coefficient of meaning cognition, 0.10417 is lower than reduced personal accomplishment, it has lower contribution in predicting the variation in OCB. Positive sign of beta coefficient indicates the positive influence of meaning cognition toward OCB. When meaning cognition increases by one unit, OCB will increase by 0.10417, assuming other variables hold constant.

Third highest beta coefficient of depersonalization, -0.07296 in compared to other independent variables made it be ranked third in contributing toward the variation of OCB. Negative sign of beta coefficient indicates negative influence of depersonalization toward dependent variable. When depersonalization increases by one unit, OCB will decrease by 0.07296, assuming other variables hold constant.

Emotional exhaustion is ranked at fourth in predicting the variation of OCB since the value of its beta coefficient (-0.07103) is fourth highest among all independent variables. Negative sign of beta coefficient indicates the negative influence of emotional exhaustion toward dependent variable. When emotional exhaustion increases by one unit, OCB will decrease by 0.07103, assuming other variables hold constant.

Third lowest beta coefficient of 0.04009 made self-determination be ranked fifth among seven independent variables in contributing toward the variation of OCB. Positive sign of beta coefficient indicates the positive influence of self-determination toward dependent variable. When self-determination increases by one unit, OCB will increase by 0.04009, assuming other variables hold constant.

It is then followed by sixth ranking of competence cognition with second lowest beta coefficient of 0.02165. With sixth ranking of competence cognition, it carries the sixth highest, or second lowest relationship and contribution in explaining the variation of OCB. Positive sign of beta coefficient indicates the positive influence of competence cognition toward dependent variable. When competence cognition increases by one unit, organizational OCB will increase by 0.02165, assuming other variables hold constant.

Impact has the least contribution toward the variation of OCB since it is ranked at last in overall. Lowest beta coefficient of impact, 0.00248 among the seven independent variables made it be ranked last where it has the weakest relationship and contribution in explaining the variance of OCB. Positive sign of beta coefficient indicates positive influence of impact toward dependent variable. When impact increases by one unit, OCB will increase by 0.00248, assuming other variables hold constant.

4.7 Conclusion

SAS software is a tool used in this research where it enables all the data collected to be exposited and summarized. In this chapter, data analyzing of response rate, demographic profile of respondents, reliability of questionnaire, normality and central tendencies are carried out. Besides, inferential analysis is carried out in this chapter to investigate the relationship between independent variables and dependent variable. When refer the result which generated from the software, majority of the independent variables have significant relationship with dependent variable and are significant in explaining the variation in organizational citizenship behavior. However, there are still some minor variables where there are insignificant of doing so. Further data analyzing of this chapter will be described and discussed in following chapter.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, descriptive analysis will be further explained after obtaining the result of the analysis in previous chapter. Next, discussion of major findings, which is the way independent variables (job burnout and psychological empowerment) affect the dependent variable (organizational citizenship behavior) will be included in this chapter. Then, shortcomings of the research, and recommendation will be provided in last part of our study. A final conclusion is comprised to summarize this study.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

In this research, there are a sum of 384 target respondents. The number of female respondents is 313 people, which covers 81.51% of the total respondents while the remaining 18.49% is cover by the number of male respondents of 71 people.

In this research, the age groups are divided into five groups in which 47.92% of the total respondents fall in the group of 46 to 55 years old. These 184 respondents made up the majority of total respondents. Next, there is 89, 71, and 21 respondents in the age group of 26 to 35 years old, 36 to 45 years old and 25 years old and above respectively. These three groups made up of 23.18%, 18.49% and 5.47% of the total respondents. There is

only 4.95%, which is 19 respondents, falls in the group of 56 years old and above.

For ethic group, the largest respondents group is Malay race which made up of 48.70% and consists of 187 respondents. The second largest group is Chinese race which consists of 130 respondents, made up 33.85% of total respondents. Indian race group consists of 67 respondents and made up the remaining 17.45% of total respondents.

Education level in this research is divided into nine levels. 83.33% of the respondents are bachelor degree holder, which are 320 out of 384 respondents. Then, there is 56 respondents, which covers 14.58% of total respondents are master degree holder. Then we have five diploma holder and three STPM holders, which made up of 1.30% and 0.78% respectively. There is no other education level holder among all the respondents.

The marital status among the total 384 respondents is that 312 of them are married while the remaining 72 respondents are single. Married respondents cover 81.25% of the total respondents while single respondents cover the remaining 18.75%.

Majority of respondents, 169 peoples, which is 44.01% receive basic salary of RM 4,001 to RM 6,000. The second largest group of 127 respondents receives RM 6,001 to RM 8,000 basic salary, which is 33.07% of total respondents. The third largest group of 46 respondents, which is 11.98%, receives RM 2,001 to RM 4,000 basic salary. There is 23, 13, and six respondents receives RM 8,001 to RM 10,000, below RM 2,000, and above RM 10,000 basic salary respectively. These three groups made up of 5.99%, 3.39% and 1.56% of the total respondents.

137 respondents have average working hours of 40 hours, which is 35.68% while 114 respondents have 50 hours and above of average working hours, which made up 29.69% of total respondents. 100 respondents work for 35

hours in average, which is 26.04%., while 33 respondents who made up the remaining 8.59% have 30 hours of average working hours.

In this research, years of employment is divided into 4 groups. More than half of the respondents have eight or more than eight years of employment as a teacher. A total of 168 respondents which is 43.75% are included in the mentioned group. Then, 94 respondents, which is 24.48% is in the group of five to less than eight years of employment. Following that, 18.49 of the total respondents is in the group of less than three years of employment, which are 71 respondents. Lastly, 51 respondents are in the group of three to less than five years of employment, which made up 18.48% of total respondents.

In this research, we divided working experience into five groups. 69.27% which is 266 respondents have ten or more than ten years of working experience. Meanwhile, 11.46% of total respondents which is 44 people have five to less than eight years working experience. There are 35, 29 and 10 respondents in the group of eight to less than 10 years, less than three years, and three to less than five years working experience. These three groups made up 9.11%, 7.55%, and 2.60% of total respondents respectively.

5.1.2 Summary of Inferential Analysis

5.1.2.1 Reliability Test

The results of Cronbach's Alpha Reliability Test show that all variable are considered reliable since the coefficient alpha value for all variables are fall in the ranges of 0.70 to 0.80 (Good Reliability), 0.80 to 0.90 (Very Good Reliability) and more than 0.90 (Excellent Reliability). The alpha value of reduced personal accomplishment, job burnout, meaning cognition, competence and impact are 0.906, 0.915, 0.870, 0.865, and

0.841 respectively. On the other hand, the alpha value of psychological empowerment, emotional exhaustion, depersonalization, organizational citizenship behavior and self-determination is 0.890, 0.887, 0.806, 0.727 and 0.742 respectively.

5.1.2.2 Pearson's Correlation Coefficient

According to the results as shown in Pearson Correlation Coefficient test, significant relationship can be found to be existed between all independent variables and OCB. The coefficient value of all variables are fall in the ranges of ±0.21 to ±0.40 (small but definite relationship) and ±0.41 to ±0.70 (moderate relationship). The coefficient value of job burnout, emotional exhaustion, depersonalization, and reduced personal accomplishment are -0.443, -0.201, -0.352 and -0.515 respectively. On the other hand, the coefficient value of psychological empowerment, meaning cognition, competence cognition, self-determination, and impact is 0.463, 0.441, 0.410, 0.339 and 0.231 respectively.

5.1.2.3 Multiple Regression Analysis

By referring to the result of multiple regression analysis, reduced personal accomplishment with coefficient beta value of -0.19737, has the highest contribution toward OCB. It is because its coefficient beta value is the highest among all independent variables. Meaning cognition with coefficient beta value of 0.10417, is the second highest contribution's variable toward OCB. Depersonalization and emotional exhaustion, with coefficient beta value of -0.07296 and -0.07013 respectively, are ranked at third and fourth in contributing to the variance of OCB. Variance of OCB can be explained by last three least contributing independent variables of self-determination (with coefficient beta value of 0.04009), competence

cognition (with coefficient beta value of 0.02165) and impact (with coefficient beta value of 0.00248).

5.2 Discussion of Major Findings

5.2.1 Job Burnout

Hypotheses 1

H_1:   There is a significant relationship between job burnout and organizational citizenship behavior.

The test result for hypotheses 1 shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between job burnout and OCB. The variable of job burnout has a correlation of -0.443 with OCB. Negative sign of pearson correlation coefficient indicates negative correlation between job burnout and OCB. Hence, increase in job burnout will lead to decrease of OCB, and vice versa.

The result further supports the research of Cohen and Abedallah (2013) that employee are less likely to perform OCB when they face excessive work demand. Employees tend to withdraw their willingness in contributing physical and psychological resources due to job burnout. This is because it will further increase their burden. Research of Liang (2012) also proved that employees who have high degree of burnout will less likely in displaying OCB.

The result also supports the research of Maslach and Leiter (2008), that job burnout is an antecedent that leads to serious and costly consequences towards an organization. Research of Schepman and Zarate (2008) also can be supported as it indicates that job burnouts is negative related to

OCB, where job burnouts tend to exert negative effects toward the engagement of employees in OCB.

5.2.1.1 Emotional Exhaustion

Hypotheses 1(a)

H_1:　　There is a significant relationship between emotional exhaustion and organizational citizenship behavior.

The test result for hypotheses 1(a) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found be to existed between emotional exhaustion and OCB. The variable of job burnout has a correlation of -0.201 with OCB. It proves that the two variables are negative correlated with each other. Hence, increase in emotional exhaustion will lead to decrease of OCB, and vice versa.

The result supports the research of Maslach and Leiter (1997) that employee is less motivated to perform OCB if they experience emotional exhaustion that caused by heavy workload. According to Cropanzano (2003) and Van Emmerik (2005), their research also shows that feeling of exhaustion restrains employee from putting extra efforts towards their works or does something beyond their call of duty.

Next, research of Emmerik et al. (2005) is supported by the result. According to the research, emotional exhaustion precedes the withdrawal of OCB where an employee is less willing to help others. Research of Chiu and Tsai (2006) also be supported as it shows negative correlation between emotional exhaustion and OCB, where emotional exhaustion tends to exert negative effects towards the engagement of employees in OCB.

5.2.1.2 Depersonalization

Hypotheses 1(b)

H_1:   There is a significant relationship between depersonalization and organizational citizenship behavior.

The test result for hypotheses 1(b) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between depersonalization and OCB. The variable of depersonalization has a correlation of -0.352 with OCB. It indicates that depersonalization is negatively correlated with OCB. Hence, increase in depersonalization will lead to decrease of OCB, and vice versa.

Maslach and Leiter (1997) stated that burnout happens when there is a mismatch in reward-domain, which means employees are not appropriately awarded for their works. Depersonalization happens when employees' work is not being recognized. Research of Liang (2012) is supported as it said that employee with depersonalization will perform less OCB. Depersonalization is more likely to result in poor communication and reduced willingness in helping colleagues, according to Sesen, Cetin and Basin's (2011) research.

Employee with depersonalization behavior will not engage themselves in OCB due to not being recognized for their work and personal value. Therefore, they refuse to perform OCB in order to preserve their remaining resources from heavy workload and burnout.

5.2.1.3 Reduced Personal Accomplishment

Hypotheses 1(c)

H_1:   There is a significant relationship between reduced personal accomplishment and   organizational citizenship behavior.

The test result for hypotheses 1(c) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between reduced personal accomplishment and OCB. The variable of reduced personal accomplishment has a correlation of -0.515 with OCB. It indicates that reduced personal accomplishment is negatively correlated with OCB. Hence, increase in reduced personal accomplishment will lead to decrease of OCB, and vice versa.

This result supports the research of Chiu and Tsai (2006) that reduced personal accomplishment is negatively correlated with OCB where employee with reduced personal accomplishment is unmotivated to perform OCB. According to research of Emmerik et al. (2005), employee with reduced personal accomplishment losses confidence toward their capability in helping others. They feel that they are not effective enough in their own work to achieve their personal work target. This means that they think that they are unable to help others since they cannot play their own role well.

Research of Emmerik et al. (2005) indicates that employee with reduced personal accomplishment are less likely to display OCB. In addition, reduced personal accomplishment will reduce employee's self-efficacy. Low self-efficacy leads them less engage themselves in OCB.

5.2.2 Psychological Empowerment

Hypotheses 2

H_1:   There is a significant relationship between psychological empowerment and organizational citizenship behavior.

The test result for hypotheses 2 shows a p-value of <0.0001, which is lesser than alpha value of 0.05. This indicates that significant relationship is found to be existed between psychological empowerment and OCB. The variable of reduced psychological empowerment has a correlation of 0.463 with OCB. It indicates that psychological empowerment is positively correlated with OCB. Hence, increase in psychological empowerment will lead to increase of OCB, and vice versa.

The result supports the research of Alge (2006) that employees who feel empowered are more likely to do something that beyond their call of duty. Employees who are psychological empowered feel a sense of obligation to help others even if the actions taken are beyond their job descriptions. Research of Losekoot and Milne (2013) also be supported as it indicates that psychological empowerment is positively correlated with OCB in hospitality industry.

5.2.2.1 Meaning Cognition

Hypotheses 2(a)

H_1:   There is a significant relationship between meaning cognition and organizational citizenship behavior.

The test result for hypotheses 2(a) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between meaning cognition and OCB. The variable of meaning cognition has a correlation of 0.441 with OCB. It indicates that meaning cognition is positively correlated to OCB. Hence, increase in meaning cognition will lead to increase of OCB, and vice versa.

The result further supports the research of Seibert, Wang and Courtright (2011) that indicates that meaning cognition is positively correlated to OCB. If employee feel their work in the workplace is meaningful for them, they will be actively taking action to work and perform "above and beyond" their job role. Research of Bogler and Somech (2004) also be supported as it said that teachers are more likely to show higher level of motivation and persistence, which is similar of translating into higher level of OCB when they treat their work to be meaningful to them.

5.2.2.2 Competence Cognition

Hypotheses 2(b)

H_1:   There is a significant relationship between competence cognition and organizational citizenship behavior.

The test result for hypotheses 2(b) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between competence cognition and OCB. The variable of competence cognition has a correlation of 0.410 with OCB. It indicates that competence cognition is positively correlated to OCB. Hence, increase in competence cognition will lead OCB to increase, and vice versa.

The result further supports the research of Kagaari and Munene (2007), that significant relationship is found to be existed between cognition of competence and OCB. According to research of Amichai (2008), when employees are empowered by top management, they will feel qualified in performing their works successfully. Bogler and Somech's (2004) research states that if employee feels that they have the ability to make good decisions and solve problems effectively, they will have sense of belief that they can do a work effectively. Therefore, they will perform more regardless of whether the task is under their job descriptions. Research of Tremblay (2000) is supported that employees who possesses with higher level of competencies can positively influence the OCB.

5.2.2.3 Self-Determination

Hypotheses 2(c)

H_1:　　There is a significant relationship between self-determination and organizational citizenship behavior.

The test result for hypotheses 2(c) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between self-determination and OCB. The variable of self-determination has a correlation of 0.339 with OCB. It indicates that self-determination is positive correlated to OCB. Hence, increase in self-determination will lead to an increase of OCB, and vice versa.

The result further supports the research of Shahri, Abdi, Yazdankhah and Heydari (2015), that positive correlation is found to be existed between self-determination and OCB. Research of Short and Rinehart (1992) also be supported since it indicates that strengthening employees' belief of their self-efficacy, or satisfying employee' needs of self-determination will increase their power in regulating their works where they will be motivated to contribute more to the organization. Besides that, result also supports the research of Bogler and Somech's (2004), that when teachers actively participate themselves in decision making, it will strengthen their sense of self-determination and thus, higher level of OCB can be guided accordingly.

5.2.2.4 Impact

Hypotheses 2(d)

H_1:   There is a significant relationship between impact and organizational citizenship behavior.

The test result for hypotheses 2(d) shows a p-value of <0.0001, which is lower than alpha value of 0.05. This indicates that significant relationship is found to be existed between impact and OCB. The variable of impact has a correlation of 0.231 with OCB. It indicates that impact is positively correlated with OCB. Hence, increase in impact will lead to increase of OCB, and vice versa.

The result supports the research of Gorji and Rnjbar (2013) that impact has a positive relationship with OCB where higher sense of impact will result to higher OCB. Research of Spreitzer (1995) also stated that impact is resulted when an individual has the ability to make contribution and significant influence on the system he or she work for. Therefore, an individual is motivated to work beyond the call of duty when he or she believes that they can influence the organization in terms of strategic, administrative or operating outcomes.

5.2.3 Job Burnout, Psychological Empowerment and Organizational Citizenship Behavior

Hypotheses 3(a)

H_1:   Job burnout and psychological empowerment significantly explain the variance in organizational citizenship behavior.

The results from the research show that job burnout and psychological empowerment can significantly explain the variation in OCB. The results from hypotheses 3(a) shows a p-value of <0.0001, which is lower than alpha value of 0.05. Thus, the hypothesis is valid and supported. The study shows that psychological empowerment has a higher beta coefficient, which is 0.20229 in compared to job burnout of 0.17767. This means that psychological empowerment contributes higher to the variation in OCB. When psychological empowerment increases by one unit, OCB will increase by 0.20229, assuming other variables hold constant.

Researchers such as Coyle-Shapiro (2002), Engelbrecht and Chamberlain (2005) indicated that psychological empowerment can be a useful predictor of OCB. According to Bandura (1986), and Spreitzer (2008), individual who are psychological empowered, are always ready to do something that beyond their call or duty or formal job description. Research of Fong and Snape (2013) also proposes that significance positive relationship is found to be existed between psychological empowerment and OCB. When employees are psychological empowered, they tend to be more satisfied with their job where it provides them with intrinsic motivation to perform OCB.

Next, job burnout has a lower beta coefficient of -0.17767 in compared to psychological empowerment. This means that job burnout contributes lesser to the variation in OCB. When job burnout decreases by one unit,

OCB will increase by 0.17767, assuming other variables hold constant. The result is supported by the research of Halbesleben and Bowler (2005), that employee chooses to protect themselves from excessive stress and avoid engaging in extra-role behavior in order to restore their resources. In addition, capabilities of one who experience job burnout is limited to perform OCB (Emmerik et al., 2005). Research of Cropanzano (2003) also stated that job burnout is negatively correlated to OCB.

Hypotheses 3(b)

H_1:   All the dimensions of job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, impact) significantly explain the variance in organizational citizenship behavior.

The results of our study show that at least one dimension of job burnout and psychological empowerment can significantly explain the variation in OCB. The results (Anova test) from hypotheses 3(a) shows a p-value of <0.0001, which is lower than alpha value of 0.05. Thus, the hypothesis is valid and supported.

By looking into beta coefficient of each independent variables, reduced personal accomplishment is the most significant variable in contributing to the variation of OCB since its p-value (<0.0001) is lower than alpha value of 0.05. The result is supported by the studies of Emmerik et al. (2005), and Chiu and Tsai (2006). According to these studies, results from both studies shows a significant impact of reduced personal accomplishment toward OCB, with beta coefficient of -0.45 and -0.55 respectively. These studies are consistent with our result by having highest value of beta coefficient on reduced personal accomplishment, indicating reduced

personal accomplishment acts as a most significant variable among all dimensions of job burnout in influencing OCB.

According to Emmerik et al. (2005), employee with reduced personal accomplishment will feel themselves not capable or not obligated to help others since they have little faith in themselves. Without sense of self-confidence on self-helping, employee with low personal accomplishment are unlikely to work beyond their job scope of duties. On the other hand, employee with high personal accomplishment tends to have high self-efficacy where they will feel themselves having more resources to engage in OCB. The finding is consistent with the viewpoints of Liang (2012) that indicates significant influence of reduced personal accomplishment toward OCB.

According to Chiu and Thai (2006), reduced personal accomplishment exists when employees no longer having personal interest toward their job where they found their job not challenging. Employee who having low personal accomplishment are at the points that they are unwilling to work under the job environment. Thus, OCB is unlikely to be shown by them. This findings is consistent with viewpoints of Wright and Bonett (1997) where they indicate that reduced personal accomplishment has a negative impact toward OCB.

It is followed with variable of meaning, where it has p-value of 0.0002. It indicates that meaning is significant in explaining the variation of OCB. Most of the respondents find their job meaningful. From the previous chapter, we know that meaning cognition is ranked second in contributing to the variation in OCB. Past researches such as Nayebi and Aghaie (2014), Bogler and Somech (2004), and Bhatnagar and Sandhu (2005) also reported significant relationship between meaning cognition and OCB. Individuals with high level of meaningfulness inclined to engage in behaviors that avoid work-related problems with others due their

commitment with specific goals, which might be doing something beyond their duties (Wat and Shaffer, 2004).

Depersonalization is the ranked at third as most significant variable in contributing to the variation of OCB since its p-value (0.0246) is lower than alpha value of 0.05. It is supported by the studies of Liang (2012), Halbesleben and Bowler (2005), Emmerik et al. (2005), and Sesen, Cetin and Basim (2011). According to Emmerik et al. (2005), employee who are emotional detached from their job scope of duties are unlikely to perform OCB. Since they are not engaged in their own job scope of duties and fail to get them done effectively and efficiently, they are unlikely to perform additional activities that will further deplete their resources. It is consistent with the studies of Nasiri (2015), and Aslam, Ahmad and Anwar (2012) that indicates that there is a significant impact of depersonalization toward OCB.

Emotional exhaustion with p-value of 0.0246, is ranked at forth as most significant variable in explaining the variation of OCB. P-value that lower than alpha value of 0.05 indicates that emotional exhaustion is significant toward the variation of OCB. It is supported by the studies of Maslach and Leiter (1997), Chiu and Tsai (2006), Emmerik et al. (2005), and Cropanzano et al. (2003). According to Emmerik et al. (2005), emotional exhausted employees are most likely show behavioral action of turnover and absenteeism where they are too tired to invest efforts and time in their job. Tiredness that they confront leads them not to invest in activities other than works that listed under their job descriptions. Thus, they will precede with withdrawal of OCB.

On the other hand, self-determination is a non-significant variable in explaining the variation of OCB since its p-value (0.1745) is higher than alpha value of 0.05. The result of our study contrasted with the research of Kagaari and Munene (2007), that discovered existence of significant relationship between competence cognition and OCB. Research of Broeck,

Ferris, Chang and Rosen (2016), as well as research of Bhatnagar and Sandhu (2005) showed that competence cognition has no significant relationship with OCB. This might be due to the characteristics of the varying targeted respondents and targeted industries.

It is followed with variables of competence cognition and impact, where they have p-value of 0.4566 and 0.9293 respectively. It indicates that competence cognition and impact are not significant in explaining the variation of OCB. According to research of Shahri, Abdi, Yazdankhah and Heydari (2015), the study discovered that significant relationship is found to be existed between self-determination and OCB, which contrasted with our study. Besides that, the result of our study conflicted with the research of Gorji and Rnjbar (2013) that higher sense of impact will result to higher OCB.

In our study, self-determination and impact are non-significance variables where they show the weakest contribution toward OCB. According to research of Bogler and Somech (2014), teacher's perceived autonomy and impact were the least effective predictors of OCB. Teachers who feel that they can make decisions and give impact in their workplace do not inevitably convert their feelings into behaviors, or to OCB. It was also stated in research of Cheasakul and Varma (2016), that teachers may not have the necessity in having emotional inclination towards the schools even though they may have the ability to give impact in the life of students and the school. This lack of emotional inclination of teachers would restrict them from performing OCB.

5.3 Managerial Implication

5.3.1 Implication of reduced personal accomplishment

Reduced personal accomplishment is resulted when ones confront with chronic and overwhelming demand or stress that erodes one's sense of effectiveness and efficiency. When excessive demand or stress are confronting teachers where ability of them are limited to handle all these, they will start to lost confidence on their personal skill and capacity where they will feel themselves no longer be effective in their work in compared to their desired expectation regarding work outcome. It will also occur when teachers feel that their efforts are not being recognized (Charoensukmongkol, Moqbel & Wirsching, 2016).

Hence, government should ensure workload that delegated to every teacher are under their ability to handle where they have sufficient time to complete it effectively and efficiently. If workloads of schools are too high for all the teachers to handle, schools should hire additional teachers to share the burden confronted. System that can ease the way tasks be completed should be installed and utilized so that tasks assigned can be done with fast and ease. With appropriate amount of duties assigned to each teacher where they no longer be stressed up with limited time to complete all, they will have additional time to perform OCB. Besides, government should provide sufficient incentives or recognition, such as increased paid to teachers so that teachers will feel sense of efforts contributed being valued, recognized and approved where it will increase their self-confidence toward their own ability in contributing more to the schools.

5.3.2 Implication of meaning cognition

If employees feel their work in the workplace is meaningful to them, they will more commit and involve in performing their work role. Thus, they will actively taking action to work beyond their job scope of duties (Seibert, Wang & Courtright, 2011). Government should provide teachers with autonomy regarding their job scope of duties. With autonomy given, teachers will feel sense of control and responsibility toward their job where they can make their own choice freely. They will then perform it happily under "meaningful work zone". Besides, complexity of job scope should be increased where routine work should be not be provided to teachers. Complex job scope provides teachers with chance to master new skills and make self-improvement. They will then find their job meaningful to them since they can learn something new from it. Government should also show direct connection of efforts and reward to teachers. If teachers fail to see the paid off of their efforts contributed, they will start to treat their job as not meaningfulness. Thus, rewards in term of any kind should be provided for efforts contributed by teachers.

5.3.3 Implication of depersonalization

Depersonalization happens when there is existence of reward-domain mismatch where employees are not awarded appropriately for their works performed (Maslach & Leiter, 1997). Lack of recognition toward employee's works devalues both the worker and works, whereby employee will start to display characteristic of depersonalization. Therefore, government should be fair when providing rewards to each teacher where rewards provided must be align with efforts contributed by teachers.

In addition, employee who feel exhausted of excessive work demand and chronic work stress will tend to protect their remaining physical and

psychological resources by distancing themselves from job, being unconcern or not engaged toward their jobs. Other than recommendation as suggested in previous paragraph regarding the way to deal with it, government should organize some events or parties periodically to allow teachers to release stress and re-energize them. Psychology workshop and counseling course can also be organized to educate teachers regarding way of handling and managing stress. Besides, training class should be opened to enhance skill of teachers in organizing and prioritizing tasks so that everything can be settled on time. Knowledge regarding effective time management should also be transferred to teachers. With supportive talks be organized frequently, it will also lead teachers to view everything from positive perspective where problem of depersonalization is unlikely to happen.

5.4 Limitation of the Study

In this study, we found out that job burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) and psychological empowerment (meaning cognition, competence cognition, self-determination, and impact) have significant relationship with OCB. However, there still have some of the shortcomings when we conducting this study.

Our target population is all of the teachers in government secondary schools. Some of the teachers have difficulties in understand the meaning of the question in our questionnaire. This is because only English version of questions is provided by us. They were seeking for our help in translating the meaning of certain words to Malay and Mandarin. Although there were only a few respondents from the population who have difficulties in answering the questions, it may also result in the inaccuracy of data collected.

Next, our sample only drawn from secondary schools of Perak district's urban area due to time restriction. Sample are not be drawn from rural areas because it is

inconvenience for us to collect the data due to limitation of time. With only urban secondary schools being focused, it leads the end result of our study to be less reliable and not applicable for rural secondary schools. It is because there are differences between stress level of rural area's teachers and urban area's teacher. Rural area's teachers are more satisfy with their peers and students than urban area's teachers do (Haughey & Murphy, 1983; Trentham & Blackburn, 1980). Besides, the workload of rural area's teachers is lower in compared to urban area's teachers (Landa & Barbara, 1985). However, teachers of rural areas are less satisfied with limited opportunity provided for social or cultural development, and poor school facilities than urban areas' teachers do (Haughey & Murphy, 1983; Trentham & Blackburn, 1980). According to Troman (2000), unsatisfactory relationship between teachers appear to be a source of job stress in teaching where it has negative impact toward teacher's emotional and professional well-being. Role overload, work environment, lack of influence over work environment, and school climate also be identified as stressor of teachers in education industry (Borg and Falzon, 1991; Dinham, 1993; Kyriacou, 1989; McCormic, 1997). It indicates that teachers of rural areas and urban areas are experiencing different level of stress in different aspect.

Lastly, our questionnaire is considered too long for our respondents. They need about 10 minutes to 15 minutes to finish answering the questionnaire. Although the time needed to answer the questionnaire was mentioned by us at the front page, teachers are demotivated to fill up this questionnaire. Demotivated teachers might answer with less enthusiasm which affects the data accuracy.

5.5 Recommendation for the Future Research

There are several recommendations available for future researchers who are interested in this topic so that improvement can be made. Since that our questionnaire is provided only in English version, future researches can provide Multilanguage version for respondents so that they can understand more on the questions. Besides, it is also important for future researcher to convert the original

version of questions into other language accurately so that the real meaning will not be diverted. By such method, the reliability of the data collected can be increased.

Then, future researcher can try to focus more on rural area since our study focuses only in urban area due to time restrictions. With different level of stress confronted by teachers of rural and urban areas, their stress coping skill might also differ. Stress can serve as a stimulus to enhance productivity and performance when it is up to an acceptable level and under capability of teachers to cope with it. On the other hand, high level of stress may lead to job burnout. With different stress level confronted by rural areas' teachers, their job burnout level and its relationship with OCB might also differ. Therefore, future researcher should focus on rural areas to examine the relationship between these so that accurate solution can be provided to improve quality of education and teacher's effectiveness in rural areas. Future researchers can plan earlier beforehand on how to get to the rural areas without much difficulty. They can plan the route and schedule so that they can collect the questionnaires within a period of time. This can increase the accuracy of the study in representing the whole population.

Lastly, incentive is an attractive option in motivating respondents to answer the questionnaires better due to the length of time needed to fill in the survey. Examples of incentives that can be given to respondents are key chains engraved with appreciation post, little package of snacks or gift cards. Besides, researchers can also try to let respondents know that their opinions matter and important for their research. This can make the respondents feel that their responses are important which can motivates them more in answering.

5.6 Conclusion

After completing this research, we have met our objective as specified in Chapter one where we have better understanding regarding the relationship between job burnout, psychological empowerment, and their dimension with OCB, and the

impact of all independent variables toward dependent variable. Throughout this study, significance relationship is found to be existed between all independent variables and OCB where the variance of OCB can be explained by certain independent variables of our study. Job burnout, emotional exhaustion, depersonalization, reduced personal accomplishment, psychological empowerment, and meaning cognition have significant impact toward OCB while self-determination, competence cognition and impact are found to be not significant in influencing OCB.

OCB is one of the reasons that leads to serious declination of Malaysia's education standard. Thus, independent variables that are significant in influencing OCB in this study should be considered by Malaysia government in order to improve efficiency and effectiveness of teachers, and performance of students. By improving performance of students, more and more future professionals can be produced where the objective of Economic Transformation Programme (transforming the country toward high-income nation by year 2020) can be achieved. Reduced personal accomplishment is the most influential variable toward OCB where it should be the main focus of Malaysia government in improving education system, and followed by variables of meaning, depersonalization and emotional exhaustion. Although this study focuses on governmental secondary school teachers of Perak area, it can also be the reference of government in improving education standard of governmental secondary school in other states of Malaysia since the education system of all states are similar.

There are some limitations of our studies where our questionnaire are too long and difficult to be understood by everyone. Future researchers are encourage to design questionnaire in multiple language so that it can be easily understood by respondents who are in difference races. Souvenirs should also be provided to encourage respondents to answer the questionnaire. Since only urban areas of governmental secondary schools' teachers be targeted, future researchers are encourage to target on rural areas since our study is not application in rural areas due to different stress level confronted by rural areas' teacher.

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Appendices

Appendix 3.1: Questionnaire Survey Permission Letter

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

17th August 2016

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:

Name of Student	Student ID
Ang Wan Ru	13ABB04787
Michelle Cheong Huiying	13ABB04686
Ng Shi Hui	13ABB04541
Ooi Mui Leng	13ABB05132
Yep Pui Yee	13ABB04834

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

Thank you.

Yours sincerely,

Mr Choong Yuen Onn
Head of Department,
Faculty of Business and Finance
Email: choongyo@utar.edu.my

Mr Lim Yoong Hing
Supervisor,
Faculty of Business and Finance
Email: lyhing@utar.edu.my

Address: Jalan Sg. Long, Bandar Sg. Long, Cheras, 43000 Kajang, Selangor D.E. **Postal Address:** P O Box 11384, 50744 Kuala Lumpur, Malaysia
Tel: (603) 9086 0288 **Fax:** (603) 9019 8868 **Homepage:** http://www.utar.edu.my

Appendix 3.2: Questionnaire

Universiti Tunku Abdul Rahman

Faculty of Business and Finance

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

FINAL YEAR PROJECT

The relationship between Job Burnout and Psychological Empowerment with Organizational Citizenship Behaviors of Secondary School Teachers in Perak

Survey Questionnaire

_____

Dear respondents,

We are final year students from Universiti Tunku Abdul Rahman (UTAR), studying Bachelor of Business Administration. The purpose of this survey is to study the relationship between job burnout and psychological empowerment with organizational citizenship behaviors.

We would like to thank you for your time and participation in our research study. Your help is very much appreciated. Please answer all questions. All responses provided are solely for academic purpose.

Instructions:

This questionnaire consists of **THREE** sections, Section A, B and C. Please answer **ALL** questions. It takes around 15 minutes to complete. All contents of this questionnaire will be kept strictly **PRIVATE AND CONFIDENTIAL**.

If you have any enquiries, please do not hesitate to contact:

Ang Wan Ru	011-3865 6453
Michelle Cheong HuiYing	018-666 9068
Ng Shi Hui	016-530 7167
Ooi Mui Leng	016-561 0510
Yep Pui Yee	014-308 8687

Questionnaire

Section A: General Information

1. Level of Teaching

☐ Pre-School

☐ Primary School

☐ Secondary School

2. Type of School

☐ Regular

☐ Fully-residential

☐ Religious

☐ Technical

☐ Sports

Others, please specify: _____

3. Do you hold any administrative position?

☐ Yes

☐ No

If yes, please specify: _____

Section B

Part A: Organizational Citizenship Behavior

This section is seeking your opinion on your organizational citizenship behavior. Please indicate to what extend it rarely occurs or very frequently occurs with each statement. Please **circle** one number to represent your opinion towards the statement given.

Response Scale		
Never	1	(N)
Rarely	2	(R)
Occasionally	3	(O)
Sometimes	4	(S)
Frequently	5	(F)

Usually	6	(U)
Every time	7	(E)

No.	Questions	N	R	O	S	F	U	E
OCB01	I help students during my own time.	1	2	3	4	5	6	7
OCB02	I waste a lot of class time.	1	2	3	4	5	6	7
OCB03	I schedule personal appointments at times other than during school day.	1	2	3	4	5	6	7
OCB04	I rarely absent.	1	2	3	4	5	6	7
OCB05	I voluntarily help new teachers.	1	2	3	4	5	6	7
OCB06	I volunteer to serve on new committees.	1	2	3	4	5	6	7
OCB07	I volunteer to sponsor extracurricular activities.	1	2	3	4	5	6	7
OCB08	I arrive to work and meetings on time.	1	2	3	4	5	6	7
OCB09	I take the initiatives to introduce myself to substitutes and assist them.	1	2	3	4	5	6	7
OCB10	I begin class promptly and use class time effectively.	1	2	3	4	5	6	7
OCB11	I leave immediately after school is over.	1	2	3	4	5	6	7
OCB12	I give colleagues advanced notice of changes in schedule or routine.	1	2	3	4	5	6	7
OCB13	I give an excessive amount of busy work.	1	2	3	4	5	6	7
OCB14	Teacher committees in this school work productively.	1	2	3	4	5	6	7
OCB15	I make innovative suggestions to improve the overall quality of our school.	1	2	3	4	5	6	7

Part B: Job Burnout, Psychological Empowerment

This section is seeking your opinion on your psychological empowerment and job burnout level. Please indicate to what extend you agree or disagree, occurs from never to everyday with each statement. Please circle one number to represent your opinion towards the statement given.

Response Scale		
Strongly Disagree	1	(SD)
Disagree	2	(D)
Somewhat Disagree	3	(SOD)
Neutral	4	(N)
Somewhat Agree	5	(SOA)
Agree	6	(A)
Strongly Agree	7	(SA)

Psychological Empowerment

No.	Questions	SD	D	SOD	N	SOA	A	SA
	Meaning Cognition							
MC1	My job activities are personally meaningful to me.	1	2	3	4	5	6	7
MC2	The work I do is meaningful to me.	1	2	3	4	5	6	7
MC3	The work I do is very important to me.	1	2	3	4	5	6	7
	Competence Cognition							
CC1	My job is well within the scope of my abilities.	1	2	3	4	5	6	7
CC2	I am confident about my ability to do my job.	1	2	3	4	5	6	7
CC3	I have mastered the skills necessary for my job.	1	2	3	4	5	6	7

	Self-determination							
SD1	I can decide on my own how to go about doing my work.	1	2	3	4	5	6	7
SD2	I have significant autonomy in determining how I do my job.	1	2	3	4	5	6	7
SD3	I have considerable opportunities of independence and freedom in performing my job.	1	2	3	4	5	6	7
	Impact							
IP1	My impact on what happens in my faculty is large.	1	2	3	4	5	6	7
IP2	I have a great deal of control over what happens in my faculty.	1	2	3	4	5	6	7
IP3	I have significant influence over what happens in my faculty.	1	2	3	4	5	6	7

Job Burnout

Response Scale		
Never	1	(N)
A few times a year or less	2	(FY)
Once a month or less	3	(OM)
A few times a month	4	(FM)
Once a week	5	(OW)
A few times a week	6	(FW)
Everyday	7	(E)

No.	Questions	N	FY	OM	FM	OW	FW	E
	Emotional Exhaustion							
EE1	I feel emotionally drained from my work.	1	2	3	4	5	6	7
EE2	I feel exhausted at the end of the workday.	1	2	3	4	5	6	7
EE3	I feel tired when I get up in the morning and have to face another day on the job.	1	2	3	4	5	6	7
EE4	Working with people all day is really a great stress for me.	1	2	3	4	5	6	7
EE5	I feel burned out from my work.	1	2	3	4	5	6	7
EE6	I feel frustrated by my job.	1	2	3	4	5	6	7
EE7	I feel that I am working too hard on my job.	1	2	3	4	5	6	7
EE8	Working directly with people puts too much stress on me.	1	2	3	4	5	6	7
EE9	I feel like I cannot tolerate with the job.	1	2	3	4	5	6	7
	Depersonalization							
DP1	I've become more insensitive toward people since I took this job.	1	2	3	4	5	6	7
DP2	I worry that this job is hardening me emotionally.	1	2	3	4	5	6	7
DP3	I feel students blame me for some of their problems.	1	2	3	4	5	6	7
DP4	I don't really care what happens to some students.	1	2	3	4	5	6	7

DP5	I feel I treat some students as if they were impersonal 'objects'.	1	2	3	4	5	6	7
	Personal Accomplishment							
PA1	I can easily understand how my students feel about things.	1	2	3	4	5	6	7
PA2	I deal very effectively with the problems of my students.	1	2	3	4	5	6	7
PA3	I feel that I'm positively influencing other people's lives through my work.	1	2	3	4	5	6	7
PA4	I feel very energetic.	1	2	3	4	5	6	7
PA5	I can easily create a relaxed atmosphere with my students.	1	2	3	4	5	6	7
PA6	I feel excited after working closely with my students.	1	2	3	4	5	6	7
PA7	I have accomplished many meaningful things in this job.	1	2	3	4	5	6	7
PA8	In my work, I deal with my emotional problems very calmly.	1	2	3	4	5	6	7

Section C: Demographic Profile

Please tick at the appropriate answer.

1. Gender

☐ Male   ☐ Female

2. Age

☐ 25 years old and below   ☐ 46-55 years old

☐ 26-35 years old   ☐ 56 years old and above

☐ 36-45 years old

3. Ethnic Group

☐ Malay   ☐ Chinese

☐ Indian   Others, please specify:_____

4. Highest Education Level

☐ PMR   ☐ Diploma   ☐ Master Degree

☐ SPM   ☐ Advanced Diploma   ☐ Doctorate Degree

☐ STPM   ☐ Bachelor Degree   ☐ Post-Doctorate

Others: _____ (Please specify)

5. Marital Status

☐ Single   ☐ Married

6. Basic salary per month

☐ Below RM 2,000   ☐ RM 6,001 – RM 8,000

☐ RM 2,001 - RM 4,000   ☐ RM 8,001 – RM 10,000

☐ RM 4,001 - RM 6,000   ☐ Above RM 10,000

7. Average working hours per week

☐ 30 hours   ☐ 40 hours

☐ 35 hours   ☐ 50 hours and above

8. No. of years working in this school

☐ Less than 3 years

☐ 3 – Less than 5 years

☐ 5 – Less than 8 years

☐ 8 or More than 8 years

9. Experience as teacher in the educational industry

☐ Less than 3 years

☐ 3 – Less than 5 years

☐ 5 – Less than 8 years

☐ 8 – Less than 10 years

☐ 10 or More than 10 years

If you have any comments or suggestions, please state at the space below:

_____

_____

Thank you very much for your participation. Your time and opinion are greatly appreciated.

Appendix 3.3: Reliability of Questionnaire for Pilot Test

Topics	Coefficient Alpha Value
Organizational Citizenship Behavior	0.843
Psychological Empowerment: Meaning	0.937
Psychological Empowerment: Competence	0.944
Psychological Empowerment: Self-Determination	0.751
Psychological Empowerment: Impact	0.889
Total Psychological Empowerment	0.938
Job Burnout: Emotional Exhaustion	0.910
Job Burnout: Depersonalization	0.851
Job Burnout: Reduced Personal Accomplishment	0.917
Total Job Burnout	0.899

Appendix 3.4: Number of Governmental Secondary Schools in Malaysia

BIL	PPD	NAMA SEKOLAH
1	PPD BATANG PADANG	SMK HAMID KHAN
2	PPD BATANG PADANG	SMK TROLAK SELATAN
3	PPD BATANG PADANG	SMK (FELDA) BESOUT
4	PPD BATANG PADANG	SMK SUNGAI KERUIT
5	PPD BATANG PADANG	SMK AIR KUNING
6	PPD BATANG PADANG	SMK CHENDERIANG
7	PPD BATANG PADANG	SMK TAPAH
8	PPD BATANG PADANG	SMK BIDOR
9	PPD BATANG PADANG	SM SAINS TAPAH
10	PPD BATANG PADANG	SMK KHIR JOHARI
11	PPD BATANG PADANG	SMK SLIM
12	PPD BATANG PADANG	SMK BANDAR BEHRANG 2020
13	PPD BATANG PADANG	SMK BUYONG ADIL
14	PPD BATANG PADANG	SMK SRI TAPAH
15	PPD BATANG PADANG	SMK CHOONG HUA

16	PPD BATANG PADANG	SMK METHODIST
17	PPD BATANG PADANG	SMK KATHOLIK
18	PPD BATANG PADANG	SMK DATO' PANGLIMA PERANG KIRI
19	PPD BATANG PADANG	SMK SYEIKH ABDUL GHANI
20	PPD BATANG PADANG	SMK SUNGKAI
21	PPD BATANG PADANG	SMK DATO' ZULKIFLI MUHAMMAD
22	PPD BATANG PADANG	SMA DAERAH BATANG PADANG
23	PPD BATANG PADANG	KOLEJ VOKASIONAL SLIM RIVER
24	PPD BATANG PADANG	SMKA SLIM RIVER
25	PPD HILIR PERAK	SMK SUNGAI MANIK
26	PPD HILIR PERAK	SMK SERI PERAK
27	PPD HILIR PERAK	SMK SULTAN ABDULLAH
28	PPD HILIR PERAK	SMK ULU BERNAM
29	PPD HILIR PERAK	SMK HUTAN MELINTANG
30	PPD HILIR PERAK	SM (SAINS) TELOK INTAN
31	PPD HILIR PERAK	SMK ABDUL RAHMAN TALIB
32	PPD HILIR PERAK	SMK SERI SETIA
33	PPD HILIR PERAK	SMK SERI KANDI
34	PPD HILIR PERAK	SMK SERI PERKASA
35	PPD HILIR PERAK	SMK RUNGKUP
36	PPD HILIR PERAK	SM SAINS BAGAN DATOH
37	PPD HILIR PERAK	SMK SULTAN ABDUL AZIZ
38	PPD HILIR PERAK	SMK RAJA MUDA MUSA
39	PPD HILIR PERAK	SMK ST. ANTHONY
40	PPD HILIR PERAK	SMK HORLEY METHODIST
41	PPD HILIR PERAK	SMK CONVENT
42	PPD HILIR PERAK	SMK SAN MIN
43	PPD HILIR PERAK	SMK DATO' SAGOR
44	PPD HILIR PERAK	SMK KHIR JOHARI
45	PPD HILIR PERAK	SMK TUN ABD RAZAK
46	PPD HILIR PERAK	SMK SERI MUARA
47	PPD HILIR PERAK	SMA AL-ULUM AL-SYAR'IYYAH
48	PPD HILIR PERAK	KOLEJ VOKASIONAL (PERTANIAN) TELUK INTAN
49	PPD HULU PERAK	SMK TAN SRI ABDUL AZIZ
50	PPD HULU PERAK	SMK BERSIA (FELDA)
51	PPD HULU PERAK	SMK SULTAN AZLAN SHAH
52	PPD HULU PERAK	SMK DATO SERI WAN MOHAMED
53	PPD HULU PERAK	SMK KENERING
54	PPD HULU PERAK	SMK GERIK

55	PPD HULU PERAK	SMK PENGKALAN HULU
56	PPD HULU PERAK	SMK BATU 4
57	PPD HULU PERAK	SMK SERI BUDIMAN
58	PPD HULU PERAK	SMK DATO AHMAD
59	PPD HULU PERAK	SMK SULTAN IDRIS SHAH II
60	PPD HULU PERAK	SMK TUN SABAN
61	PPD HULU PERAK	SMA TAN SRI GHAZALI JAWI
62	PPD HULU PERAK	KOLEJ VOKASIONAL GERIK
63	PPD KINTA SELATAN	SMK SRI KAMPAR
64	PPD KINTA SELATAN	SMK SENTOSA
65	PPD KINTA SELATAN	SMK SERI TEJA
66	PPD KINTA SELATAN	SMK SULTAN YUSSUF
67	PPD KINTA SELATAN	SMK ST. BERNADETTE'S CONVENT
68	PPD KINTA SELATAN	SMK YUK KWAN
69	PPD KINTA SELATAN	SMK PEI YUAN
70	PPD KINTA SELATAN	SMK KAMPAR
71	PPD KINTA SELATAN	SMK TOH INDERA WANGSA AHMAD
72	PPD KINTA SELATAN	SMK METHODIST (ACS)
73	PPD KINTA SELATAN	SMK IDRIS SHAH
74	PPD KINTA SELATAN	SMK DATO' BENDAHARA C M YUSUF
75	PPD KINTA SELATAN	SMK TRONOH
76	PPD KINTA SELATAN	SMK MALIM NAWAR
77	PPD KINTA SELATAN	SBP INTEGRASI GOPENG
78	PPD KINTA UTARA	SMK RAJA CHULAN
79	PPD KINTA UTARA	SMK JALAN PASIR PUTEH
80	PPD KINTA UTARA	SMK GUNUNG RAPAT
81	PPD KINTA UTARA	SMK RAJA PERMAISURI BAINUN
82	PPD KINTA UTARA	SMK DATO' HJ. MOHD TAIB
83	PPD KINTA UTARA	SMK SERI KELEDANG
84	PPD KINTA UTARA	SMK KG. DATO' AHMAD SAID
85	PPD KINTA UTARA	SMK KG PASIR PUTEH
86	PPD KINTA UTARA	SMK SERI AMPANG
87	PPD KINTA UTARA	SMK JALAN TASEK
88	PPD KINTA UTARA	SMK SIMPANG PULAI
89	PPD KINTA UTARA	SMK LAHAT
90	PPD KINTA UTARA	SMK TASEK DAMAI
91	PPD KINTA UTARA	SMK TANJONG RAMBUTAN
92	PPD KINTA UTARA	SMK JELAPANG JAYA
93	PPD KINTA UTARA	SMK PENGKALAN
94	PPD KINTA UTARA	SMK BERCHAM
95	PPD KINTA UTARA	SMK PUSING

96	PPD KINTA UTARA	SMK BUNTONG
97	PPD KINTA UTARA	SMK WIRA JAYA
98	PPD KINTA UTARA	SMK JATI
99	PPD KINTA UTARA	SMK PINJI
100	PPD KINTA UTARA	SMK RAPAT SETIA
101	PPD KINTA UTARA	SMK TAMBUN
102	PPD KINTA UTARA	SMK BANDAR BARU PUTRA
103	PPD KINTA UTARA	SMK ULU KINTA
104	PPD KINTA UTARA	SMK ANDERSON
105	PPD KINTA UTARA	SMK ST. MICHAEL
106	PPD KINTA UTARA	SMK METHODIST (ACS)
107	PPD KINTA UTARA	SMK RAJA PEREMPUAN
108	PPD KINTA UTARA	SMK PEREMPUAN METHODIST
109	PPD KINTA UTARA	SMK CONVENT
110	PPD KINTA UTARA	SMK TARCISIAN CONVENT
111	PPD KINTA UTARA	SEKOLAH TUANKU ABDUL RAHMAN
112	PPD KINTA UTARA	SMK PEREMPUAN PERAK
113	PPD KINTA UTARA	SMK AVE MARIA CONVENT
114	PPD KINTA UTARA	SMK SAM TET
115	PPD KINTA UTARA	SMK POI LAM
116	PPD KINTA UTARA	SMK YUK CHOY
117	PPD KINTA UTARA	SMK SERI INTAN
118	PPD KINTA UTARA	SMK SRI PUTERI
119	PPD KINTA UTARA	SMK SUNGAI PARI
120	PPD KINTA UTARA	SMK SERI PUTERA
121	PPD KINTA UTARA	SMK DR MEGAT KHAS
122	PPD KINTA UTARA	SMK SERI IPOH
123	PPD KINTA UTARA	SMK MENGLEMBU
124	PPD KINTA UTARA	SMK AMINUDDIN BAKI
125	PPD KINTA UTARA	MAAHAD TAHFIZ AL-QURAN & AKADEMIK BAKIP (MATAQAB)
126	PPD KINTA UTARA	MAAHAD AL-IMAM ASY SYAFIEE
127	PPD KINTA UTARA	SABK MAAHAD AL-UMMAH
128	PPD KINTA UTARA	KOLEJ VOKASIONAL LEBUH CATOR
129	PPD KINTA UTARA	KOLEJ VOKASIONAL IPOH
130	PPD KRIAN	SMK PANGLIMA BUKIT GANTANG
131	PPD KRIAN	SMK SRI PERAK
132	PPD KRIAN	SMK ALANG ISKANDAR
133	PPD KRIAN	SMK ALOR PONGSU
134	PPD KRIAN	SMK RAJA LOPE NOR RASHID

135	PPD KRIAN	SMK KUALA KURAU
136	PPD KRIAN	SMK ABU BAKAR AL-BAQIR
137	PPD KRIAN	SMK GUNUNG SEMANGGOL
138	PPD KRIAN	SMK PEKAN BARU
139	PPD KRIAN	SMK SELINSING
140	PPD KRIAN	SMK METHODIST
141	PPD KRIAN	SMK KRIAN
142	PPD KRIAN	SMK SRI KURAU
143	PPD KRIAN	SMK BAGAN SERAI
144	PPD KRIAN	SMK MUDZAFFAR SHAH
145	PPD KRIAN	SM AGAMA AL-HIDAYAH
146	PPD KRIAN	SMA SHAMSUL MAARIF AL WATANIAH
147	PPD KRIAN	SM AGAMA AL FALAH
148	PPD KRIAN	MAAHAD AL EHYA ASSHARIFF
149	PPD KRIAN	MA'AHAD AR-RIDHWAN
150	PPD KRIAN	KOLEJ VOKASIONAL KERIAN
151	PPD KRIAN	SMKA KERIAN
152	PPD KUALA KANGSAR	SMK BUKIT MERCHU
153	PPD KUALA KANGSAR	SMK TEMENGGONG
154	PPD KUALA KANGSAR	SEKOLAH MENENGAH TOH MUDA ABDUL AZIZ SUNGAI SIPUT (U)
155	PPD KUALA KANGSAR	SMK SIMPANG BELURU
156	PPD KUALA KANGSAR	SMK MUHIBBAH
157	PPD KUALA KANGSAR	SMK RLKT LASAH
158	PPD KUALA KANGSAR	SMK SAYONG
159	PPD KUALA KANGSAR	SMK RAJA MUDA MUSA
160	PPD KUALA KANGSAR	SMK TSUNG WAH
161	PPD KUALA KANGSAR	KOLEJ MELAYU KUALA KANGSAR
162	PPD KUALA KANGSAR	SMK METHODIST
163	PPD KUALA KANGSAR	SMK SHING CHUNG
164	PPD KUALA KANGSAR	SMK DATUK HJ ABD WAHAB
165	PPD KUALA KANGSAR	SMK CLIFFORD
166	PPD KUALA KANGSAR	SMK RAJA PEREMPUAN KELSOM
167	PPD KUALA KANGSAR	SMK SULTAN TAJUL ARIFFIN
168	PPD KUALA KANGSAR	SMK TUN PERAK
169	PPD KUALA KANGSAR	SM AGAMA AD-DINIAH AL-ISLAMIAH
170	PPD KUALA KANGSAR	SM AGAMA MAAHAD AL-MIZAN
171	PPD KUALA KANGSAR	SMA MAAHAD NURUL FADZLIAH

172	PPD KUALA KANGSAR	MAAHAD AL YAHYAWIAH
173	PPD KUALA KANGSAR	MADRASAH IDRISIAH
174	PPD KUALA KANGSAR	KOLEJ VOKASIONAL KUALA KANGSAR
175	PPD LARUT/MATANG/SELAMA	SMK DOKTOR BURHANUDDIN
176	PPD LARUT/MATANG/SELAMA	SMK SUNGAI BAYOR
177	PPD LARUT/MATANG/SELAMA	SM SAINS RAJA TUN AZLAN SHAH
178	PPD LARUT/MATANG/SELAMA	SMK SIMPANG
179	PPD LARUT/MATANG/SELAMA	SMK KAMUNTING
180	PPD LARUT/MATANG/SELAMA	SMK DATO' WAN AHMAD RASDI
181	PPD LARUT/MATANG/SELAMA	SMK JELAI
182	PPD LARUT/MATANG/SELAMA	SMK TAMAN TASIK
183	PPD LARUT/MATANG/SELAMA	SMK BUKIT JANA
184	PPD LARUT/MATANG/SELAMA	SMK KAMPUNG JAMBU
185	PPD LARUT/MATANG/SELAMA	SMK PENGKALAN AUR
186	PPD LARUT/MATANG/SELAMA	SMK TAMAN PANGLIMA
187	PPD LARUT/MATANG/SELAMA	SMK KUBU GAJAH
188	PPD LARUT/MATANG/SELAMA	SMK MATANG
189	PPD LARUT/MATANG/SELAMA	SMK KLIAN PAUH
190	PPD LARUT/MATANG/SELAMA	SMK TOH JOHAN
191	PPD LARUT/MATANG/SELAMA	SMK REDANG PANJANG
192	PPD LARUT/MATANG/SELAMA	SEKOLAH MENENGAH KEBANGSAAN KAMPONG PERAK
193	PPD LARUT/MATANG/SELAMA	SMK KAMUNTING BAKTI
194	PPD LARUT/MATANG/SELAMA	SMK ST. GEORGE
195	PPD LARUT/MATANG/SELAMA	SMK (P) TREACHER METHODIST
196	PPD LARUT/MATANG/SELAMA	SMK CONVENT

197	PPD LARUT/MATANG/SELAMA	SMK HUA LIAN
198	PPD LARUT/MATANG/SELAMA	SMK SRI KOTA
199	PPD LARUT/MATANG/SELAMA	SMK DARUL RIDWAN
200	PPD LARUT/MATANG/SELAMA	SM KING EDWARD VII
201	PPD LARUT/MATANG/SELAMA	SMK DATO KAMARUDDIN
202	PPD LARUT/MATANG/SELAMA	SMK DATO' HJ HUSSEIN
203	PPD LARUT/MATANG/SELAMA	SMK TAT BENG
204	PPD LARUT/MATANG/SELAMA	SMK TENGKU MENTERI
205	PPD LARUT/MATANG/SELAMA	SM ADDINIAH
206	PPD LARUT/MATANG/SELAMA	MAAHAD AL MAARIF AL ISLAMIAH BATU 9 PERAK
207	PPD LARUT/MATANG/SELAMA	SABK MAAHAD AL-KHAIR LIL BANAT
208	PPD LARUT/MATANG/SELAMA	MAAHAD AL TARBIAH AL ISLAMIAH
209	PPD LARUT/MATANG/SELAMA	SABK SYUBBANIAH
210	PPD LARUT/MATANG/SELAMA	KOLEJ VOKASIONAL TAIPING
211	PPD MANJUNG	SMK SERI MANJUNG
212	PPD MANJUNG	SMK AHMAD BOESTAMAM
213	PPD MANJUNG	SMK PANGKALAN TLDM
214	PPD MANJUNG	SMK BATU SEPULUH
215	PPD MANJUNG	SMK PANTAI REMIS
216	PPD MANJUNG	SMK SERI SAMUDERA
217	PPD MANJUNG	SMK CHANGKAT BERUAS
218	PPD MANJUNG	SMK KG. DATO' SERI KAMARUDDIN
219	PPD MANJUNG	SMK CONVENT
220	PPD MANJUNG	SMK NAN HWA
221	PPD MANJUNG	SMK DINDINGS
222	PPD MANJUNG	SMK AYER TAWAR
223	PPD MANJUNG	SMK METHODIST
224	PPD MANJUNG	SMK METHODIST (ACS)
225	PPD MANJUNG	SMK TOK PERDANA
226	PPD MANJUNG	SMK RAJA SHAHRIMAN
227	PPD MANJUNG	SMK AMBROSE
228	PPD MANJUNG	SMK PANGKOR

229	PPD MANJUNG	SMK DATO' IDRIS
230	PPD MANJUNG	MAAHAD ISLAHIAH ADDINIAH
231	PPD MANJUNG	KOLEJ VOKASIONAL SERI MANJUNG
232	PPD PERAK TENGAH	SMK SULTAN MUHAMMAD SHAH
233	PPD PERAK TENGAH	SMK SULTAN MUZAFAR SHAH 1
234	PPD PERAK TENGAH	SMK SULTAN ABDUL JALIL SHAH
235	PPD PERAK TENGAH	SMK LAYANG-LAYANG KIRI
236	PPD PERAK TENGAH	SMK CHANGKAT LADA
237	PPD PERAK TENGAH	SMK LAMBOR KIRI
238	PPD PERAK TENGAH	SMK SUNGAI RANGGAM
239	PPD PERAK TENGAH	SMK SERI ISKANDAR
240	PPD PERAK TENGAH	SEKOLAH MENENGAH KEBANGSAAN SERI LONDANG
241	PPD PERAK TENGAH	SMK ISKANDAR SHAH
242	PPD PERAK TENGAH	SMK DATO' ABDUL RAHMAN YAAKUB
243	PPD PERAK TENGAH	SMK DATO' SERI MAHARAJA LELA
244	PPD PERAK TENGAH	SMA MAAHAD AL AZIZ
245	PPD PERAK TENGAH	MAAHAD EHYAK DINIAH ISLAMIAH
246	PPD PERAK TENGAH	KOLEJ VOKASIONAL SERI ISKANDAR
247	PPD PERAK TENGAH	SMKA SULTAN AZLAN SHAH

Appendix 4.1: Cronbach's Alpha Reliability Analysis (Full Study)

Topics	Number of Items	Cronbach's Alpha
Organizational Citizenship Behaviour	15	0.727
Psychological Empowerment: Meaning Cognition	3	0.870
Psychological Empowerment: Competence Cognition	3	0.865

Psychological Empowerment: Self-Determination	3	0.742
Psychological Empowerment: Impact	3	0.841
Total Psychological Empowerment	12	0.890
Job Burnout: Emotional Exhaustion	9	0.887
Job Burnout: Depersonalization	5	0.806
Job Burnout: Reduced Personal Accomplishment	8	0.906
Total Job Burnout	22	0.915

Appendix 4.2: Normality Test's Result

Variable	Skewness	Kurtosis
Organizational Citizenship Behaviour	0.249	0.019
Psychological Empowerment: Meaning Cognition	-0.681	0.279
Psychological Empowerment: Competence Cognition	-0.727	0.429
Psychological Empowerment: Self-Determination	-0.069	-0.432
Psychological Empowerment: Impact	0.428	0.194
Total Psychological Empowerment	-0.379	0.546
Job Burnout: Emotional Exhaustion	-0.182	-0.643
Job Burnout: Depersonalization	0.702	-0.438
Job Burnout: Reduced Personal Accomplishment	-0.098	-1.149
Total Job Burnout	-0.202	-0.782

Appendix 4.3: Pearson Correlation Coefficient Analysis

OCB	JB	EE	D	RPA
Pearson Correlation	-0.443	-0.201	-0.352	-0.515
P-Value	<.0001	<.0001	<.0001	<.0001
N	384	384	384	384

OCB	PE	MC	CC	SD	I
Pearson Correlation	0.463	0.441	0.410	0.339	0.231
P-Value	<.0001	<.0001	<.0001	<.0001	<.0001
N	384	384	384	384	384

Appendix 4.4: Multiple Linear Regression Analysis (Job Bunout and Psychological Empowerment)

Anova

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	11.91817	5.95909	65.36	<.0001
Error	381	34.73515	0.09117		
Total	383	46.65332			

Model Summary

Model	R	R Square	Dependent Mean	Adjusted R-Square	Coefficient Variance
1	0.30194	0.2555	5.46649	0.2516	5.52349

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > [t]
Intercept	1	4.6707	0.26967	17.32	<.0001
Job Burnout	1	-0.17767	0.03851	-4.61	<.0001
Psychological Empowerment	1	0.20229	0.03663	5.52	<.0001

Appendix 4.5: Multiple Linear Regression (All Dimensions of Job Burnout and Psychological Empowerment)

Anova

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	7	16.31996	2.33142	28.9	<.0001
Error	376	30.33337	0.08067		
Total	383	46.65332			

Model Summary

Model	R	R Square	Dependent Mean	Adjusted R-Square	Coefficient Variance
1	0.28403	0.3498	5.46649	0.3377	5.19586

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > [t]
Intercept	1	4.87654	0.25711	18.97	<.0001
Emotional	1	-0.07013	0.03108	2.26	0.0246

Exhaustion					
Depersonalization	1	-0.07296	0.03234	-2.26	0.0246
Reduced Personal Accomplishment	1	-0.19737	0.02698	-7.31	<.0001
Meaning Cognition	1	0.10417	0.0274	3.8	0.0002
Competence Cognition	1	0.02165	0.02905	0.75	0.4566
Self-Determination	1	0.04009	0.02947	1.36	0.1745
Impact	1	0.00248	0.02791	-0.09	0.9293