

THE EFFECT OF PSYCHOLOGICAL CAPITAL AND  
TRUST ON ORGANIZATIONAL CITIZENSHIP  
BEHAVIOR AMONG ACADEMIC IN MALAYSIA  
UNIVERSITIES

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Dedicated to

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## List of Abbreviations

OCB	Organizational Citizenship Behavior
PSYCAP	Psychological Capital
SPSS	Statistical Package for Social Science
UTAR	University Tunku Abdul Rahman

## **PREFACE**

All business students are required to carry out the research project in order to accomplish our study of Bachelor of Business Administration (Hons). The topic of the research project is “The effect of psychological capital and trust on organizational citizenship behavior among academics in Malaysia universities”. This topic is conducted because the educational industry plays an important role in the development of policies, international cooperation, and economic run.

Academic staff would become the important role of education and sharing their knowledge to their students while they have faced a lot of stress. By facing the higher level of stress and pressure on their work, it would lead to low involvement in organizational citizenship behavior. Hence, this research will give a good explanation and understanding of organizational citizenship behaviour among the academics in Malaysia universities on a study of psychological capital and trust.

In short, this research will provide clear information about the dimension of psychological capital and trust will affect the organizational citizenship behaviour of academics. Up till now, this research also will provide some enhancement on the OCB of academics through this study of psychological capital and trust among the academics in Malaysia private and public universities.

## **ABSTRACT**

In the context of the COVID-19 pandemic, various industries have been affected, and universities are inevitable. The impact has been shown in the tremendous changes in the academic's working mode. These changes require academics to adopt the new teaching or working mode rapidly to deal with students and university. However, this challenging task and process will indirectly affect the academics performance and extra-role behaviour. Hence, this research intends to examine the effect of psychological capital (PsyCap) and trust on the Organisational Citizenship Behaviour (OCB) among the academics in Malaysia universities. PsyCap included four dimensions namely: self-efficacy, optimism, resilience, and hope.

In this research, a quantitative approach was applied, with a sample size of 65 academics from five public and five private universities located in Malaysia. Moreover, Cronbach's Alpha model and Multiple Regression Analysis was used to examine the relationship between independent variables and dependent variables. Furthermore, Statistical Package for the Social Sciences (SPSS) was used in this research to analyze all the data that was collected from the respondent.

## **CHAPTER 1: RESEARCH OVERVIEW**

### **1.0 Introduction**

Organizational Citizenship Behaviour (OCB), described by Organ (1988) as "discretionary behaviours that are not exactly recognized by the formal reward system and that promote the organization's efficient functioning in total. Such additional job activities include supporting co-workers with a demanding workload, not moaning about small challenges or conflicts, and attending meetings willingly and engaging in them (Eyupoglu, 2016). Participant's willingness to work more than the formal needs of their jobs has long been identified as a critical element of effective organisations (Dipaola & Tschannen-Moran, 2001).

Research that connects high levels of OCB in schools finds that OCB leads to educational conditions that foster enhanced student performance standards (Krimbill, Goess, & Escobedo, 2019). There is no direct research on the relationship between psychological capital and trust on organizational citizen behavior. Therefore, this study seeks to determine whether psychological capital and trust influence organizational citizenship behavior.

The principles of psychological capital and trust will influence the organizational citizenship behaviour among academics. Chapter one would briefly discuss the background of the research, the research gap, the objective of this analysis and what it contributes.



## 1.1 Research Background

This study focused on academics in Malaysia Universities which has been strongly competitive in the market over the last few decades. In general, Malaysia's higher education system's key objectives are to grade among the world's top education systems and enable Malaysia to participate in the worldwide economy (MHEB 2015-2025). The MHEB 2015-2025 draft outlines that the Ministry of Higher Education would promote innovation in higher education. The first design is to create holistic, entrepreneurial and balanced graduates who can individually explore their futures better (Mohd Zain, Aspah, Abdullah & Ebrahimi, 2017). It will make the education sector be more competitive in the market, in order to sustain their status. And one of the ways is through the effort of the academics where they need to work extra, commit themselves to perform extra role behaviour.

In the context of the COVID-19 pandemic, the far-reaching implication begins to unfold. With the growth of online learning, where teaching is conducted on online platforms, huge change in education. The implementation of the Movement Control Order (MCO) in Malaysia on 18th March 2020 resulted in HEIs transitioning entirely to online learning with unparalleled difficulties to control the expansion of the COVID-19 and the nationwide closure of the public and private universities. Academic staff have to start working from home, learn to be familiar with teaching online and to navigate the technological complexities of online classrooms. It is quite a challenge to academics staff, mental stress is one of the parts that will affect academics staff performance and their extra role behaviour.

The mental stress among academics in Malaysia who need to conduct online teaching is beyond understanding. Firstly, before monitoring online courses in the shortest possible period with no instruction and planning, they must study the use of the learning management system (Bernama, 2020). Secondly, slowing down the effectiveness of online teaching for academics who do not have a strong internet at home and using mobile networks to connect with students (Albukhary International

University, 2020). Thirdly, the tests must be changed by academics to provide an online learning environment. Conversion of the final exams to coursework, or take-home exam (Albukhary Foreign University, 2020). Fourthly, online grading evaluations subject academics to suffer vision syndrome (Forster, 2020) as academics must use computers to check and provide feedback remotely for long hours. In addition, since the pandemic epidemic, answering countless questions from students by email has become a regular occurrence. Both of the above induced the academics a great deal of anxiety, stress and pressure.

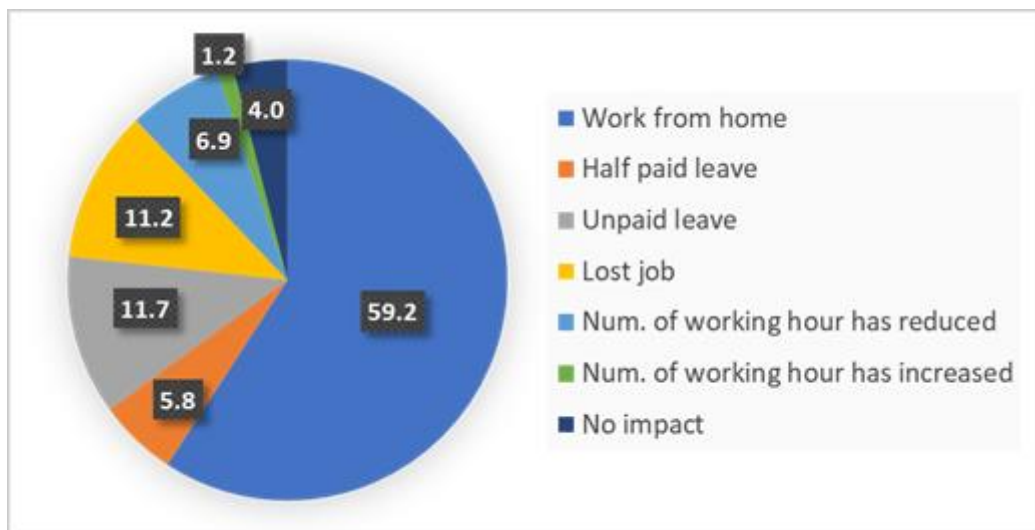
However, academics are always expected to better themselves and provide higher performance, both related to official duties (in role performance), which is a prerequisite of organizations and performance outside the role (extra-role performance). The Organizational Citizenship Behaviour is very important for the organization's productivity as an extra-role in this regard (Hakim and Fernandes, 2017). Because if academics only restricted their efforts to those listed in their job descriptions and are not willing to work extra, organisations would not be able to meet their goals (Dipaola & Tschannen-Moran, 2001).

Some of the potential concepts associated with OCB are those from psychological capital and trust. The positive Psychological Capital means that the positive attributes of work by workers, and it is believed that it can have a comparative advantage over its competitors with respect to improving these aspects. Refer to Luthans et al. (2010), Positive psychological capital (PsyCap) can be measured to enhance the performance improvement and can be developed by training. Trust is the key to linking individuals and conditions, individuals with a higher level of trust in organisation have positive results or outcomes although there are negative conditions such as injustice (Chen, Hwang, & Liu, 2012). This assumption indicates that one of the key influences of employee attitudes is Psychological Capital, and high organizational trust has a direct effect on organizational performance (Yildiz, 2019).

## 1.2 Research Problem

Due to the COVID-19 outbreak in our country. Companies in our country implement work from home to endure their daily operations. According to a special survey conducted by Malaysia's Department of Statistics Malaysia (DOSM) during Movement Control Order (MCO), we discovered that up to 59.2% of employees were required to work from home in the education industry. While the remaining 40.8% have different effects under the influence of the COVID-19 outbreaks, such as being forced to accept a half salary, no salary, or even facing unemployment, etc. Only 4% of employees are not affected. Hence, academics who can work from home can be considered blessed.

**Figure 1: The Effect Of COVID-19 Outbreak in Education Industry**



*Note.* The pie chart shows the effect of COVID-19 Outbreak (%) in the Education Industry.

However, work from home also presents academics (lecturer and tutor) with some challenges, such as learning to use an online teaching system and changing course plans within a short period, etc (Sia & Abbas Adamu, 2020, p. 4). Besides, some courses such as science, chemistry, automotive, architecture, fashion design, etc. that require practical classes are a huge challenge for academics. For these courses, there will still be sacrifices of education quality even the academics have put in a large effort to formulate a new teaching plan as students did not undergo the

practical class (Mustapha, 2020). Furthermore, since everything has moved online, it has become a daily routine for academics to answer endless student questions via email (Sia & Abbas Adamu, 2020, p. 4). These challenges require them to spend extra time and effort to overcome them and minimize its impact. Hence, Organisational Citizenship behaviour (OCB) will be revealed at this moment. Performing an extra role can have a positive impact on an organization's performance, which can influence its survival and progress as well. (Konovsky & Pugh, 1994). Besides, academics play a crucial role in the university's activities and are closely related to the development of students' character (Indarti et al., 2017). Due to their importance, academics often bear many responsibilities and tasks which lead them to constraints in both time and financing of the institution (Indarti et al., 2017). Based on Vanyperen et al.(1999), numerous scholars have emphasized the importance of OCB on organizations(George & Brief, 1992; Organ & Konovsky, 1989), as the list of necessary behaviors for achieving organizational objectives is not anticipated in formal job descriptions. Therefore, they must exert OCB in their daily working routine to complete their work regardless of official duties or extra-role.

Based on the past study, numerous predictors significantly influence OCB such as commitment (Perreira & Berta, 2015, p. 18), job satisfaction (Zeinabadi & Salehi, 2011, p. 1476), employee engagement, organizational identification (Srivastava & Madan, 2016, p. 327), etc. However, there is a lack of focus on PsyCap and trust. Singh & Srivastava (2016, p. 602) claimed that there is a lack of literature about trust in organisations plus trust aspect has been given less attention. Furthermore, the literature does not provide enough evidence to prove the extent of the role of these variables in determining trust. Moreover, the trust between team members is directly proportional to the attitude commitment (Costa, 2003). Attitude commitment usually includes exchange relationships and consists of three dimensions, one of which is the willingness to make a significant contribution to the organization. (Jaussi, 2007). Therefore, we believe that trust and OCB are related, as through trust academics are willing to commit more time to the organization for the greater good of the organization. Besides, the research from

Choong et al. (2019) also claimed that academics are more likely to practice OCB if they have trust in the integrity of their colleagues. Therefore, we would like to include trust as one of the variables in this research.

Nowadays, business organisations are looking for employees who will do more than just their assigned tasks and are attentive, dedicated, and willing to take on additional duties (Adams et al.; Bakker & Leiter, 2002). In this circumstance, PsyCap not only can promote incremental change, and promotes positive work results such as citizenship behavior (Avey, Wernsing, & Luthans; Luthans, Youssef, & Avolio, 2008). Moreover, Avey et al. (2011) claimed that having a higher PsyCap makes an employee more effective and motivated, which results in them exhibiting extra-role behavior. Additionally, previous scholars found that Psycap assisted employees with completing their assigned tasks within a prescribed time frame and that the immediate work environment was perceived positively. (Luthans & Jensen, (2002); Wright,(2003); Luthans & Youssef,(2004); Wright, Cropanzano, & Bonett(2007).

Nevertheless, most Malaysia universities generally implement work from home which also means that academics must take care of their families and work simultaneously, which may make the OCB difficult to exhibit. Therefore, the purpose of this research is to examine the relationship between psychological capital and trust in organizational citizenship behaviour among academics in Malaysia universities. Essentially, we intend to know how PsyCap and trust motivate or encourage academics to perform OCB at these difficult times.

## **1.3 Research Objectives**

### **1.3.1 General Research Objective**

The main objective of this research is to examine the effect of psychological capital and trust on the OCB among academic in Malaysia universities.

### **1.3.2 Specific Research Objective**

- To examine the relationship between psychological capital and OCB among the academic in Malaysia universities.
- To examine the relationship between dimensions of psychological capital and OCB among the academic in Malaysia universities.
- To examine the relationship between trust and OCB among the academics in the Malaysia universities.

## **1.4 Research Questions**

According to research objectives, we constructed the following question about psychological capital and trust on organisational citizenship behaviour among academic in Malaysia universities.

- Does psychological capital influence organisational citizenship behaviour among academics in Malaysia universities?
- Does the dimension of psychological capital influence organisational citizenship behaviour among academics in Malaysia universities.?
- Does trust influence organisational citizenship behaviour among academics in Malaysia universities?

## **1.5 Hypotheses of the study**

H1a: Self-efficacy has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

H1b: Optimism has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

H1c: Resilience has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

H1d: Hope has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

H2: Trust has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

## **1.6 Significance of the study**

The purpose of this study is to investigate the relationship between psychological capital and trust on organisational citizenship behavior among academics in Malaysian Universities. Besides, the researcher also expects to focus on this research and the benefit contributes to five areas.

At the academic level, examining organisational citizenship can have positive consequences for the individual academic. For example, if the academic is satisfied with his/her job, it will affect the academics's morale and performance, also it encourages the academics to achieve the goals set by the HEI's. In addition, studying organisational citizenship behaviour can also positively affect academics'

performance. For example, academics may feel satisfied by providing additional learning opportunities for students (Oplatka, 2006). By instilling organizational citizenship behavior in Malaysia universities, academics in universities can allocate adequate time for planning and problem-solving. Academics will be considered effective only if they perform a non-prescribed role, responsibilities, and duty (Bogler & Somech, 2004; Jimmieson, Hannam & Yeo, 2010). However, academics can also practice organisational citizenship behavior, which can improve their academic performance, academic satisfaction, sense of self-realization, and school credibility, image, and discipline.

At universities level, this study can make the universities sector and the academics in this section be able to get benefit. It also will benefit universities in the long term. It will influence their job performance when they get more trust and get more knowledge on the personal attributes such as self-efficacy, optimism, hope and resilience. For instance, academics with hope and optimism can easily overcome some problems. Besides, the university should pay attention to OCB in order these behaviours may lead to a more positive relationship with colleagues in universities. On the other hand, OCB is usually connected with other positive workplace characteristics and may play a role in creating a positive work environment.

At the Ministry of Higher Education level, examining organizational citizenship behaviour is one of the beneficial and healthy behaviours that should be practiced in the environment of universities. At the same time, this will contribute huge benefits to the institution and the Malaysian Ministry of Higher Education, which is the improvement of institutional efficiency and effectiveness. Moreover, the research has made a significant contribution to the further improvement of institution management, researchers, and the Ministry of Higher Education in the practice. It is recommended that more detailed research be conducted in the future to explore further implications and provide decision makers with more insight to improve the education system.



At student level, it is assumed that organizational citizenship behaviour has made a significant contribution to improving students' academic performance, academic satisfaction, self-realization, and the improvement of institution reputation, image, and discipline (Oplatka, 2009). Somech and Bogler (2002) suggest that the practice of non-prescribed organizational behavior will enhance the ability to meet the special needs of students, will improve student discipline, and will enhance the effectiveness of the classroom. Therefore, this is also confirmed by Oplatka (2009), which shows that organizational citizenship behaviour is strongly influenced by positive emotions towards students, colleagues, and the organization.

For future researchers, this study would be helpful, especially for those researching organisational citizenship behaviour among Malaysian academics. Furthermore, the study provides new insights into the extent to which Psycap and trust in OCB is apparent across Malaysian Universities, which can be used to guide future research efforts. There must be a high degree of Psycap and trust variables in Malaysia universities. This is because it encourages these academics to make more efforts to complete their scope of responsibility through the organization citizenship behaviour, thereby benefiting future researchers. This will clarify the basic connections between behaviour, cognition, personal factors, and the environment.

## **1.7 Chapter Layout**

This part is divided into five parts: introduction, literature review, research methods, research results and conclusions.

### **Chapter 1 : Introduction**

Chapter 1 provides information about the introduction by providing a research outline. It includes introduction, research background, research questions, hypotheses, research objective, and summarizes background information related to the topic, namely the effect of psychological capital and trust on the OCB among

academics in Malaysia universities in this chapter. Besides, the search problem and objectives are clearly identified in this chapter and justified. The research question and hypothesis will be resolved and tested in this research project. Lastly, the significance and contribution are underlined.

## **Chapter 2 : Literature Review**

This chapter includes six parts which are introduction, basic theory, literature review, theoretical framework, development hypothesis and the chapter summary.

This second chapter is reviewing the related literature of this research topic. This part is to review past literature on psycap, trust and ocb and the relationship between each other. Besides that, theoretical framework of previous research will be reviewed, and a proposed theoretical framework will be formed between the dependent variable and the independent variable, indicating the hypothesis between the variables shown.

## **Chapter 3 : Methodology**

This section is to define the method that was used in this research. It consists of 8 parts: introduction, research design, data acquisition methods, data sampling, research tools, construction measurement, data processing, and data analysis. After obtaining or collecting the information, data explanation will be effective to accomplish or produce dependable outcomes and can make a conclusion for this part.

## **Chapter 4: Research Results**

This section introduces the research results and research hypotheses. In this study, descriptive and scale measurements, reliability studies, and inferential studies were conducted, including Pearson correlation coefficient analysis and multiple linear regression analysis, as well as conclusions based on data information.

## **Chapter 5: Discussion and Conclusion**

In the final chapter, there is a review and conclusion of the research results of Chapter 4. There is a summary here of the study's results, major conclusions, interpretations, limitations, and future research recommendations.

## **1.8 Chapter Summary**

An organization's success depends on how well its employees perform. There are certain conditions that motivate an employee to contribute more besides fulfilling his basic job scope at work. The current epidemic condition has placed academics in a new work environment where they need to adapt their work in a different way. Challenges are present along the way of the new norm in education, and this stresses academics. This study will examine the effect of psychological capital and trust on academic performance and well-being amidst the new working environment.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

A good literature review is needed to discuss the issues of this topic and review different article journals to support your discussion. Finally, find the gap of research which is related to the research objective by studying a journal article (Maier, 2013).

The purpose of this chapter is to provide relevant literature related to psychological capital dimensions, trust, OCB, leadership membership theory, and broaden and build theory. This research project studies psychological capital and trust as the independent variables and organization citizenship behaviour as the dependent variables. Furthermore, finding relevant theories to prove the whole research by reviewing many journal articles which are related to our topic. Moreover, this chapter will develop and prove the hypothesis and the relationship between independent variables and dependent variables. Lastly the conceptual framework will present in this chapter after developing the hypothesis. Summary of this chapter will be written as the last part of this chapter to complete this chapter.

### **2.1 Review of Relevant Theoretical Models**

#### **2.1.1 Broaden and build theory**

Psychological capital and trust in organizations can both be viewed as closely related to positive emotions in broadening and building theory. Broaden and build theory is defined by a form of a subset of positive emotions that encourage and broaden one's momentary thought-action

repertoire while the results will cultivate resources and skills (Fredrickson, 2004). This theory has its historical research that revolves around the values of positive emotions. Previous studies have been focussed on the negative emotions that generate a call to action at desperate moments especially in do or die situations.

Several aspects are correlated to the structure of this theory based on historical research, one of which is the prioritization of negative emotion (Fredrickson, 2004). The focus is on the psychological problems due to intensive or extreme negative emotions and positive emotions are not prioritized in this model. Positive emotions are harder to relate to specific action tendencies as opposed to negative emotions such as anger are associated with attacking. Positive emotions are mistaken with other states as they are perceived to be closely related. Emotions are different from the sensory pleasure an individual would experience for instance, when eating tasty food versus longing for favourite food. Emotion requires cognitive appraisals or meaning assessments and pleasure can easily be done by changing the physical environment (Fredrickson, 2004). There is also a misconception on the functions that relates to urges to approach and continue as positive emotions will prompt an individual to take part in activities (Fredrickson, 2004). All these factors cause positive emotions to be misconceived and positive emotions are distinct.

Broaden and Build is related to the ten representations of positive emotions as they are occurring daily in people's emotion which includes joy, serenity, gratitude, interest, pride, hope, enjoyment, motivation, fear and love (Fredrickson, 2013). Each of these representations has its own trigger pattern and the action repertoire that follows along. Resources are stemmed for an individual once the action is completed resulting in self-improvement or skills enhancing. The positive emotions serve a purpose of building an individual's resources for survival instead of instant reaction as to different

situations such as being scared will force a run action. Various discoveries and learning can occur to an individual because little by little aspects of positive emotions experience will shape them accordingly. This theory functions to broaden awareness and also to build enduring resources (Fredrickson, 2013). These personal resources can be used in future moments when a person experiences positive emotions making them better at the situation such as more creative, knowledgeable and enduring individuals.

Psychological capital and trust are a set of values that help an individual perform better at a task in a way that enables them to perform more than a typical set of work. The theory suggests that by building positive values in performing activities or work in the long term, it will build up the character of a person as the positive emotions will endure and be brought forward in the future. As the organizational citizenship behaviour requires employees and employers to contribute their part, individuals within an organisation can build themselves through repetitive activities such as teaching or tutoring in universities. The building of positive values will broaden their skill set at work. As the current Covid-19 pandemic is still on-going, academics are forced to work from home and this will induce a different learning environment. Self-motivation and self-driven is important to this new environment, thus making the build and broaden theory of positive values crucial. It enhances performance when one is motivated at the same time, this positive emotion will be long lasting. Thus, academics in the future will be able to cope better with situations of online learning and work from home situations. Organisational citizenship behaviour among academics in Malaysia universities will be linked to the psychological capital and trust among its participants of organisation.

### **2.1.2 Leader-Member Exchange theory**

Leader-Member Exchange theory is also related to the development of our study regarding the impact of psychological capital and trust on organisational citizenship behaviour in Malaysia universities. Transformational leadership is important to cultivate better relationships between co-workers and leaders in a work group. This theory suggests that building good relationships among leaders and individual followers will bring better benefits as opposed to focussing solely on the traits of the good leader (Power, 2013). Every member that practices this theory will benefit from the quality relationship and as they feel they are important and appreciated in the relationship. Academics of universities in Malaysia will be more committed and satisfied, thus contributing to better organisational citizenship. Leader-Member exchange theory also promotes empowerment and leadership in Higher Education.

Leaders are an important part for this theory of Leader-member exchange because they will need to embrace the theory in the first place. This requires the leader to accept communication between co-workers and build a lot of relationships with tutors or lecturers within their education system field. As relationships are not always the same with each individual in the work group, some relationships will be stronger than the rest. High quality relationships will induce better communication and organisational citizenship as opposed to lower quality relationships. Leaders should emphasize on building bigger quality relations groups to reduce the lower quality relationship group size. Thus, more academics will be able to benefit from the relationship resulting in OCB.

## **2.2 Review of the literature**

In this section, a combination of the information from the relevant journal and articles will bring a better explanation to the readers. These articles would provide elaboration and further explanation about our research from all the perspectives of the independents variables to dependents variables. The dependent variables that we investigate are the factors influencing Organizational Citizenship Behaviour among academics in Malaysia universities. Whereas, the independent variables in our research are psychological capital and trust. We will discuss further on how the independent variables affect the dependent variables.

### **2.2.1 Dependent Variables: Organisational Citizenship Behaviour**

Barnard first developed the idea of OCB in 1938, describing it as a corporate behavior that stresses the importance of individual voluntary efforts that work extra of the content of contractual agreements to accomplish corporate objectives. This idea was then expanded in 1964 by Katz, who discovered that unpredictable actions play an important role in company objectives outside standard job requirements. In an organisation, Katz identified two specific kinds of behaviors: in-role behavior and extra-role behavior. He clarified that in-role behaviors are intended to perform work tasks, while extra-role behaviors refer to a set of behaviors that are not contained in an employee's allocated job description (Katz, 1964). To maximize efficiency and lead to company goals, these extra-role behaviors go beyond the defined work requirements (Katz & Kahn, 1966). OCBs free up more resources for productive uses by reducing the need for an organisation to devote insufficient resources to maintenance functions (DiPaola & Tschannen-Moran, 2001). The most popular approach to comprehending the OCB concept in schools has focused on the individual academic (DiPaola and Hoy, 2005; Somech and Oplatka, 2014). However, in this study we



investigate the Organizational Citizenship Behaviour (OCB) among the academics in Malaysia universities.

Universities are described as organizations offering education above the secondary level in order to maximize the value of individuals to benefit society (Sunder, 2016). To ensure strong social mobility and economic development for Malaysia, tertiary education institutions play an important role, while HEIs serve as an important platform for connecting the knowledge, skills, and experience needed for the modern worldwide economy (Azman et al., 2010; Selvaratnam, 2016). The 21st century is challenging HEIs by presenting new opportunities, presenting new circumstances, presenting competitive markets and presenting new technologies (Azman et al., 2010; Beerkens, 2010; Pucciarelli & Kaplan, 2016; Selvaratnam, 2016). In this way, higher education can be seen as providing information and skills of the highest standards. As a result, there will be a skilled workforce to meet the demands of a competitive world market (Selvaratnam, 2016).

The key influences contributing to the success of universities are academic staff, both in terms of cooperation with their peers and in terms of education and science research. Therefore, increasing the success of universities largely relies on the high performance of the academic staff. With the help of high encouragement, high satisfaction and extra role behavior, the higher performance of the academic staff arises (Yildiz, 2016). In the investigation of OCB in academics, Eyupoglu (2016) also found that academic staff are willing to perceive themselves to be involved in organizational citizenship. It is hoped that positive perceptions can contribute to positive behaviors; positive behaviors are expected to deliver positive outcomes to the faculty as well as the university as a whole. This shows that it is important for the faculty and university administration to be aware of the factors that will influence the extra role/voluntary actions of academic staff and their

contribution to the university. Universities are organisations where, if the universities are to survive, the conduct of organizational citizenship is a requirement.

## **2.2.2 Independent Variables: Psychological Capital and Its Dimensions**

### **Psychological Capital**

Psychological Capital (PsyCap) refers to Luthans & Youssef-Morgan (2017) as a supportive personal asset. PsyCap is described as a "positive psychological state of development of individuals characterized by having confidence (self-efficacy) to carry on it and achieve high levels of performance to succeed in challenging tasks; making a positive attribution (optimism) to succeed now and in the future; persevering towards goals and, if necessary, redirecting paths to goals (hope) in order to succeed;"and enduring and rebounding back and far beyond (resilience) to gain success when faced with problems and adversity (Luthans, Youssef–Morgan & Avolio, 2015, p. 2). Although these four components conceptually separate, they have common variance and are part of a synergistic resource (Hobfoll, 2002). These four components of psychological capital will “travel together” and communicate synergistically overtime and through context to create distinct manifestations (Luthans & Youssef-Morgan, 2017).

Although many research has been carried out in industrial-organizational settings on psychological capital, researchers argue that there are theoretical reasons to conclude that psychological capital may also play an important role in the education context (Datu et al., 2016; Siu et al., 2014). Furthermore, it has been suggested that prior studies on its individual components, for example: efficacy, hope, optimism and resilience may

different from the study on higher order constructs such as psychological capital (Datu et al., 2016).

Viseu and his colleagues conducted a study linking PsyCap and the academics' motivation. The study found that PsyCap is strongly associated with the motivation of academics (Viseu et al., 2016). They concluded that the motivation of the academic is based on their job satisfaction and that they will be more satisfied at work and therefore their motivation will be inclined by developing PsyCap within the academic's self. While Viseu and his colleagues looked at the motivation of the academic, other research was also done to connect the relationship between PsyCap elements and the effectiveness of the academic. The research concludes that PsyCap has an impact on teaching efficiency. The higher the PsyCap, the higher the teaching performance by the academics (Burhanuddin, Ahmad, Said and Asimiran, 2019).

### **1st dimension: Self-efficacy**

PsyCap self-efficacy is described as "the confidence of the individual about his or her ability to organize the encouragement, cognitive resources or courses of action needed to perform a specific task successfully within a given context" (Stajkovic & Luthans, 1998b, p. 66). Self-efficacy is malleability and can be established by training, role modelling, socialization, and even basic physical and mental health, unlike personality characteristics and more stable predictors of performance (Bandura, 1997). It has been studied how self-efficacy influences performance in the workplace (Stajkovic & Luthans, 1998a), as well as in the academic sphere (Pintrich & de Groot, 1990; Zajacova, et al., 2005; Zimmerman, Bandura, & Martinez-Pons, 1992).

Research conducted by Bandura and his team (see Pajares, 1997; Zimmerman, 2000 for review), concluded that self-efficacy played a

significant role in subsequent behavior. Self-efficacy is defined as future-oriented from the research of self-efficacy toward performance. Research on this relationship draws help into educational settings, which may improve academic performance (Talsma, Schütz, Schwarzer and Norris, 2018). Since there are impacts on self-efficacy toward academic performance, it also has an effect on academic extra-role behaviour.

## **2nd dimension: Optimism**

Optimism is generalized as the positive perspective that produces positive expectation (Carver, Scheier, Miller, & Fulford, 2009) as well as positive explanations that attribute great results to external, transient, and situation-based factors and negative events to endure, prevalent, and individual causes (Seligman, 1998). There is a focus on reality (Schneider, 2001) and adaptability (Peterson, 2000) in PsyCap optimism in order to make precise assumptions and discourage illusion or avoidance of duty.

The principle of academic optimism extends to both university and individuals levels, and includes elements of cognition, affective and behaviour. There are three components of academic optimism at school level: academic focus, cooperative effectiveness, and the trust of academics in parents and students. A culture of school academic confidence is created by the relationships between these three components and the result of their engagement, emphasising that academics have the capacity to build and sustain a healthy and efficient educational atmosphere (Hong, 2016). This concept of normative behaviour will lead to academics who exhibit positive teaching habits being rewarded (Coleman 1990). Therefore, academics would be influenced by the optimistic normative atmosphere of a school with high academic optimism, thus enhancing the academic optimism of academics, trust in parents and students, and the benefit from higher academic achievements of students (Hong, 2016).

### **3rd dimension: Resilience**

"The ability to rebound or recover from stress, conflict, failure or even positive events, progress and increased responsibility" is characterized as resilience (Luthans, 2002b, p.702). Individuals who are resilient draw on their social, personal, and psychological strengths and combine them to achieve successful adaptation patterns or mechanisms in the face of stress or risky situations (Hobfoll, Johnson, Ennis, & Jackson, 2003; Masten, Cutuli, Herbers, & Reed, 2009).

According to the literature, academics with more resilient personal attributes will be better positioned to meet general adversity, have more productive learning experiences, and be more confident about potential accomplishments, leading to more self-regulated and goal-directed behaviours (Casanova et al., 2021). Due to the COVID-19 pandemic, higher resilience individuals have the ability to face the challenges to improve performance, in order to perform extra-role behaviour. For example, academics need to convert physical class teaching methods to online teaching through the platform provided. Academics that are able to handle the situation of the sudden change would have higher resilience toward higher probability to perform extra-role behaviour or Organizational Citizenship Behaviour.

### **4th dimension: Hope**

Hope was described as "a positive state of motivation based on an interactively derived sense of successful agency (goal-directed energy) and pathways (planning to achieve goals)" (Snyder, Irving, & Anderson, 1991, p. 287). Agency is the determination to accomplish one's goals. The pathways are the 'waypower' or capability to create new routes to accomplish targets as challenges obstruct initial paths (Snyder, 2000). In PsyCap, while agency is a common concept, the component of pathways is

specific to hope. Hope-filled academics are confident in their own abilities to succeed (Avey et al., 2011).

### **2.2.3 Independent Variables: Trust**

In the latter half of the 1980s, trust gained increasing importance as a concept of human relationships (Creed & Miles, 1996; Lewicki & Bunker, 1996; Tschannen-Moran & Hoy, 1998; Yildiz, Yildiz, & Iyigun, 2015). Trust is the basis of healthy relationships with managers, staff and organisations synonymous with emotional trust. (Zemke, 2000). "Scott (1980, p. 158) described trust as "a positive aspect that results from cooperation. Trust is described as "the amount of confidence that one person has in another to behave in a reasonable, ethical, predictable way," based on the research of Nyhan and Marlowe (1997, p. 615). Organizational trust (OT) is applied at the individual and team level to the corporate level of trust (Creed & Miles, 1996). OT is "a sense of trust and confidence in an employer, according to Gilbert and Tang (1998); it is the expectation that an employer will be honest and follow through with commitment" (p. 322). Nyhan and Marlowe (1997) suggested that trust between an employee and his or her manager is different from trust in the entire company.

The power of trust provides powerful motivation that generates positive vibes, which creates a collaborative working environment (Dyne, Graham, & Dienesch, 1994). However, it can be easily destroyed by a specific and unusual action, even though it is constructed over time in tiny measures (Gilbert & Tang, 1998). Therefore, it is highly relevant to recognize the context of trust and to participate in practices that build trust. The association between OT and OCB has been found to be highly positive in numerous studies. Konovsky and Pugh (1994) found that the trust of workers in managers influences the relationship between operational justice and OCB.

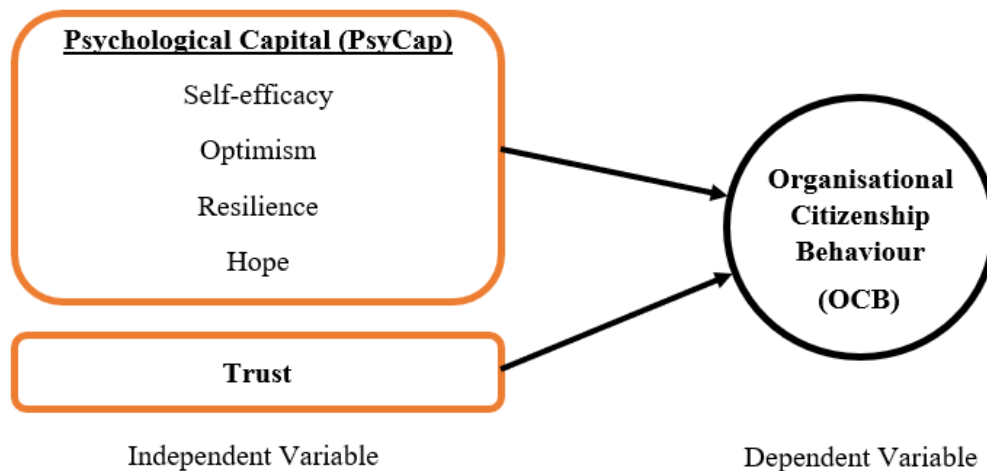
Throughout the situation of COVID-19, trust became the most important element to organization as most of the company conducted work from home. Besides handling the stress which is affected by the work environment, the level of trust between academics will be affected and result in the work performance, and the willingness to perform work-extra behaviours.

## **2.3 Proposed Theoretical Framework**

As illustrated in the diagram below, there is a relationship between PsyCap and trust in OCB among academics in Malaysia universities. In PsyCap, four dimensions are integrated (self-efficacy, optimism, resilience, hope). According to Gupta et al. (2017, p. 981) mentioned that occupational psychologists believe that highly engaged employees will show more OCB because highly engaged employees will put their cognitive, physical, and emotional energy into work at the same time. Similarly, PsyCap is considered an important personal resource to promote an employee to complete and achieve the official goal. The completion of the task will bring a sense of satisfaction, and inspire their enthusiasm which will motivate them to pursue extra-role behaviour. In this framework, we believe that the more PsyCap an employee possesses, the more satisfied they are with their work, career and life, since they are more hopeful, optimistic, confident, and resilient (Karatepe & Karadas, 2015). While for another independent variable in this research (Trust), there also have other researchers claimed that when academics trust their colleague, they will exhibit OCB or give assistance to that colleague (McKenzie, 2011), likewise if academics believe that their students do have outstanding performance, they are more willing to spend time to assist students academically. From here, we have discovered that this willingness of dedication (work extra-time and extra-role) originated from trust. Besides, organizational trust was discovered to be a significant predictor of organizational citizenship behaviors by Yılmaz and Altinkurt (2012). Thus, for this study, we opted to use PsyCap's four dimensions (self-efficacy, optimism, resilience, hope) and trust as independent variables (IVs).

To study how these two IVs motivate or encourage academics to perform OCB in Malaysia universities.

**Figure 2: Conceptual framework for this study**



## 2.4 Hypotheses Development

### 2.4.1. Self-efficacy and OCB

Self-efficacy theory believes that individuals will evaluate their capacity to successfully cope with environmental challenges when confronted with them. Also, in accordance with the judgment, start off and insist on adopting behavioral strategies to effectively cope with challenges in order to obtain expected results. This process enables academics to actively adjust their energy consumption, thereby avoiding feeling exhausted and tired (Bandura, 1997). In keeping with this reasoning, a study released by Petitta and Vecchione (2011) found that exhaustion negatively correlated with self-efficacy, whereas professional efficacy was positively correlated. Which is a sense of skill and ability to make a significant impact to the organization. Therefore, a high self-efficacy academic is more able to complete the tasks



and challenges tirelessly. As a person with self-efficacy has enough confidence to complete the task, this confidence has given them unlimited motivation which may lead them to perform extra-role behaviour. Furthermore, the empirical evidence (Cohen & Abedallah, 2015) supports a positive relationship between self-efficacy and both in-role performance and OCB. Also, Bolger and Somech (2004) found that academics with high expectations of themselves and who are confident that they will perform successfully and effectively in schools will perform other duties besides those officially assigned to them. Consequently, the following conjecture has been formulated:

**H1a:** Self-efficacy has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

### **2.4.2 Optimism and OCB**

Job satisfaction and organizational commitment are positively affected by optimism, and it is also related to organizational success, which also leads to better adaptability between individuals and the workplace, thereby increasing organizational well-being (Khandan et al., 2019). The findings of Rand (2009) revealed that optimism is correlated with success and is associated with high levels of motivation among workers. Besides, some researchers believe that optimism can boost a positive attitude among employees, and promote teamwork in the organisation (Pardini et al., 2000). This finding supported by Srivastava, McGonigal, Richards, Butler, & Gross, 2006, indicates that optimistic team members build positive relationships with one another partly because they believe they will receive the support they need from others. In addition, a study by Niranjana and Pattanayak (2005) has shown that optimistic attitudes toward one's job and life have a significant positive impact on OCB. Thus, a hypothesis is conceptualized as following:

**H1b:** Optimism has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

### **2.4.3 Resilience and OCB**

In terms of resilience and OCB, Paul et al. (2016) have provided empirical evidence of the positive relationship. Besides, previous research also has mentioned resilience is positively correlated to improve employee behaviors, performance, and attitudes such as OCB. In this tumultuous business environment, organizations prefer seeking resilient employees as they can successfully adapt to challenging tasks, roles, and situations. Furthermore, Tugade and Fredrickson (2004), claimed that those who demonstrate greater resilience are better at coping with challenges and rapidly adapting to workplace changes. Academics who are resilient can find meaning in their work. While facing some tricky situations they can also remain calmly dealing with it with positive emotion. Therefore, they are able to complete the task as expected and averting causes trouble for others while also demonstrating other citizenship behaviors such as assisting colleagues and being actively involved in the organization's politics. Hence, the following conjecture is conceptualized:

**H1c:** Resilience has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

### **2.4.4 Hope and OCB**

The concept of hope describes the desire to achieve a goal and the belief that it can be accomplished even when the route to that goal must be redirected to succeed (Snyder et al. 1991). Individuals who are full of hope will be motivated by their sense of confidence, which promotes finding ways to achieve their goals (Nolzen, 2018). Conversely, if an individual has an anomic feeling, it means that they have no purpose and a sense of being lost.

Under this circumstance, it is difficult for them to find their values in the field of work. As a result, employees with anomic feelings may cause themselves to be detached from society and feel unappreciated by the organization (Zoghbi-Manrique de Lara, 2008). In addition, Zoghbi-Manrique de Lara (2008) mentioned that the degree to which employees feel anomic will prompt them to reciprocate with a relative portion of OCB. Therefore, we believe that hope has an impact on OCB. Consequently, the following hypothesis is conceptualized:

**H1d:** Hope has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

#### **2.4.2 Trust and OCB**

Tschannen-Moran (2004) indicated that trust between academics in the school environment is positively correlated with OCB. Both studies found that the leadership style adopted directly affected the employees' level of trust, leading to the willingness of employees to participate in citizenship (Dipaola & Hoy, 2005; Zeinabadi & Salehi, 2011).

McKenzie (2011) and Thomsen et al. (2016) suggest that trust in academic staff, trust in customers, and trust in the principal are closely associated with OCB. The authors of Dipaola and Hoy (2005) contend that trust is a prerequisite for building trust at school workplaces. There is trust between colleagues so that they unite and strengthen their relationship. However, academics who trust colleagues will be more likely to show OCB and help each other (McKenzie, 2011). Therefore, when academics believe that their students do have better performance, they are more willing to spend time to help students academically. The work of Bryk and Schneider (2002) highlighted that communication and participation in OCB depend on trust.

If the academics trusts their colleagues or the department head, which will motivate employee's exhibition OCB (Elstad, Christophersen & Turmo, 2012).

One method to promote trust relationships in schools is that leaders must first demonstrate trust attributes to school members to cultivate academic trust in leaders (Tschannen-Moran & Gareis, 2015). Subsequently, Edwards-Groves et al. (2016) claimed that the development of trust in schools is essential. The existence of trust promotes unity between colleagues and strengthens the relationship between them. Therefore, this will cultivate academics' OCB in the school environment, thereby inspiring academics to provide help and time to guide students' academic development. Lastly, the following hypothesis is conceptualized::

**H2:** Trust has a positive relationship with the organisational citizenship behaviour among academics in Malaysia universities.

## **2.5 Conclusion**

Based on the previous literature review, researchers gave a clear understanding of the theoretical framework and information about the proposed conceptual framework through this chapter. In the following chapter, research methodologies will be discussed.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0 Introduction**

The research methodology will be discussed in this chapter. Research methodology refers to the procedures or techniques used to process and interpret information about research topics. The research methodology included research design, sampling design, data collection methods, constructs measurement, research instrument, data processing and data analysis.

### **3.1 Research Design**

Quantitative research method is used to test research questions or hypotheses. In our research, hypotheses need to be tested. Thus, our research topic adopts quantitative research. A questionnaire will be distributed to academics at Malaysia universities to collect data. Our questionnaire is using fixed-alternative questions to structure the answer so it should be objective. According to Daniel et al.,(2011), quantitative analysis is the perfect way to finalize results and verify a hypothesis compared with qualitative research which needs various experiments. Causal research, also defined as explanatory research, is used to determine the significance of cause-effect relationships. Therefore, this study aims to find out how independent variables influence dependent variables. In our research, we wish to find out how OCB is affected by psychological capital and trust (independent variables) among academics in Malaysia Universities.

## **3.2 Data Collection Methods**

Collecting data is a way of obtaining data that is relevant or important to verify a hypothesis. Primary data will be used in our research project to respond to the research questions.

### **3.2.1 Primary Data**

Data collected through the questionnaire technique are referred to as first-hand data. Questionnaire method will be used in our research project and it is the most suitable way for us to obtain the data needed. It is an instrument of research that includes various sets of questions designed for targeted people or respondents to collect information. The Benefit of choosing a questionnaire method to collect information is it can save time and cost, otherwise it will be expensive in time or money if we use the interview as our method (Wright, 2006).

## **3.3 Sampling Design**

The sampling design includes the target population, sampling frame and location, sampling technique, sampling elements, and finally the sampling scale.

### **3.3.1 Target population**

Target populations are the whole set of units used to study survey data and to infer inferences. Thus, the target population identifies those units for where the survey results are generalizable (Lavrakas, 2008). The purpose of

this research is to examine the effect of psychological capital and trust on the OCB among academics in Malaysia universities. Therefore, our target population is academics in the Malaysia universities which include both public and private universities. Latest figures provided by the Department of Statistics Malaysia (DOSM) for 2019 indicate the following. There are up to 31,626 academics in public universities while 25,866 academics in private universities, the total is 57,492 academics in both types of university (Department of Statistics Malaysia Official Portal, 2019).

### **3.3.2 Sampling Frame and Sampling Location**

The sampling frame is the list of all the people within the appropriate population while the sampling location is the place where the study will be conducted. For this research, we intend to minimize the frame by targeting the TOP 5 university in public and private as the sample. We can obtain the sampling frame by extracting the information from their official website's Staff Directory or directory of expertise site. However, in this research, we did not extract out all these 10-university academics staff lists as this process is time-consuming. The university's official website had provided detailed academics personal information but they had classified the academics according to their faculty, course, and subject in different interfaces. If we sort them out one by one, it will take a long time to extract 10 universities' academic information. Thus, we decide to save time from here and use it in other parts of this research. The ranking that we refer to is the ranking released by Times Higher Education (THE) in 2021. As it contains over 1,500 universities spanning 93 countries and regions, therefore it is the largest and most diverse ranking of universities to date. Comparatively, other ranking providers such as QS include only the top 1,000 universities worldwide, which include 80 different locations. Additionally, THE considers more variables than QS and so provides us a broad overview (O, 2021). Therefore, we will distribute the questionnaire to academics who

work in these 5 private and public universities. Hence, the sampling location is Kuala Lumpur, Bangi, Seri Kembangan, Gelugor, Skudai, Kampar, Sungai Long, Iskandar, Kajang, and Cyberjaya.

**Table 3.1: TOP 5 University in Public and Private**

<b>TOP 5 PUBLIC UNIVERSITY</b>	<b>TOP 5 PRIVATE UNIVERSITY</b>
University Malaya	University Tunku Abdul Rahman
University Kebangsaan Malaysia	University Tenaga Nasional
University Putra Malaysia	University Teknologi PETRONAS
University Sains Malaysia	University Kuala Lumpur
University Teknologi Malaysia	Multimedia University

*Note.* Developed for THE websites

### 3.3.3 Sampling Elements

The sampling elements of this study are full-time academic staff working at Malaysian universities. In practice, part-time academics are usually different from full-time academics, and may often be out of touch with their full-time colleagues' activities (Tait, 2002). Additionally, full-time academics spend most of their time designing and developing courses (which involves research, planning, and negotiating with colleagues). Occupational scope of part-time academics is different from full-time academics, as part-time academics are recruited to provide guidance and support to students (Tait, 2002). In addition, the differences between full-time and part-time staff within an organization may due to the allocation of guaranteed in proportion under statutory or legislation, including salary, department, company size, benefits, job security, working conditions or health and safety, contract type, collective bargaining, and freedom of association (McDonald, Bradley, & Brown, 2009). While for the contract staff, they have been presumed as both temporary and junior staff by their temporary nature (Shelton et al., 2001). They have limited scope for career movement and normally do not involve themselves in a long-term research



project or large research bids since they do not know where they will be in a year (Shelton et al., 2001). Therefore, if including them simultaneously would compromise the accuracy of the data. Hence, the questionnaires will be distributed to those academics that meet this criterion.

### **3.3.4 Sampling Technique**

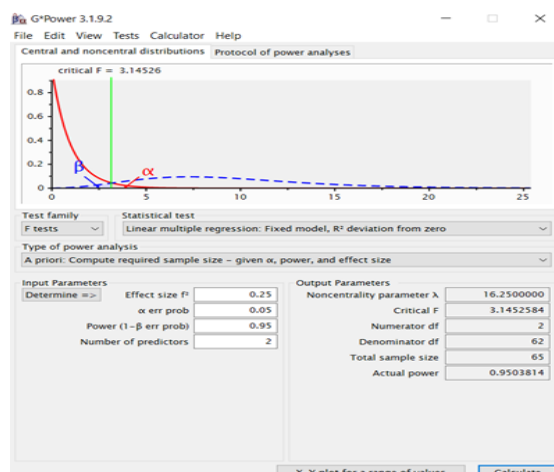
Generally, sampling techniques can be divided into probability sampling and non-probability sampling. The sampling technique selected in this study is convenience sampling under non-probability sampling. As a result of the epidemic, there will be many restrictions on data collection. For example, the questionnaires sent out to target individuals are filled out anonymously, so we are unable to determine if each questionnaire will be completed. Therefore, convenience sampling was selected due to various concerns. As stated by Taherdoost (2016), convenience sampling generally helps to conquer many limitations related to research. Furthermore, Cao and Hawkins (2011) also assert that under certain conditions, data collected using non-probability methods can be effective for inferring greater populations. Thus, convenience sampling appears to be the most appropriate technique at this time.

### **3.3.5 Sampling Size**

Sample size refers to the number clarified from a population. Since the population for the academics in public and private universities in Malaysia is huge, up to 57,492 in total. Therefore, we used G Power software for this study for the purpose of generating and determining the minimum sample size, as it is one of the methods for doing so. The test family chosen in this study is the F test while the statistical test used is Linear multiple regression with a fixed model and R<sup>2</sup> deviation from zero. The type of power analysis

used is A priori, and to determine the effect size( $f^2$ ) with the assistance of the software. Next, we key in the required data which included alpha error probability (0.05 corresponding to an alpha level of 5%), power (0.95 corresponding to a power of 95%), and the number of predictors. As a result, a minimum sample size of 65 is taken into the study and represents the population of academics in Malaysia Universities. In case of an uncollectible questionnaire, we decided to distribute 100 sets of questionnaires.

**Figure 3.1: Gpower Test result**



### 3.4 Research Instrument

Research instruments are managed to gather, measure, and analyze data relating to the interest in a research. The research tools may include interviews, tests, surveys, or inventory. The research instrument is generally tested by the researcher and is tangled to the methodology chapter. In this research, questionnaires are used as the tool of research. This is because we consider questionnaires to be the most cost-effective method for collecting data from a large number of respondents (Mathers, Fox, & Hunn, 2009). The questionnaires are administered individually. Moreover, we are using the fixed alternative questions in this questionnaire which the

respondents can choose their answer quickly and save time (Sekaran & Bougie, 2010).

### **3.4.1 Distribution Methods**

The distribution of the questionnaire will be done through a Google form. The google form link will be sent to the academics working in Malaysia universities via email.

### **3.4.2 Questionnaire Design**

The survey is divided into 2 parts, involving a total of 53 questions in the questionnaire. These questions are designed to study the effect of psychological capital and trust to OCB among academics in the Malaysia universities. In Section A, respondents will be asked to provide some basic information. This part consists of 8 questions, including gender and age, race, education level, marital status, monthly income, work experience at a university in Malaysia and experience of the education industry. In section B, this section consists of 3 parts, which are Part A, Part B, and Part C. There are 24 questions in Part A which are linked to the perceptions of respondents about the Psychological Capital. Part B consists of 7 questions in looking for the answer of respondents on trust on job. The last part is involved in 14 questions which are related to the OCB.

### **3.4.3 Pilot Study**

Pilot study is defined as the feasibility study as a small-scale version or trial run, which has been completed to prepare for professional learning which

involves a preliminary evaluation of a certain measurement method such as questionnaire or interview design (Van Teijlingen & Hundley, 2001). The preliminary review aims to check the quality, validity and reliability of the questionnaire. It can also be applied to improve the reliability of questionnaires before conducting comprehensive research (Zikmund, 2003).

## **3.5 Constructs Measurement**

The questionnaire is designed using several measurement scales that are relevant and effective in generating response from respondents.

### **3.5.1 Nominal Scale**

Initially, we use the nominal scale for measurement. Nominal scale is designed to help measure variables that generally do not have a ranking or order in place. It does not represent a numerical value and it is based on identification. A good example from the questionnaire which utilizes this nominal scale is from Section A, question 1 where it requires candidates to answer about their gender which is either male or female. This question does not ask for any numbers value as it serves its purpose of classifying respondents. Another example is also from Section A, Question 3 which enquires respondents about their ethnic group, without any numerical values.

### **3.5.2 Ordinary Scale**

The second measurement scale applied to this questionnaire is the Ordinary scale measurement. Ordinary scale is important to gauge the order of the response value but not in differences of the values. This measurement scale

has helped us develop questions such as from Section A as well, Question 6. The question requires respondents to state their monthly income which ranges from below RM2000 until up to RM10000 and above. By using this method, we can rank them according to their level of income.

### **3.5.3 Interval Scale**

Interval scale is a type of quantitative scale that includes the difference between two variables that has meaning and is equal compared to qualitative scale, which is much more preferable (Wu & Leung, 2017).

One of the interval scales of measurement used is the Likert scale. Likert scale has contributed to the formation of the rest parts of the questionnaire and it is a psychometric scale of measurement. Likert scale is a 5-point or 7-point scale that includes measurements for ranges of extreme attitude to another besides also having a neutral option (What Is a Likert Scale?, n.d.). The questionnaire includes Section B, which utilizes Likert scale measurement by a 5-point choice of degree of attitude towards a certain condition. It ranges from strongly agree towards strongly disagree, which heightens the degree of attitude.

Lastly, the questionnaire is designed according to the variables that will be the main factor in this research. We paid attention towards the independent variables which are Trust and Psychological Capital as well as the dependent variable, Organisational Citizenship Behaviour to construct the questionnaire and also the measurement scales needed to make it as effective as possible.

**Table 3.2: *The Origin of Construct in the Research***

<b>Sections and Subsections</b>	<b>Number of Question</b>	<b>Sources</b>
Section B (Part A) Psychological Capital	24	Luthans, F., Avolio, B., Avey, J., & Norman, S. (2006)
Section B (Part B) Trust	7	Robinson (1996)
Section B (Part C) Organizational citizenship behavior	14	Larry J. Williams & Stella E. Anderson (1991)
<b>Total Questions (Section B)</b>	<b>45</b>	

Sources: Developed by research

## 3.6 Data Processing

Data processing is defined as a researcher to transfer the data from questionnaires and convert it into usable information. Transcribing, editing, coding, and data checking make up the four steps of the data collection process.

### 3.6.1 Data Checking

Data checking is checked after we create the questionnaire and send it to the respondents via online survey. By doing this, it ensures that all information collected in a questionnaire is filled out and completed correctly. If any problems are detected in the questionnaire, it should make corrections immediately and ensure accurate and reliable results. Once we had removed all the problems, allocated the questionnaire, and analyzed the data, we ran the analysis with the reliable test.

### **3.6.2 Data Editing**

Reviewing and fixing respondents' answers to surveys is called data editing. If there are empty answers or insufficient data can predict a consistent answer based on the attitude of the respondent in other questions.

### **3.6.3 Data Coding**

Data coding describes the specific data code associated with every answer on the questionnaire. Adding the numeric code to the database of the computer system so that the computer can easily analyze it and decrease the possibility of errors (Sekaran & Bougie,2010). For example, Section B there are 5 options for respondents to answer whether they strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) as well.

### **3.6.4 Data Transcribing**

The final step of data transcription is to convert the coded data into a machine-readable format. A Statistical Package for the Social Sciences (SPSS) program is then used to perform the statistical analysis on the data.

## **3.7 Data Analysis**

Based on the outcome of the research, data analysis is called an approach used for summarizing the collected data. Use statistical techniques to conduct a full survey of questionnaire data (Zikmund et al., 2013). Following the collection of data from the respondents on the pilot study, convert the questionnaire data into codes and enter into SPSS for analysis. In this study, descriptive analysis, reliability testing, and multiple linear regression analysis are conducted to the statistical analysis.

### **3.7.1 Descriptive Analysis**

Descriptive analysis can be applied to determine whether a data set represents the entire group or a subset of it (Vetter, 2017). Measures of central tendency and measures of variability are included in descriptive statistics. This enables us to display a singular value for a collection of data and form a more accurate image of our data set (Radford, 2006). Central tendency measures consist of means, medians, and modes. Besides, variability can be measured by mean, lowest and highest values, standard deviation, kurtosis, and skewness (Hayes, 2021). In this study, the descriptive analysis displays the respondents' demographic information in a graphical form. The information consists of age, gender, ethnicity, income level, experience in this industry and the Malaysia Universities of the respondents. The data that is obtained will be evaluated by the software program. After that, the data will be presented into graphical formats such as bar charts, histograms, or pie charts to make the data clear and understand the data in simple ways.

### **3.7.2 Scale Measurement**

#### **3.7.2.1 Reliability Test**

The reliability test is used to enable researchers to ensure and verify that the developed questions are error-free before handing them over to respondents who will conduct the survey. However, Cronbach's Alpha is a convenient test to evaluate reliability to understand the overall result. In this instance, the reliability is determined by Cronbach's Alpha. The table of reliability level of measurement has shown in below:



**Table 3.3: Coefficient Alpha**

<b>Level of Reliability</b>	<b>Range of coefficient alpha, <math>\alpha</math></b>
Poor reliability	Less than 0.60
Fair reliability	0.60 to 0.70
Good reliability	0.70 to 0.80
Very good reliability	0.80 to 0.95

Source: Sekaran, U., & Bougie, R. (2016). Research methods for business: A skill building approach. John Wiley & Sons.

### **3.7.3 Inferential Analysis**

Inferential analysis is a tool to develop assumptions and summary based on a number of people or population by the data collected. This analysis is important to conclude the end result based on criteria set during this research and thus making a suitable assumption based on those two connecting independent variables and the dependent variable. Sometimes data collected is by chance or luck basis and inferential analysis can help analyze this issue as well (Inferential statistics, n.d.). We are using the Multiple Regression Analysis to help analyze this research.

#### **3.7.3.1 Pearson Correlation Coefficient**

The Pearson correlation coefficient is a measurement statistic that evaluates the statistical relationship or connection among two variables. It is considered to be the best way to determine the relationship between important variables because it is based on the correlation method. It gives evidence about the size of the relation or correlation and the way of the relationship (Statistics Solutions, 2021).

In this research, the scale of Pearson correlation is from -1 to +1. When the absolute value of the coefficient becomes higher, the relationship between the variables will be strong. The correlation (r) of 1 represents a perfect and strong linear relationship which means that if the two variables increase or decrease together, the line will be rising upward. While the correlation close to 0 indicates that the variables are uncorrelated. Hence, there is a moderate linear relationship between the two variables. Furthermore, a correlation of -1 signifies a very strong negative relation between two variables. The following table 3.4 shows the coefficient range for the power of the relationship between two variables in the study.

**Table 3. 4: *The Rule of Thumb for Interpreting the Size of a Correlation Coefficient***

Size of Correlation	Interpretation
± 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	Small, almost negligible

*Note.* From Hair, Money, Samouel, (2007). Research methods for business. Chichester, West Sussex: John Wiley & Sons, Inc

To determine the significance of the relationship between the two variables, choose 0.05 as the alpha value. A significant relationship refers to when the independent variable's p value and alpha value are in the same range as the dependent variable. There is a significant relationship between the two variables if the p-value is less than the alpha value. Conversely, if p exceeds alpha, then no significant correlation exists between the two variables (Sekaran & Bougie, 2016).

### 3.7.3.2 Multiple Regression Analysis

Multiple Regression Analysis is applied as an addition to the simple linear regression as we forecast the value of variables based on two or more variables (Multiple Regression Analysis using SPSS Statistics, n.d.). We can estimate the dependent variable using both the independent variables in our research. The psychological capital and trust are both the independent variables in our study that is to be used to find the relationship towards the organisational citizenship behaviour, which is our dependent variable. The formula below explains the equation of Multiple Regression Analysis (Thakur. M, 2021).

$$y = mx_1 + mx_2 + mx_3 + B$$

where,

Y= the dependent variable of the regression

M= slope of the regression

X<sub>1</sub>=first independent variable of the regression

The x<sub>2</sub>=second independent variable of the regression

The x<sub>3</sub>=third independent variable of the regression

B= constant

## 3.8 Conclusion

In a nutshell, this chapter provides guidance to researchers on the use of research design, data collection methods, and sampling design for obtaining data. Following selection of a research instrument and construction of measurements, data is analyzed and processed. In this study, 100 sets of questionnaires will be distributed to target respondents, and the analysis of the data will be provided in the following chapter.

## **CHAPTER 4: RESEARCH RESULTS**

### **4.0 Introduction**

The researcher ran the data using the methodology from the previous chapter through Statistical Package for the Social Sciences (SPSS) to analyse and justify the relationship between independent variables (psychological capital and trust) and dependent variables (Organisational Citizenship Behaviour). The target population were academics in the Malaysia Universities which include both public and private universities. The elements such as descriptive analysis, reliability analysis and Multiple Linear Regression Analysis are involved in this chapter.

### **4.1 Descriptive Analysis**

#### **4.1.1 Respondent Demographic Profile**

This section will discuss the demographic data obtained from respondents which include gender, age, ethnicity, education level, marital status, basic salary per month, and experience as an academic in current university and also educational industry.

##### **4.1.1.1 Gender**

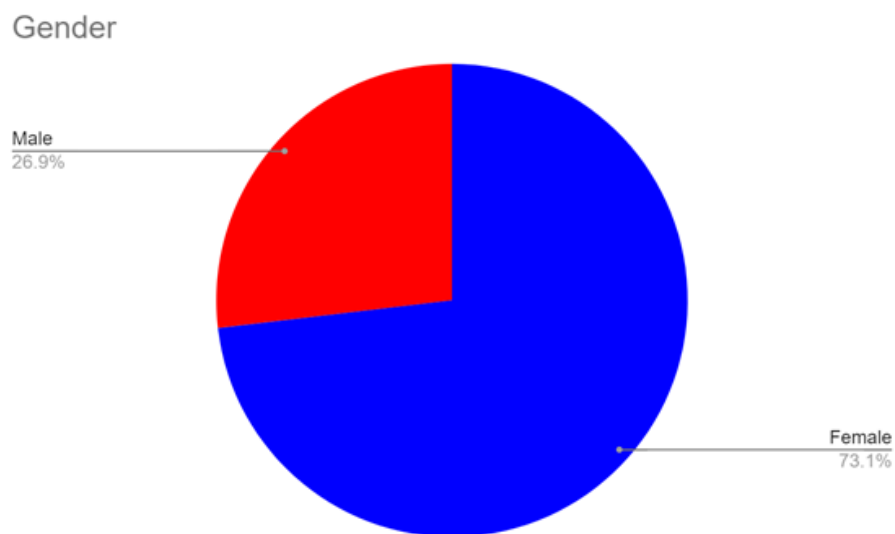
In this research, the overall number of respondents is 67, and 49 respondents out of 67 are female, which hold 73.1 % of the respondents. For male, it has 18 respondents and occupies 26.9% of respondents.

**Table 4. 1: Gender**

		Frequency	Percent (%)
Gender	Female	49	73.1%
	Male	18	26.9%

*Note.* Developed for research

**Figure 4.1: Gender**



*Note.* Developed for research

#### 4.1.1.2 Age

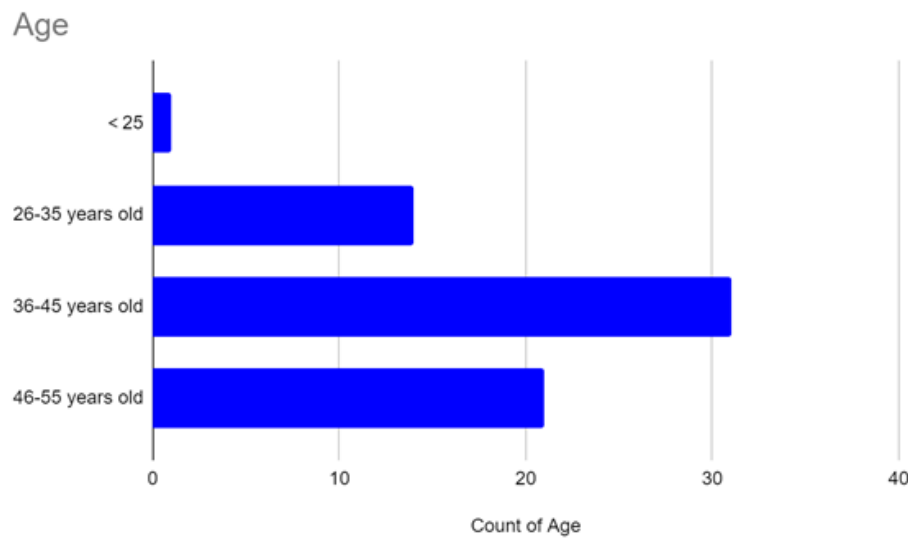
Based on the table and the histogram 4.2, most of the respondents with 46.3% or 31 respondents are aged between 36 to 45 years old, followed by 31.3% or 21 respondents are aged between 46-55 years old, 20.9% or 14 respondents who are 26-35 years old and 1.5% or 1 respondent are aged less than 25 years old. The respondents do not exceed 55 years old.

**Table 4.2: Age**

		Frequency	Percent (%)
Age	< 25 years old	1	1.5 %
	26-35 years old	14	20.9%
	36-45 years old	31	46.3%
	46-55 years old	21	31.3%
	>55 years old	0	0%

*Note.* Developed for research

**Figure 4.2: Age**



*Note.* Developed for research

### 4.1.1.3 Ethnic Group

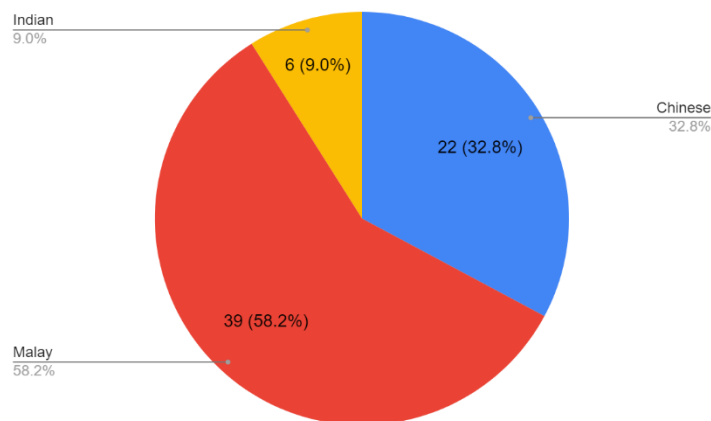
Research shows that 58.2% of respondents in the survey are of Malay ethnicity. In the survey, respondents from Chinese ethics made up 32.8% of the sample, while those from Indian ethics made up 9.0%.

**Table 4.3: Ethic Group**

		Frequency	Percent (%)
Ethics	Malay	39	58.2%
	India	6	9.0%
	Chinese	22	32.8%

*Note.* Developed for research

**Figure 4.3: Ethic Group**



*Note.* Developed for research

#### 4.1.1.4 Education Group

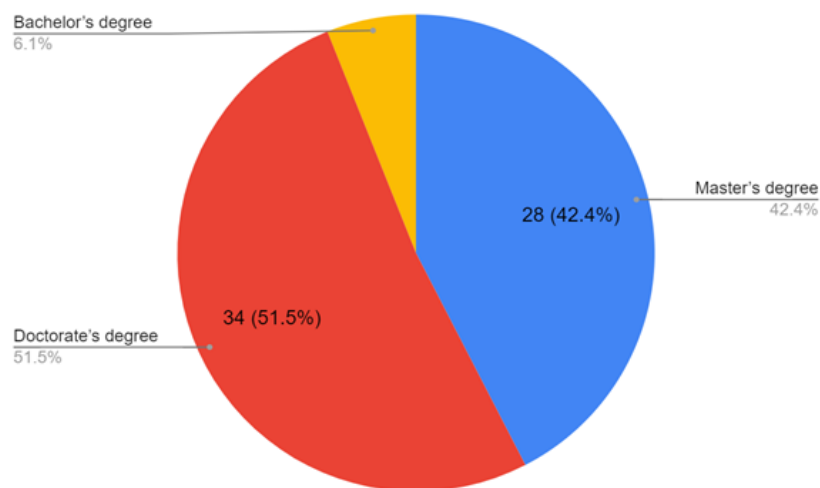
According to the research, most of the academic staff respondents are Doctorate's degree holders which make up 51.5% of the sample. Masters' Degree academic staff has the second highest representation of 42.2% of the sample. Bachelors' Degree holders which make up 6.1% of the sample.

**Table 4.4: Education Group**

		Frequency	Percent (%)
Education	Bachelor's Degree	5	6.1%
	Master's Degree	28	42.4%
	Doctorate's Degree	34	51.5%

*Note.* Developed for research

**Figure 4.4: Education Group**



*Note.* Developed for research



#### 4.1.1.5 Marital Status

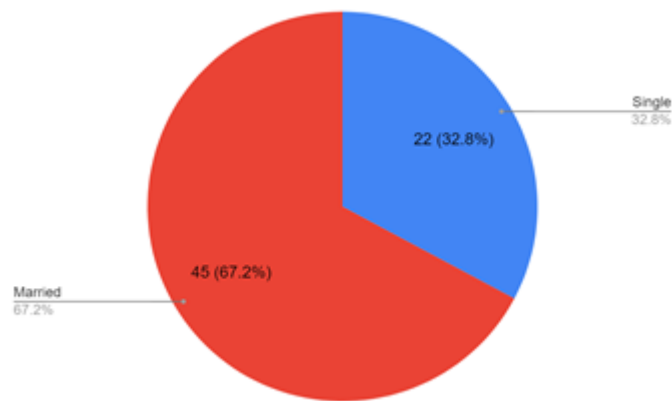
Based on the table 4.5 and figure 4.5, we know that 67.2% of the respondents in the survey are married, which represents the majority of the 67 respondents. Among the remaining respondents, 32.8% are single.

**Table 4.5: Marital Status**

		Frequency	Percentages (%)
Marital Status	Single	22	32.8
	Married	45	67.2

*Note.* Developed for research

**Figure 4.5: Marital Status**



*Note.* Developed for research

#### 4.1.1.6 Basic salary per month

Table 4.6 and Figure 4.6 display respondents' basic salary per month. There is no respondent whose monthly salary is lower than RM2000, and there is only one respondent whose salary is between RM2000-RM4000, and the other respondents have salaries higher than RM4000. There are 27 respondents earning RM4001-RM6000 which are made up of 51.87% of total respondents. For the range of RM 6001-RM8000, there are 26

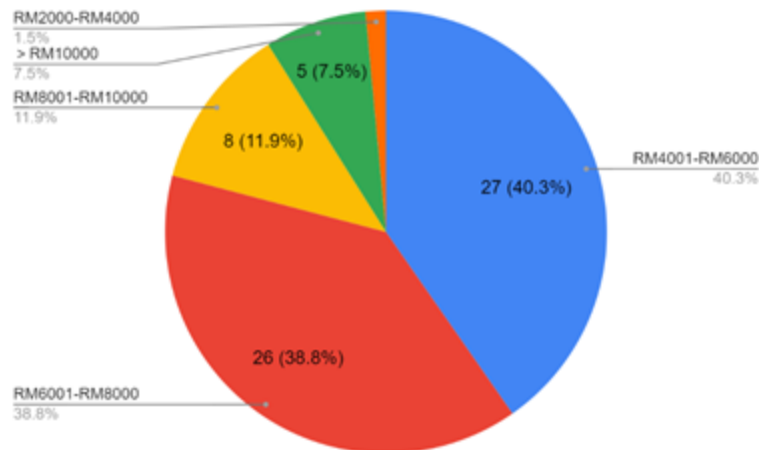
respondents whose percentage is 38.8%. Moreover, there are 8 respondents that consist of 11.9% in the range of RM8001-RM10000 while there are 5 respondents that consist of 7.5% in the range of RM10000 and above.

**Table 4.6: Basic salary per month**

		Frequency	Percentages (%)
Basic Salary per Month	< RM2000	0	0
	RM2000-RM4000	1	1.5
	RM4001-RM6000	27	40.3
	RM6001-RM8000	26	38.8
	RM8001-RM10000	8	11.9
	>RM10000	5	7.5

*Note.* Developed for research

**Figure 4.6: Basic salary per month**



*Note.* Developed for research

#### 4.1.1.7 Experience as an academics in current university

Table 4.7 and Figure 4.7 shows respondents' experience as academics in their current university. From the table and figure above, there is the same rate on the range of working experience less than 5 years and 11 - 15 years,

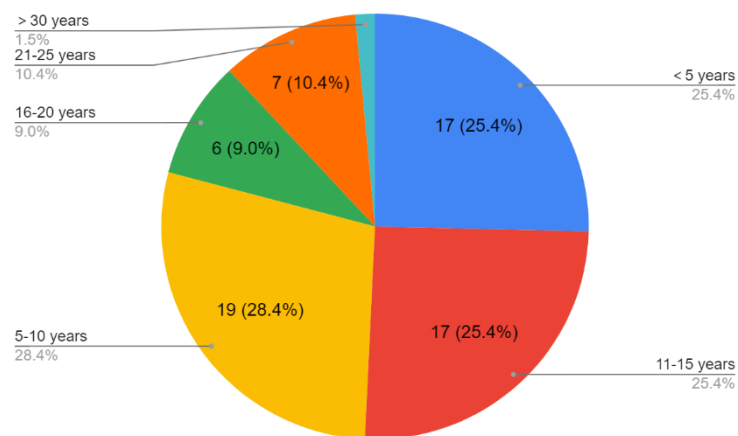
which is the percentage of 25.4 %. Most of the respondents are in the range of working experience 5 - 10 years, with the percentage of 28.4%. In the range of working experience 16 - 20 years, there are only 6 respondents with a percentage of 9% . Furthermore, only 10.4% of respondents are experienced 21 -25 years in the current university. Moreover, there is no respondent experience 26 - 30 years and only one respondent who is working more than 30 years in current university.

**Table 4.7: Experience as an academics in current university**

		Frequency	Percentages (%)
Experience	< 5 years	17	25.4
	5-10 years	19	28.4
	11-15 years	17	25.4
	16-20 years	6	9
	21-25 years	7	10.4
	26-30 years	0	0
	>30 years	1	1.5

*Note.* Developed for research

**Figure 4.7: Experience as an academics in current university**



*Note.* Developed for research

#### 4.1.1.8 Experience as an academics in educational industry

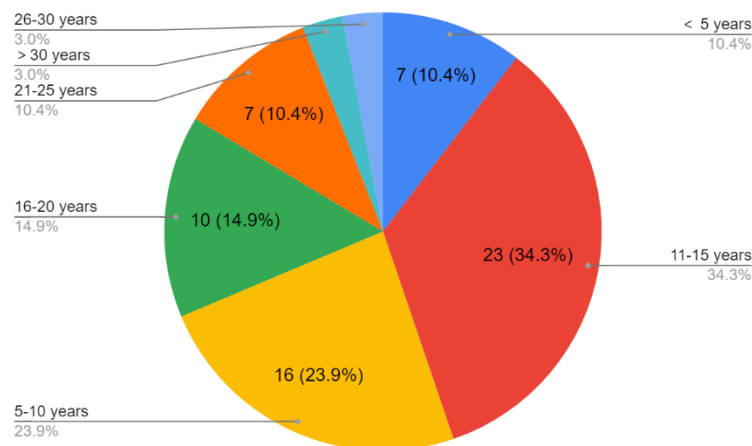
Table 4.8 and Figure 4.8 shows respondents' experience as academics in their current university. From the table and figure above, there is the same rate on the range of working experience less than 5 years and 21 -25 years, which is the percentage of 10.4 %. Most of the respondents are in the range of working experience 11 -15 years, with the percentage of 34.3%. And there are 16 respondents who are in the range of working experience 5 - 10 years. Furthermore, only 14.9% of respondents have 16 - 20 years in the current university. Moreover, there are only 4 respondents in total who have more than 26 years of experience.

**Table 4.8:** *Experience as an academics in educational university*

		Frequency	Percentages (%)
Experience	< 5 years	7	10.4
	5-10 years	16	23.9
	11-15 years	23	34.3
	16-20 years	10	14.9
	21-25 years	7	10.4
	26-30 years	2	3
	>30 years	2	3

*Note.* Developed for research

**Figure 4.8:** *Experience as an academics in educational university*



*Note.* Developed for research

## **4.1.2 Central Tendencies Measurement of Construct**

In this section, we focus on the measurement of central tendencies that show the mean score as well as Standard Deviation (SD) by referring back to the figure of independent variables with dependent variables. The questionnaire consists of seven questions in Part B. The researchers have chosen Statistical Package for the Social Sciences (SPSS) software to study all questions in the questionnaire by using these five points Likert scales item as shown below:

### **4.1.2.1 Central Tendencies Measurement of Construct of PsyCap**

From the table below, we noticed that most of the psychological capital figures show the mean that is close to 4. The statement of ‘There are many solutions around any problem.’, which has a mean score of 4.17%. From the table above, we can conclude that the majority of the respondents agreed with this survey statement. As a result, we can conclude that psychological capital will positively influence academics in the Malaysia Universities which include private and public institutions.

The lowest standard deviation of the psychological capital falls under ‘At the present time, I am actively pursuing my work goals’, with the value of 0.61. The highest standard deviation of psychological capital was fall under ‘When I encounter a setback, it is difficult for me to recover from it’, and ‘I usually take stressful things at work’ with the value of 1.05.

**Table 4.9: Central Tendencies Measurement of Construct of PsyCap**

Psychological Capital	Mean	Ranking (Mean)	S.D.	Ranking (Standard Deviation)
1. I feel confident analyzing a long-term problem to find a solution.	3.85	11	0.74	14
2. I feel confident in representing my work in meetings with management.	3.82	12	0.90	5
3. I feel confident contributing to discussion about the company's strategy.	3.70	16	0.92	4
4. I feel confident helping to set targets and goals in my work area.	3.97	5	0.76	13
5. I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.	3.71	15	0.93	3
6. I feel confident presenting information to my colleagues.	4.07	3	0.63	18
7. If I find myself in trouble at work, I could think of many ways to get out of it.	3.91	8	0.83	8
8. At the present time, I am actively pursuing my work goals.	4.01	4	0.61	19
9. There are many solutions around any problem.	4.17	1	0.67	16
10. Right now I see myself as being successful at work.	3.76	13	0.78	12
11. I can think of many ways to reach my current work goals.	3.94	6	0.76	13
12. At this time, I am meeting the work goals that I have set for myself.	3.86	10	0.83	8
13. When I encounter a setback, it is difficult for me to recover from it.	3.28	18	1.05	1
14. I usually manage difficulties one way or another at work.	3.88	9	0.64	17
15. I can be "on my own," so to speak, at work if I have to.	3.82	12	0.82	9
16. I usually take stressful things at work.	3.01	20	1.05	1
17. I can get through difficult times at work because I've experienced difficulty before.	3.88	9	0.84	7
18. I feel I can handle many things at a time at this job.	3.73	14	0.80	11
19. When work is uncertain to me, I usually expect the best.	3.62	17	0.81	10
20. If something can go wrong for me work-wise, it will.	2.49	21	0.86	6
21. I always look on the bright side of things regarding my job.	4.09	1	0.71	15
22. I'm optimistic about what will happen to me in the future as it relates to work.	3.92	7	0.82	9
23. In this job, things never work out the way I want them to.	3.17	19	1.04	2
24. I approach this job as if "every cloud has a silver lining."	3.92	7	0.84	7

*Note.* Developed for research

#### 4.1.2.2 Trust

According to the table, the variables which are trusted include the statement of "I can assume my superior will treat me in a reliable and expectable fashion." which is the highest mean of 4.00. After that, it is followed by the statement of 'In overall, I believe my superior's motives and intentions are good' with a mean score of 3.95 and standard deviation of 0.76. In addition, the statement "My superior is not always honest and truthful." received the lowest mean score of 3.41 and the highest standard deviation value of 1.17. The lowest value of standard deviation obtained for academics' intention to stay 0.71 for the statement "I believe my superior has high honesty."

**Table 4.10: Trust**

Question	Mean	Ranking of Mean	SD	Ranking of SD
1. I believe my superior has high honesty.	3.92	3	0.71	7
2. I can assume my superior to treat me in a reliable and expectable fashion.	4.00	1	0.73	6
3. My superior is not always honest and truthful.	3.41	7	1.17	1
4. In overall, I believe my superior's motives and intentions are good.	3.95	2	0.76	5
5. I don't think that my superior treats me equally.	3.57	5	1.04	3
6. My superior is open and honest with me.	3.77	4	0.86	4
7. I am not sure I fully trust my superior.	3.48	6	1.15	2

*Note.* Developed for research

#### 4.1.2.3 Organisational Citizenship behaviour

The table 4.11 shows the OCB's central tendencies measurement. As we can see from the table, Q9 (I will give advance notice when unable to come to work) has the highest mean value of 4.43, which indicates that it is highly agreed upon by the majority of respondents. Then followed by Q8(4.28), Q13(4.18), Q4(4.15), Q7(4.13), Q5(4.08), Q2(3.90), Q14(3.82), Q1(3.80), Q3(3.79), Q11(3.43), Q6(3.36), Q12(3.33) and ended with Q10(I will take undeserved work breaks) with the lowest mean value of 3.20.

For the standard deviation of OCB, we observed that Q11(I do great deal of time spent with personal phone conversations) has the highest standard deviation of 1.13, which then continued with Q12(1.00), Q10(0.95), Q6(0.91), Q1(0.87), Q14(0.74), Q2(0.72), Q8(0.71), Q7(0.67), Q4(0.65), Q3(0.64), Q9(0.62), Q5(0.59) and ended with Q13(I will protect the property of my workplace) with the lowest standard deviation of 0.56 and agreed by major respondents.

**Table 4.11: Organisational Citizenship behaviour**

Question (Q)	Mean	Ranking of Mean	SD	Ranking of SD
1. I will help others who have been absent.	3.80	9	0.87	5
2. I will help others who have heavy work burdens.	3.90	7	0.72	7
3. I will contribute to supervisor with his/her work.	3.79	10	0.64	11
4. I will take time to listen to co-workers' problems and doubts.	4.15	4	0.65	10
5. Do your best to help new employees.	4.08	6	0.59	13
6. I will take a personal attention in other colleagues.	3.36	12	0.91	4
7. I will pass along information to co-workers.	4.13	5	0.67	9
8. Attendance at work is above the standard.	4.28	2	0.71	8
9. I will give advance notice when unable come to work.	4.43	1	0.62	12
10. I will take undeserved work breaks.	3.20	14	0.95	3
11. I do great deal of time spent with personal phone conversations.	3.43	11	1.13	1
12. I will complain about the insignificant things at work.	3.33	13	1.00	2
13. I will protect the property of my workplace.	4.18	3	0.56	14
14. I will obey to informal rules created to maintain order.	3.82	8	0.74	6

*Note.* Developed for research

## 4.2 Scale Measurement

The reliability of this research project has been assessed by using SPSS software to evaluate the dependent variable (DV) which is organizational citizenship behavior and the independent variables (IV) which are psychological capital and trust. This research gathered responses from 67 respondents for the reliability analysis.

### 4.2.1 Reliability Analysis

The reliability test is used to ensure that the data is free of errors and deviations. Hence, Cronbach's Alpha is utilized in this reliability assessment to assess the accuracy of each variable.



The reliability test results are shown in the table below. From the table it appears that the optimistic independent variable has the lowest alpha value at 0.744 and followed by the resilience with 0.749, but both of these elements still indicate good reliability. Next, the variable that is slightly more reliable than optimistic and resilience is the organizational citizenship behaviour from a dependent variable which has a 0.792 alpha value, which is also considered a good reliability value. While the remaining variables, which are efficacy, hope, and trust have an excellent reliability value, 0.857, 0.805, and 0.857, respectively.

**Table 4.12: Cronbach's Alpha Reliability Test**

	Variables	No. of item	Cronbach's Alpha
<b>IV</b>	<b>Psychological Capital</b>		
	Efficacy	6	0.857
	Hope	6	0.805
	Resilience	6	0.744
	Optimistic	6	0.749
	<b>Trust</b>	7	0.857
<b>DV</b>	<b>Organizational Citizenship Behaviour</b>	14	0.792

*Note.* Developed for research

### 4.3 Inferential Analysis

Inferential analysis is conducted to draw conclusions about population types from sample data (Burns & Brush, 2000). Further, it plans to examine the relationship between the personal variables and other variables.

#### 4.3.1 Pearson Coefficient Correlation

According to the results shown in Table 4.13, since the correlation coefficient is positive, there is a positive relationship between self-efficacy

and OCB. The efficacy dimension has a 0.299 correlation with the OCB. Hence, OCB will increase when efficacy is high. This correlation coefficient's value 0.299 falls on coefficients ranging from +0.21 to +0.40. Hence, the relationship between self-efficacy and OCB is still considered acceptable and good. Self-efficacy and OCB are significantly correlated because the p value is smaller than the alpha value of 0.05.

In addition, because of the positive correlation coefficient, OCB and hope are positively correlated. Hope the value of the dimension in OCB is 0.288. The value of 0.288 falls within the range of coefficients from +0.21 to +0.40, and its range is considered small but definite. As a result, when hope is high, OCB will become high. Due to the fact that p-value 0.018 is less than alpha value 0.05, the relationship between hope and OCB is significant.

Resilience also has a positive relationship with OCB due to the positive value for correlation coefficient. The resilience dimension has a 0.267 correlation with the OCB. Hence, the higher the resilience, the higher the OCB. In spite of the correlation value falling between +0.21 and +0.40, it is still acceptable and good. Additionally, due to the p-value of 0.267 being less than alpha value 0.05, the relationship between resilience and OCB is also significant.

Furthermore, OCB also has a positive relationship with optimism due to the significant value of 0.557. The value of this correlation coefficient falls under coefficient range from +0.41 to +0.70 and it is a normal good positive relationship. Therefore, when the optimism is high, OCB will become high. The p-value of 0.000 is less than the alpha value of 0.05, which further shows a correlation between optimism and OCB.

Lastly, trust has a positive relationship with OCB since the positive value 0.296 for the correlation coefficient. This value of correlation coefficient falls under coefficient range from +0.21 to +0.40. The relationship between trust and OCB is acceptable and good. Moreover, since p-value 0.015 is lower than alpha value 0.05, there is a significant relationship between trust and OCB.

**Table 4.13: Correlations**

		Efficacy	Hope	Resilience	Optimistic	Trust	OCB
OCB	Pearson Correlation	.299	.288	.267	.557**	.296	1
	Sig. (2-tailed)	.014	.018	.029	.000	.015	
	N	67	67	67	67	67	67
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

*Note.* Generated from SPSS software

### 4.3.2 Multiple Regression Analysis

Multiple linear regression (MLR), also known as multiple regression, involves the use of multiple explanatory variables in predicting the outcome of a given variable. MLR works to shape the linear relationship between various independent variables and dependent variables. Predictions are more accurate when r is lower.

In this table 4.14, the R value between the dependent variable and independent variable is 0.628. Accordingly, there is a positive and moderate correlation between OCB and the independent variables. The R square value of this research is 0.394. It also indicates that the variance of 39.4% in organizational citizenship behavior can be predicted by psychological capital and trust. However, it is still leaving 60.6% (100%-39.4%) of the

variation of OCB unsolved in this study. As a result, there are extra variables useful in describing the OCB that were not included in this research.

**Table 4.14: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 <sup>a</sup>	.394	.381	.33711
a. Predictors: (Constant), Trust, Efficacy, Hope, Resilience, Optimistic				

*Note.* Generated from SPSS software

As can be seen in table 4.15, the p-value 0.000 is less than the alpha value 0.05. Thus, F statistics is significant. We also can make a summary that the model is a great signifier of the relationship between the organizational citizenship behavior and the independent variables. Furthermore, five independent variables are considerable to explain the change in OCB among Malaysia Universities. Hence, the alternative hypothesis is supported by the data.

**Table 4.15: Anova**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.695	5	3.339	29.381	.000 <sup>b</sup>
	Residual	25.684	62	.114		
	Total	42.379	67			
a. Dependent Variable: OCB						
b. Predictors: (Constant), Trust, Efficacy, Hope, Resilience, Optimistic						

*Note.* Generated from SPSS software

From the table 4.16, we can make an equation according to the multiple regression model which are:

$$OCB = 1.305 + 0.109(X1) + 0.029(X2) + -0.083(X3) + 0.137(X4) + 0.337(X5)$$

X1 = Efficacy

X2 = Hope

X3 = Resilience

X4 = Optimistic

X5 = Trust

Organizational Citizenship Behavior = 1.305 + 0.109(Efficacy) + 0.029(Hope) + -0.083 (Resilience) + 0.137(Optimistic) + 0.337(Trust)

**H1a: Self-Efficacy has positive relationship with the organizational citizenship behavior among the academics in Malaysia Universities.**

According to table 4.16, efficacy is significant to predict organizational citizenship behavior. The p-value is lower than alpha value 0.05 since the p-value of the self-efficacy is 0.020. Thus, H1a is supported.

**H1b: Optimism has a positive relationship with the organizational citizenship behavior among the academics in Malaysia Universities.**

According to table 4.16, optimism is significant to foresee organizational citizenship behavior. Due to the optimism, the p-value is 0.021, which is lower than the alpha value of 0.05. Therefore, H1b is supported.

**H1c: Resilience has positive relationship with the organizational citizenship behavior among the academics in the Malaysia Universities.**

According to table 4.16, resilience is not significant to predict organizational citizenship behavior. Since p-value for the resilience dimension is 0.220 which is greater than the alpha value 0.05. Therefore, H1c is not supported.

**H1d: Hope has positive relationship with the organizational citizenship behavior among the academics in the Malaysia Universities.**

According to table 4.16, hope is not significant to predict OCB. A p-value of 0.599 is greater than a value of alpha of 0.05 for the hope. Thus, H1d is not supported.

**H2: Trust has a positive relationship with the organizational citizenship behavior among the academics in the Malaysia Universities.**

As shown in table 4.16, trust is significant to predict OCB. Due to p-value 0.000, which is less than alpha value 0.05, trust is shown to be significant to OCB. Therefore, H2 is supported.

**Table 4.16: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.305	.181		7.222	.000
	Efficacy	.109	.046	.181	2.350	.020
	Hope	.029	.055	.047	.526	.599
	Resilience	-.083	.067	-.120	-1.229	.220
	Optimistic	.137	.059	.211	2.320	.021
	Trust	.337	.064	.397	5.307	.000

*Note.* Generated from SPSS software

**Contribution to Dependent Variables (Organizational Citizenship Behavior)**

**Highest Contribution**

Trust the variables that provide the most to the change of OCB. Due to the large beta value, 0.397, the largest of the five independent variables. When considering all other independent variables in the model, trust itself explains the largest contribution of OCB changes.

**Second Highest Contribution**

In terms of OCB, optimism provides the second largest amount of variance, because its beta value is 0.211 higher than other variables. Therefore, optimism explains the difference in OCB in the second strongest

contribution, when the variance described by all other independent variables in the model is accounted for.

### **Third Highest Contribution**

Efficacy is the predictor variables that contribute the third highest to the variation of the organizational citizenship behavior. It is because the beta value (under standardized coefficients) for this forecaster variable is the third largest which is 0.181 compared to other 4 independent variables. This means that efficacy makes the third strongest unique contribution to explain the variation in ocb, when the variance explained by all other independent variables in the model is monitored for.

### **No Contribution**

Resilience is the one of the variables that do not contribute to the variation of the OCB. It is because the beta value (under standardized coefficients) for this predictor variable is the largest, which is -0.120 compared to other 4 independent variables. This means that resilience makes no contribution to justify the variation in ocb, when the variance explained by all other independent variables in the model is monitored for.

### **No Contribution**

Hope is a variable that does not contribute to OCB changes. This is because the bigger beta value of this forward-looking variable is 0.047 compared with the other 4 independent variables. This indicates that when monitoring the variance explained by all other independent variables in the model, hope not contribute to the description of OCBchanges.

## **4.4 Conclusion**

In a nutshell, this chapter explained the descriptive analysis that generated from demographic profiles that collected from respondents. Besides, this chapter also presents means and standard deviations value of descriptive analysis. Moreover, the relationships between independent and dependent variables have been evaluated by using SPSS software. As well as applying SPSS to test the reliability of both types of variables and the overall results we get is over 0.8 alpha value which is considered excellent reliability. In addition, we conduct the inferential analysis by running multiple linear regression in SPSS. A more detailed discussion of these results will be presented in Chapter 5.



## **CHAPTER 5: DISCUSSION AND CONCLUSION**

### **5.0 Introduction**

In this chapter, a summary of the statistical analysis of the aforementioned data will be presented. Furthermore, this chapter will discuss the main findings and implications of the research. Prior to the conclusion, recommendations and limitations will also be discussed for supporting future studies.

### **5.1 Summary of Statistical Analysis**

This section will summarize the result of demographic profile of respondents, central tendencies measurement of construct, reliability test, Pearson's Correlation Analysis and Multiple Linear Regression Analysis from chapter 4.

#### **5.1.1 Descriptive Analysis**

##### **5.1.1.1 Respondents' Demographic Profile**

The table below provides an overview of the demographics of the respondents. This research involved 67 respondents in total. According to the result, female respondents constituted 73.1% of all respondents, followed by male respondents with 26.9%. There were most respondents between the ages of 36 and 45, accounting for 46.3% of the data. Majority of respondents are Malays, followed by 32.8% of Chinese, and 9% of Indians. In terms of education level, the majority of respondents were

Doctorate holders, accounting for 51.5% of the data. Masters and bachelor's degree holders accounted for 42.4% and 6.1% respectively. In addition, we also know that 67.2% of them are married and 32% are single. This data also indicates that RM4001-RM6000 is the most common salary range for academics, accounting for 40.3% of 100%, followed by RM6001-RM8000 (38.8%). In this study, none of the respondents have a salary below RM2000. Moreover, within their current workplace, 28.4% of responses reported they have 5 to 10 years of work experience. Lastly, most respondents in the education industry have 11-15 years (34.3%) of educational experience.

**Table 5. 1: Summary of Descriptive Analysis**

Variables	Frequency	Percentage (%)
<b><u>Gender</u></b>		
Female	49	73.1
Male	18	26.9
<b><u>Age</u></b>		
< 25 years old	1	1.5
26-35 years old	14	20.9
36-45 years old	31	46.3
46-55 years old	21	31.3
>55 years old	0	0
<b><u>Ethnic Group</u></b>		
Malay	39	58.2
India	6	9.0
Chinese	22	32.8
<b><u>Education Group</u></b>		
Bachelor's Degree	5	6.1
Master's Degree	28	42.4
Doctorate's Degree	34	51.5
<b><u>Marital Status</u></b>		
Single	22	32.8
Married	45	67.2
<b><u>Basic salary per month</u></b>		
< RM2000	0	0
RM2000-RM4000	1	1.5
RM4001-RM6000	27	40.3
RM6001-RM8000	26	38.8
RM8001-RM10000	8	11.9
> RM10000	5	7.5
<b><u>Experience as an academics in current university</u></b>		
< 5 years	17	25.4
5-10 years	19	28.4
11-15 years	17	25.4
16-20 years	6	9
21-25 years	7	10.4
26-30 years	0	0
>30 years	1	1.5
<b><u>Experience as an academics in educational university</u></b>		
< 5 years	7	10.4
5-10 years	16	23.9
11-15 years	23	34.3
16-20 years	10	14.9
21-25 years	7	10.4
26-30 years	2	3
>30 years	2	8

Note. Developed from Research

### 5.1.1.2 Summary of Central Tendencies Measurement

Based on the results below, among 3 variables, OCB ranked first with its average mean value of 3.848, but with the lowest standard deviation of 0.769. Next, Psychological Capital came in second with a mean of 3.733 and a standard deviation of 0.818. While trust came in last with a mean of 3.728 but the highest standard deviation of 0.919.

**Table 5. 2: Summary of Central Tendencies Measurement**

Variables	N	Mean	Standard Deviation
Psychological Capital	67	3.733	0.818
Trust	67	3.728	0.919
OCB	67	3.848	0.769

*Note.* Generated from SPSS software

## 5.1.2 Scale Measurement

### 5.1.2.1 Summary of Reliability Test

According to the table below, efficacy, hope, and trust from the independent variables have excellent reliability, with an alpha value greater than 0.80. Resilience and optimism also show good reliability, with an alpha value greater than 0.7. While the only dependent variable OCB also has good reliability.

**Table 5. 3: Summary of Reliability Test**

Variables	Cronbach's Alpha	Reliability
<b>Psychological Capital</b>		
Efficacy	0.857	EXCELLENT
Hope	0.805	EXCELLENT
Resilience	0.744	GOOD
Optimistic	0.749	GOOD
<b>Trust</b>	0.857	EXCELLENT
<b>OCB</b>	0.792	GOOD

*Note.* Generated from SPSS software

### 5.1.3 Summary of Inferential Analysis

#### 5.1.3.1 Pearson Correlation Coefficient

In terms of Pearson correlation coefficient results, OCB is significantly correlated with all independent variables. Other than optimism, which exhibits a moderate correlation (0.41-0.70), all other variables exhibit a small but definite relationship (0.21-0.40). In addition to this, all independent variables are significantly related to OCB as their significance values are less than 0.05 alpha value.

**Table 5. 4: Summary of Pearson Correlation Coefficient**

		Efficacy	Hope	Resilience	Optimistic	Trust
<b>OCB</b>	<b>Pearson Correlation</b>	0.299	0.288	0.267	0.557	0.296
	<b>Sig. (2-tailed)</b>	0.014	0.018	0.029	0.000	0.015
	<b>N</b>	67	67	67	67	67

*Note.* Generated from SPSS software

#### 5.1.3.2 Summary of Multiple Regression Test

Based on the result below, the R square value obtained indicates that organizational citizenship behavior and the independent variables are positive and have moderate correlations as the R square value is 0.394. Hence, the independent variables in this study can account for 39.4% of the variation in the independent variable. In contrast, 60.6% is unexplained which implies other important variables are likely to contribute to OCB that has not been adequately explored.

**Table 5. 5 : Summary of Multiple Regression Test**

Model	R	R Square	Adjusted R square	Std. Error of the Estimate
1	0.628 <sup>3</sup>	0.394	0.381	0.33711

*Note.* Generated from SPSS software

## 5.2 Discussion of Major Findings

### 5.2.1 Self-efficacy

**H1a: Self-efficacy has positive relationship with the organizational citizenship behavior among academics in Malaysia universities.**

Based on the outcomes of this research, self-efficacy was discovered to have a positive relationship and a considerable effect on OCB among the academics in Malaysia universities. The results mean that the higher in self-efficacy takes the lead to greater in OCB. In addition, the p-value 0.020 for alpha values less than 0.05 takes into account the significant relationship between the both variables.

These results support the research of Cohen and Abedallah (2015) that academics with self-efficacy have enough confidence to accomplish the task,

this confidence has given them infinite motivation which may lead them to perform extra-role behavior. Academics who have great self-efficacy will accordingly present OCB more often. This result further supports the research of Anfajaya and Rahayu (2020) by providing academics with a high degree of self-efficacy, they can assist carry out productive activities, presume to take risks, and increase their competence to work. In addition, research by Bolger and Somech (2004) also proved that academics realize that the teaching career is interesting and valuable and believe they will perform successfully and effectively in the educational industry. Hence, positive behavior can help academics bring out their tasks and responsibilities effectively to attain the mission and vision of educating students (Anfajaya & Rahayu, 2020). In conclusion, if academics put more effort into self-efficacy will improve OCB, since there is a positive relationship and significant effect on OCB among the academics in Malaysia universities.

### **5.2.2 Optimism**

**H1b: Optimism has positive relationship with the organizational citizenship behavior among academics in Malaysia universities.**

According to the outcomes of this study, optimism was found to have a big impact on OCB among the academics in Malaysia universities. The outcome of this test for hypothesis 2 shows a p-value of 0.021 which is smaller than the alpha value of 0.05. This indicates a significant relationship is found to exist between optimism and OCB. Optimism has a correlation of 0.557 with OCB. Therefore, an increase in optimism will bring an increase of OCB, and vice versa.

According to the outcomes of this study, optimism was found to have a big impact on OCB among the academics in Malaysia universities. This test

result of hypothesis 1b gives a p-value of 0.021, which is less than the alpha value of 0.05. This shows that there is a significant relationship between optimism and OCB. The correlation coefficient between optimism and OCB is 0.557. Therefore, increased optimism will lead to increased OCB and vice versa.

The result supports the research of Rand (2009) that optimism is linked with accomplishment and brings to a high-level of incentive among academics. The three components of academic optimism at educational level: academic focus, cooperative effectiveness, and the trust of the academics in parents and students. Next, research of Pardini (2000) is supported by the result. Research shows that optimism can boost academic behavior and encourage teamwork within organizations. It will let the team members build more positive relationships with others just because they believe that others will provide them with the support they need. Research by Carver, Scheier, Miller, and Fulford (2009) also shows that if the academics have the positive perspective that produces positive expectation, they will have a feeling of trust that they can do the work. So, they will perform more no matter what or whether the task is under their job and they are eager to assist their students or co-workers to build and sustain a healthy and efficient educational atmosphere with a positive behavior environment (Hong, 2016).

### **5.2.3 Resilience**

**H1c: Resilience has positive relationship with the organizational citizenship behavior among the academics in Malaysia universities.**

According to the results of this study, resilience was found to have no significant impact on OCB among the academics in Malaysia universities. A p-value of 0.220 is found for hypothesis 1c, which is higher than a value of 0.05 for alpha. Hence, the assumption is invalid. However, in our Pearson correlation coefficient results have shown that resilience is 0.267 which

illustrates positive connection between resilience and OCB. This indicates that the greater in resilience, the higher the OCB.

Resilience is described as the capability to regain or recover from stress, tension, disappointment or even positive outcomes, advancement, and improved accountability (Luthans, 2002b, p.702). The researcher of Masten, Cutuli, Herbers and Reed (2009) indicates that resilience individuals trust on their own, community and mental strengths and efficaciously employ academics to successful models and methods of adjustment to survive stress or risk factors. However, this study has shown an undesirable effect of resilience on organization among academics. Based on the research of Chamorro and Lusk (2017), sometimes the academics with excessive resilience can get the people to become exaggeratedly stubborn with unattainable goals. For instance, an academic who has extreme resilience does not mean that he/she will help others to complete the tasks, prevent the mistake from happening, complete the tasks quickly, be able to face some difficult problem and also not complain about the organization. Therefore, resilience has no impact on OCB in this research.

#### **5.2.4 Hope**

**H1d: Hope has positive relationship with the organizational citizenship behavior among the academics in Malaysia universities.**

Based on the finding of this research, hope was found to have no significant impact on OCB among the academics in Malaysia universities. A p-value of 0.599 indicates an outcome in support of hypothesis 1d, exceeding the alpha value. Hence, the assumption is invalid and not supported. However, in our Pearson correlation coefficient results have shown that hope is 0.288 which demonstrates optimistic relationship between resilience and OCB. This



indicates that the greater in hope, the higher the OCB. Hence, hope has a relationship but no significant effect on OCB.

Hope defines the presence of goals and the belief and energy to achieve them as well as redirect the way to those goals when required to achieve success (Snyder, 1991). In the results, hope has shown an adverse impact on OCB among academics. The study of Hasan-Aslih et al. (2018) indicates the hopeful ideas as regards to positive improvement were less useful than negative ideas in motivating collective action. It means that over hope will decrease the motivation of academics about achieving goals. Another research of Leon.F (2018) shows that extreme hope can persuade you to lose personal power and motivation. Passively expecting the desired result may be close to giving up any responsibility for achieving it. Unwillingly, academics might give themselves an idea that can't do anything about this pandemic but it's likely that you can. Hence, hope overly causes the academics to lose their motivation when they are facing any problem and are not willing to help each other to achieve their goals.

### **5.2.5 Trust**

**H2: Trust has positive relationship with the organizational citizenship behavior among academics in Malaysia universities.**

As a result of the study, trust was found to have a large impact on organizational citizenship behavior among the academics in Malaysia universities. A p-value of 0.000 is recorded in hypothesis 2, which is lower than an alpha value of 0.05. It is found that trust and OCB have an important relationship. The correlation coefficient between the optimistic variable and OCB is 0.296. Therefore, an increase in trust will lead to an improvement in OCB, and vice versa.

Trust is the basis of healthy relationships with managers, staff, and organizations identical with emotional trust (Zemke, 2000). This result can support the research of Dyne, Graham and Dinesh (1994) that trust has powerful motivating outcomes that create and release positive energy that brings a collectivity. Trust is essential for developing trust in educational workplaces (Dipaola & Hoy, 2005). There is trust between colleagues so that they unite and reinforce their relationship. According to the research of McKenzie (2011), academics who trust colleagues will be more likely to show OCB and help each other. Elstad, Christophersen, and Turmo (2012) also found that academics trust their colleagues or the principal, which will motivate them to show OCB.

## **5.3 Implication of Study**

### **5.3.1 Implication of Self-efficacy**

The Covid-19 pandemic caused many countries to close universities, colleges, and schools to prevent the spread of the disease. However, the closed universities presented academics and students with an entirely new challenge (Huber & Helm, 2020). Due to the shift from traditional classroom models to online teaching, academics were required to use different digital tools and resources to solve problems and to organize their online classrooms (Eickelmann & Gerick, 2020).

Caliskan et al. said that universities should have education centres to help academics work through technical problems. In addition, Malaysia Universities should provide a programme called Computer Based Training (CBT) to academics in order to improve their technology skills and performance. CBT has a great positive influence on academic performance and it can more easily meet students' needs, so the students' learning outcome will be improved. Many researchers have noted that the

implications of the significant increase of academic 's sense of self-efficacy could influence their effort to apply their skills in the teaching practice. CBT training program helps academics to acquire new understanding and technology skills to develop their effectiveness in the online classes. Furthermore, academic can through this program to solve the problems, such as the way improve on using microphone and camera for live teaching and/or recording, how to giving multimedia lesson and presentation, the way how to submit the assignments or final assessment and so on. Academics have an opportunity to improve their self-efficacy when they go through program learning. This training program is very important because it promotes a very flexible environment and can be more effective and efficient to complete their teaching. It also motivates academics and increases creativity in the educational process. Computer Based Training program helps academics to acquire new understanding and instructional skills to develop their effectiveness in the online classes.

### **5.3.2 Implication of Optimism**

A state of optimism refers to the belief that positive events will occur more often than negative (Luthans et al., 2015). Malaysia Universities should have regular online forums meeting for all academics in order to improve their optimism. Due to the Covid-19 pandemic, everything has been conducted online, but academics still have to communicate with each other whenever they encounter problems. By organizing the regular online forums meetings, can greatly promote optimism in workplaces and can build a strong relationship between academics. Academics have an opportunity to talk about their problems with other academic members through this online forum meeting. Also, academics can listen to colleagues who have positive thoughts. It is one of the ways to absorb others' positive advice in order to improve academic optimism.

Besides, rewards are an excellent way to promote optimism. The majority of people claim they are unhappy at work, especially because everything is conducted online. Therefore, many academics will lose their optimism and passion for their job, also it can affect their online work performance. Malaysia Universities can encourage academics by offering rewards that serve as motivating factors in their performance. When academic optimism is high, it can significantly increase OCB. Malaysia Universities can give academics small rewards when they have a good performance. For example, Universities can offer performance-based rewards to increase academic morale such as can reward academics by use of commissions. Academic performance may only be a minor factor in academic rewards, despite the fact that high motivation depends on performance-based rewards. Academics will also feel optimistic if they believe that their performance will pay off.

Furthermore, Malaysia Universities should recruit a professional counsellor for academics. A counselor is not only needed for students to seek advice but they are also needed for academics to deal with the difficulties they are facing. Academics also will have emotional distress such as receiving complaints from people or communication problems with colleagues. Hence, counselors play a vital role at this time. When academics consult them, they can provide some useful advice or counseling to academics in order to help them overcome tough times and stay optimistic in the face of challenges.

### **5.3.3 Implication of Trust**

Trust has powerful motivating results that produce and release positive energy that brings a collectivity. However, it can be easily destroyed by a specific and unusual action, even though it is constructed over time in tiny measures. Thus, it is crucial to understand the context of trust and to engage in confidence-building activities. Trust became the most important element

to organization as most of the company conducted work from home. Besides handling the stress, which is affected by the work environment, the level of trust between academics will be affected and result in the work performance, and the willingness to perform work-extra behaviors.

Malaysia universities should organize some team-building activities, which are the most common activities that help to bring academics closer together. Through team-building activities, academics can get to know each other and provide opportunities for them to communicate. However, academics cannot participate in physical activities due to the MCO, but universities still can hold online activities, such as chat conferences or online mini-games for interaction. As trust cannot be built in a short period, universities must also encourage their staff to avoid being too hierarchical in their daily communications, especially those in higher positions, so that the other party feels like they are both working together for the company instead of being ordered to work hard. A famous Australian-American educator once said that effective leaders never use the word "I". Instead, they think of the words "we" and "team". This is how trust is built and how the task is done. As mentioned above, trust can be destroyed easily. Therefore, leaders can also imitate Peter Drucker's words by calling themselves "we". In addition, universities should also encourage academics to express their opinions and ideas. Being willing to share is also a phenomenon of trust. Therefore, OCB can be promoted through trust.

## **5.4 Limitation of the Study**

The research constraints were the limitation that researchers encountered during the researching process.

To begin with, the first limitation on this study is low response rate as it is using the online survey to data collection. Researchers had distributed 679 sets of questionnaires but in return only got 67 responses, which only consists of a 10% response rate. Because of the current covid-19 Pandemics, researchers are not

allowed to conduct physical surveys, for example, paper surveys or face-to-face interviews. Only able to conduct online surveys to academics from Malaysia public and private universities to obtain the necessary information to help on research. The main weaknesses for online surveys are low response rates (Porter and Whitcomb, 2005). Researchers sent several rounds of questionnaires to university academics, but in return there were only 67 respondents who completed the survey. In comparison to other research methods, participants are less likely to stay completely engaged for an online survey. Participants may consider repeated invitations to take the survey as annoying.

The second and also last limitation in this study, is only study on two factors which is psychological capital and trust to investigate the influence on the organizational citizenship behaviour on academics of Malaysia universities. According to the research of this study, psychological capital and trust can predict organisational citizenship behaviour by 39.4 percent. However, this study still leaves 60.6 percent of the variance in OCB unexplained. In other words, there are more potential factors that will affect the OCB that were not discovered in this study. For example, job satisfaction, leadership, and organisational justice are thought to be important in influencing the organisational citizenship behaviour of academics in Malaysia universities. Last but not least, this study only applied to the academics of Malaysia universities but not the entire universities, the result of the research is not applicable for the universities throughout the world.

## **5.5 Recommendations for Future Research**

Using survey techniques to gather information from potential respondents may be considered a form of social exchange. In order to increase the response rate of the online survey, future researchers can expand the size of their sample population by giving out a small incentive for every respondent, for example, a voucher with the

survey package. Incentive motivation will help in expanding the number of respondents, the more likely to accurately represent the research study's population.

Last but not least, future research studies should include more factors like organisational justice, leadership and job satisfaction to analyse academics' organisational citizenship behaviour in Malaysia universities, both private and public. This is because, other than psychological capital and trust, there are more potential factors that may impact academics' willingness to perform OCB. Furthermore, the future researcher should also conduct surveys to other countries, not only in Malaysia as it will improve the validity and reliability of the research.

## **5.6 Conclusion**

The purpose of this study has been met with the results presented in Chapter one in which we have a better understanding of the relationship between psychological capital, trust, and their dimensions on Organisational Citizenship Behaviour (OCB), as well as the effect of all independent variables toward the dependent variables. Three independent variables are significantly related to variance in OCB throughout this study, with the variance in OCB explained by certain independent variables. Self-efficacy, optimism, and trust have a significant impact on OCB, while resilience and hope have no impact.

Moreover, there were several recommendations for future researchers that would help improve future studies. The researchers have fulfilled the main objective of the research study. The information in this research is also useful to other universities as well.

According to the findings of this study, psychological capital (optimism, self-efficacy) and trust have a significant impact on academic performance. This research has examined all independent variables. Last but not least, the future

researchers can have in-depth analysis to identify the extent of these factors that can practice OCB towards academics in other areas.



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## APPENDICES

### Appendix A: *Questionnaire*



#### **Universiti Tunku Abdul Rahman Survey Questionnaire**

A Study on the effect of psychological capital and trust on organizational citizenship behaviour among academic in Malaysia Universities.

Dear Respondents:

We are students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). We are currently conducting our final year project with the title “the effect of psychological capital and trust on organizational citizenship behaviour among academic in Malaysia Universities in purpose to complete our honor’s degree program.

This questionnaire consists of two sections: Section A is about the personal details of the respondents; Section B include items that are related to psychological capital, trust and organizational citizenship behaviour.

Thank you for your cooperation and willingness to answer the questionnaire. Your response will be kept confidentially and be used only for academic purpose.

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**Questionnaire**

**Section A: Demographic Profile**

**Please tick at the appropriate answer.**

1. Gender

Male  Female

2. Age

Below 25   
26-35 years old   
36-45 years old   
46-55 years old   
More than 55 years old

3. Ethnic Group

Malay   
Indian   
Chinese   
Others, please specify: \_\_\_\_\_

4. Education Group

Bachelor's degree   
Master's degree   
Doctorate's degree   
Others, please specify: \_\_\_\_\_

5. Marital Status

Single   
Married

6. Basic salary per month

Less than RM2000   
RM2000-RM4000   
RM4001-RM6000   
RM6001-RM8000   
RM8001-RM10000   
More than RM10000

7. Experience as teacher in this higher educational institution.

Less than 5 years   
5-10 years   
11-15 years   
16-20 years   
21-25 years   
26-30 years   
More than 30 years

8. Experience as teacher in educational industry

Less than 5 years   
5-10 years   
11-15 years

16-20 years	<input type="checkbox"/>
21-25 years	<input type="checkbox"/>
26-30 years	<input type="checkbox"/>
More than 30 years	<input type="checkbox"/>

**Section B**

**Part A: Psychological Capital**

This statement in this section is related to psychological capital of academics. Please circle the number that best reflects your opinion about the statement using 5 Likert scale which that [(1) = strongly disagree to (5) = strongly agree]

	Strongly Disagree ←————→ Strongly Agree				
1. I feel confident analyzing a long-term problem to find a solution.	1	2	3	4	5
2. I feel confident in representing my work are in meetings with management.	1	2	3	4	5
3. I feel confident contributing to discussion about the company's strategy.	1	2	3	4	5
4. I feel confident helping to set targets and goals in my work area.	1	2	3	4	5
5. I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.	1	2	3	4	5
6. I feel confident presenting information to my colleagues.	1	2	3	4	5
7. If I find myself in trouble at work, I could think of many ways to get out of it.	1	2	3	4	5
8. At the present time, I am actively pursuing my work goals.	1	2	3	4	5

9. There are many solutions around any problem.	1	2	3	4	5
10. Right now I see myself as being successful at work.	1	2	3	4	5
11. I can think of many ways to reach my current work goals.	1	2	3	4	5
12. At this time, I am meeting the work goals that I have set for myself.	1	2	3	4	5
13. When I encounter a setback, it is difficult for me to recover from it.	1	2	3	4	5
14. I usually manage difficulties one way or another at work.	1	2	3	4	5
15. I can be “on my own,” so to speak, at work if I have to.	1	2	3	4	5
16. I usually take stressful things at work.	1	2	3	4	5
17. I can get through difficult times at work because I’ve experienced difficulty before.	1	2	3	4	5
18. I feel I can handle many things at a time at this job.	1	2	3	4	5
19. When work is uncertain to me, I usually expect the best.	1	2	3	4	5
20. If something can go wrong for me work-wise, it will.	1	2	3	4	5
21. I always look on the bright side of things regarding my job.	1	2	3	4	5
22. I’m optimistic about what will happen to me in the future as it relates to work.	1	2	3	4	5
23. In this job, things never work out the way I want them to.	1	2	3	4	5

24. I approach this job as if “every cloud has a silver lining.”	1	2	3	4	5
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**Part B: Trust**

This statement in this section is related to trust on job of academics. Please circle the number that best reflects your opinion about the statement using 5 Likert scale which that [(1) = strongly disagree to (5) = strongly agree]

	Strongly Disagree ←————→ Strongly Agree				
1. I believe my superior has high honesty	1	2	3	4	5
2. I can assume my superior to treat me in a reliable and expectable fashion.	1	2	3	4	5
3. My superior is not always honest and truthful.	1	2	3	4	5
4. In overall, I believe my superior’s motives and intentions are good.	1	2	3	4	5
5. I don’t think that my superior treats me equally.	1	2	3	4	5
6. My superior is open and honest with me.	1	2	3	4	5
7. I am not sure I fully trust my superior.	1	2	3	4	5

**Part C: Organizational Citizenship Behavior**

This statement in this section is related to trust on job of academics. Please circle the number that best reflects your opinion about the statement using 5 Likert scale which that [(1) = strongly disagree to (5) = strongly agree]

	Strongly Disagree ←————→ Strongly Agree				
1. I will help others who have been absent.	1	2	3	4	5
2. I will help others who have heavy work burdens.	1	2	3	4	5
3. I will contribute to supervisor with his/her work.	1	2	3	4	5
4. I will take time to listen to co-workers' problems and doubts.	1	2	3	4	5
5. Do your best to help new employees.	1	2	3	4	5
6. I will take a personal attention in other colleagues.	1	2	3	4	5
7. I will pass along information to co-workers.	1	2	3	4	5
8. Attendance at work is above the standard.	1	2	3	4	5
9. I will give advance notice when unable come to work.	1	2	3	4	5
10. I will take undeserved work breaks.	1	2	3	4	5
11. I do great deal of time spent with personal phone conversations.	1	2	3	4	5
12. I will complain about the insignificant things at work.	1	2	3	4	5
13. I will protect the property of my workplace.	1	2	3	4	5
14. I will obey to informal rules created to maintain order.	1	2	3	4	5

If you have any comment or recommendations, please state at the space below:

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

Appendix B: Frequency Table (Full Study)

**Frequency Table**

**gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	16	23.9	23.9	23.9
Female	51	76.1	76.1	100.0
Total	67	100.0	100.0	

**age**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <25	1	1.5	1.5	1.5
26-35	14	20.9	20.9	22.4
36-45	29	43.3	43.3	65.7
46-55	23	34.3	34.3	100.0
Total	67	100.0	100.0	

**ethnic group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid malay	39	58.2	58.2	58.2
Indian	6	9.0	9.0	67.2
Chinese	22	32.8	32.8	100.0
Total	67	100.0	100.0	

**education group**

**education group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid bachelor's degree	7	10.4	10.4	10.4
master's degree	27	40.3	40.3	50.7
Doctorate's degree	33	49.3	49.3	100.0
Total	67	100.0	100.0	

**marital status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid single	20	29.9	29.9	29.9
Married	47	70.1	70.1	100.0
Total	67	100.0	100.0	

**Basic salary per month**

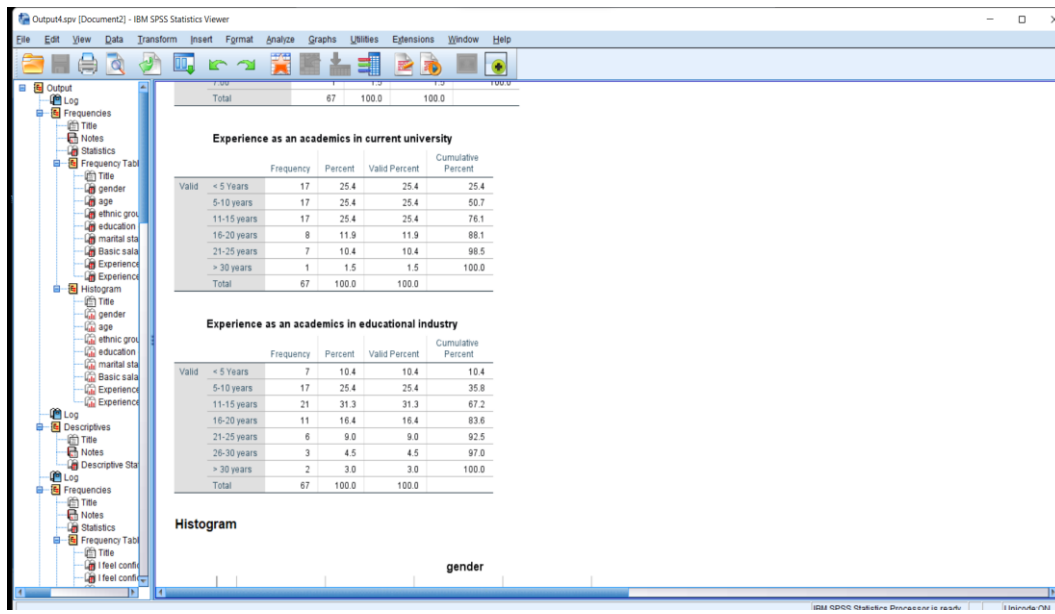
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid RM2000-RM4000	2	3.0	3.0	3.0
RM4001-RM6000	26	38.8	38.8	41.8
RM6001-RM8000	26	38.8	38.8	80.6
RM8001-RM10000	8	11.9	11.9	92.5
>RM10000	4	6.0	6.0	98.5
7.00	1	1.5	1.5	100.0
Total	67	100.0	100.0	

**Experience as an academics in current university**

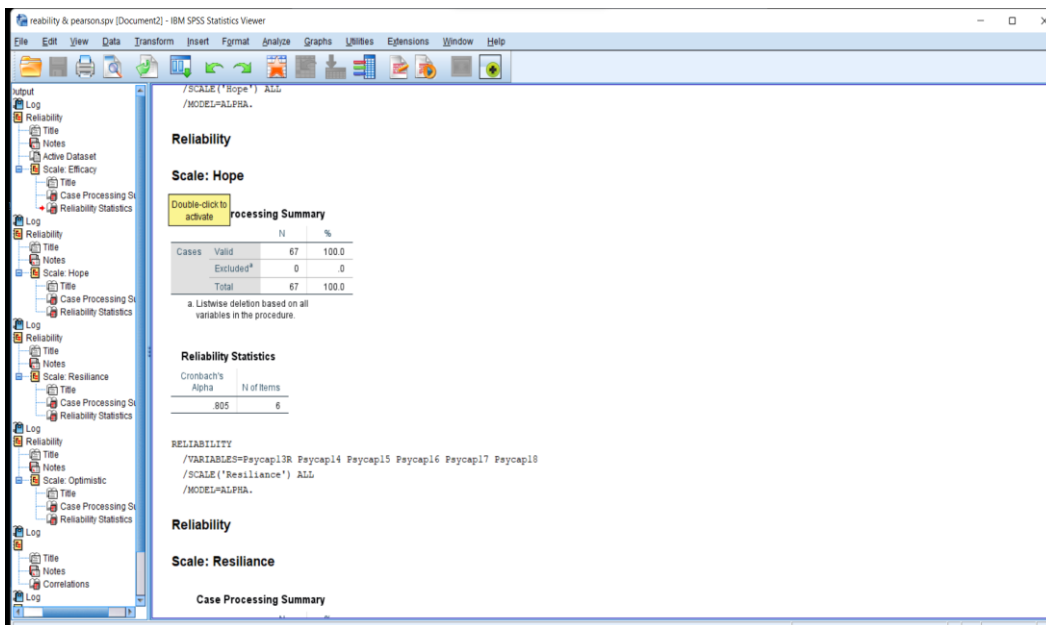
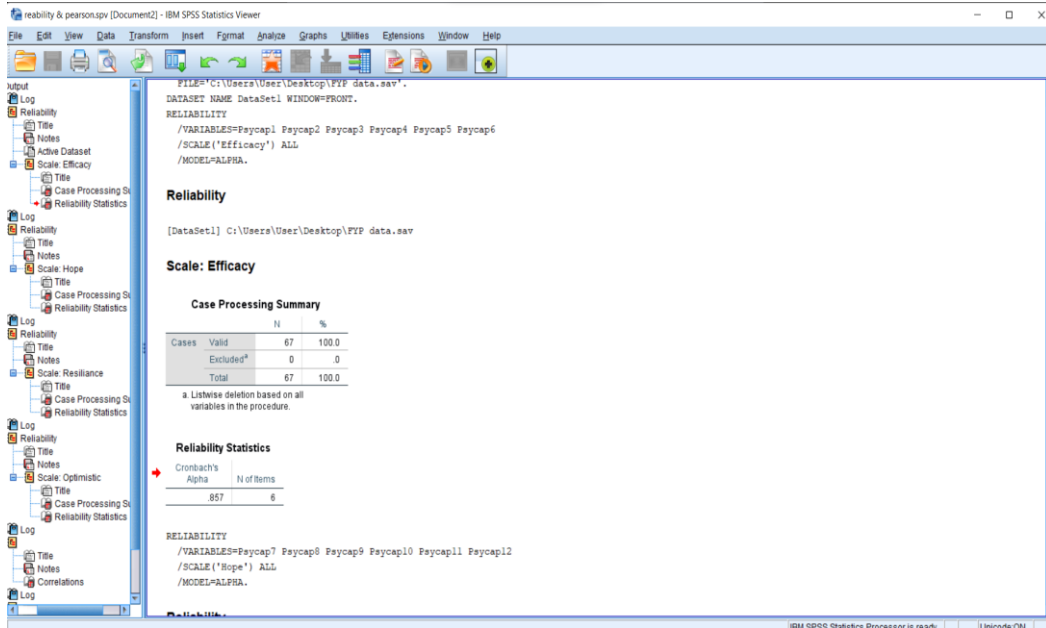
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <5 years	17	25.4	25.4	25.4



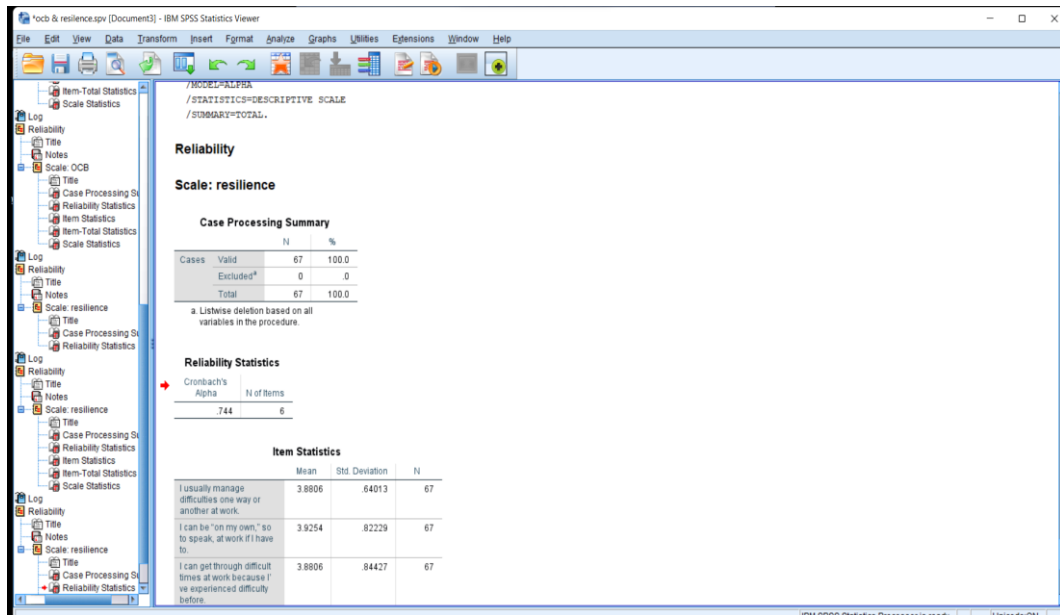
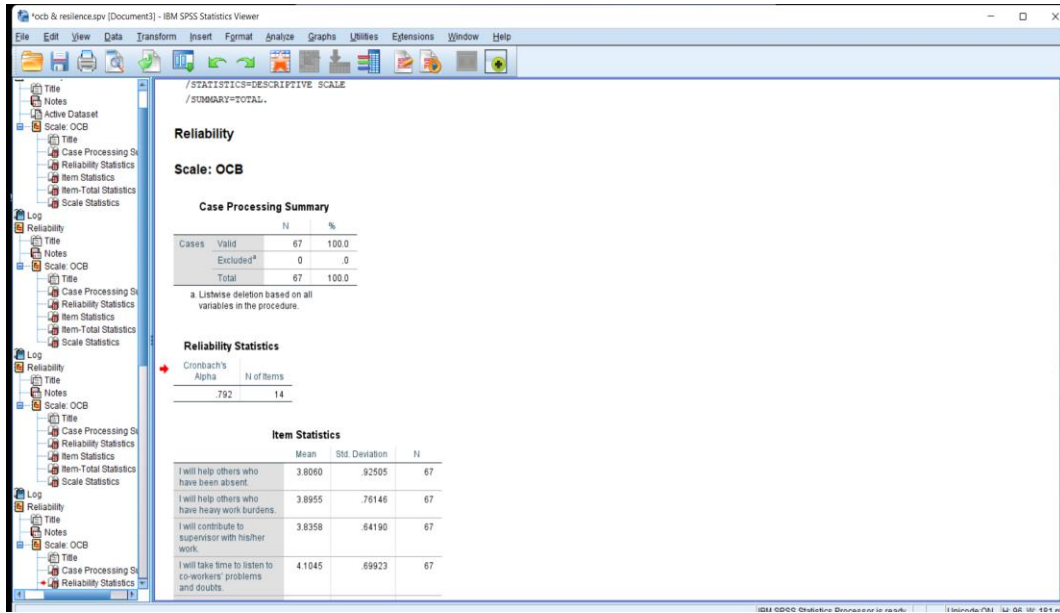
# The Effect of Psychological Capital and Trust on Organizational Citizenship Behavior Among Academic in Malaysia universities



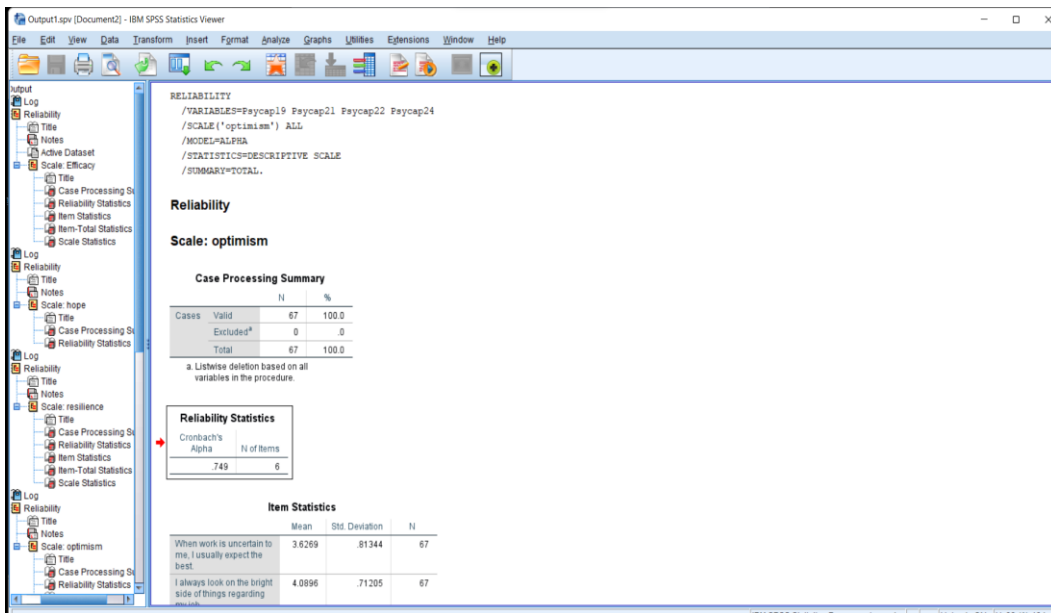
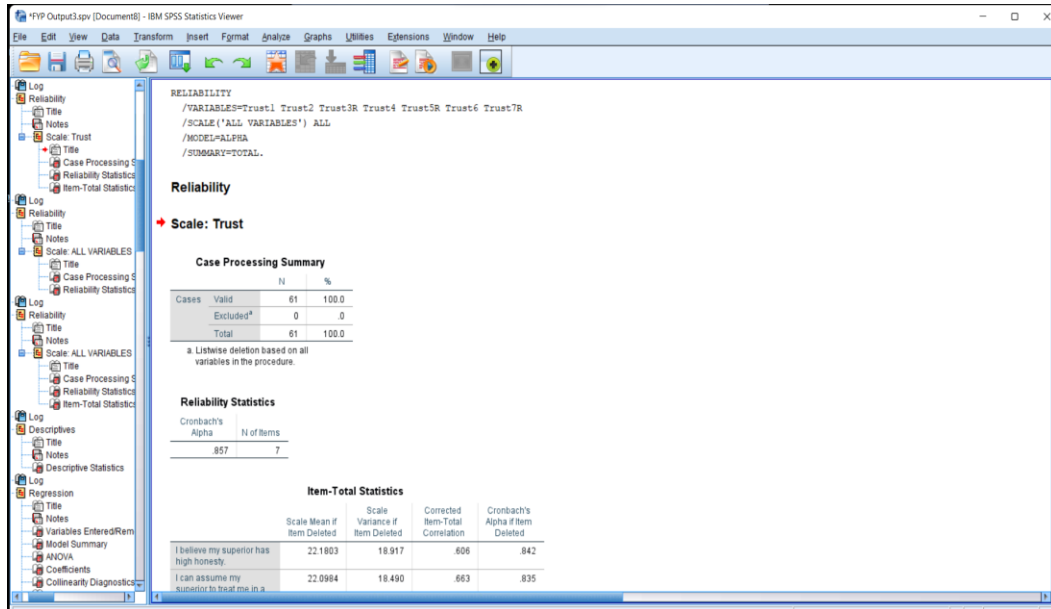
Appendix C: Reliability Test (Full Study)



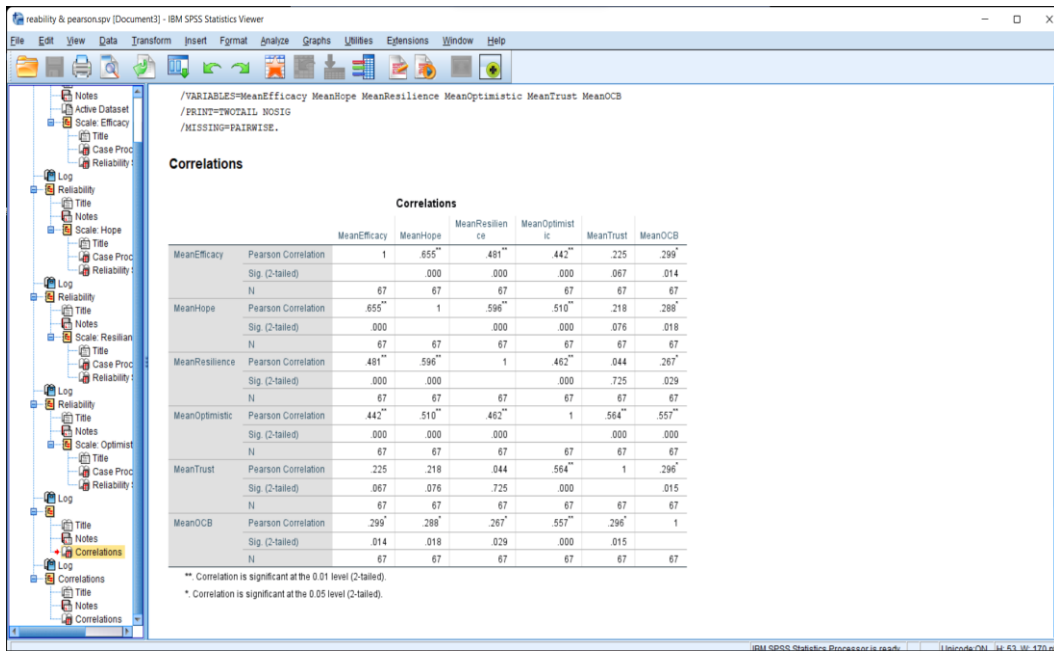
# The Effect of Psychological Capital and Trust on Organizational Citizenship Behavior Among Academic in Malaysia universities



# The Effect of Psychological Capital and Trust on Organizational Citizenship Behavior Among Academic in Malaysia universities



Appendix D: Pearson Correlation Coefficient (Full Study)



**Appendix E: Multiple Linear Regression (Full Study)**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 <sup>a</sup>	.394	.381	.33711

a. Predictors: (Constant), Trust, Efficacy, Hope, Resilience, Optimistic

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.695	5	3.339	29.381	.000 <sup>b</sup>
	Residual	25.684	62	.414		
	Total	42.379	67			

a. Dependent Variable: OCB

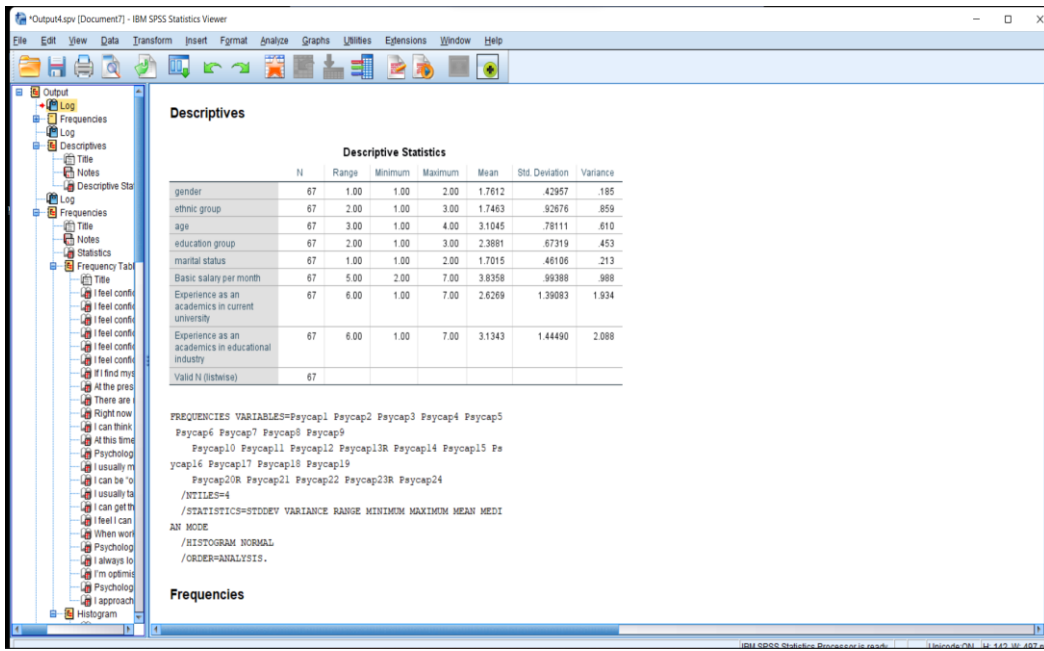
b. Predictors: (Constant), Trust, Efficacy, Hope, Resilience, Optimistic

**Coefficients<sup>a</sup>**

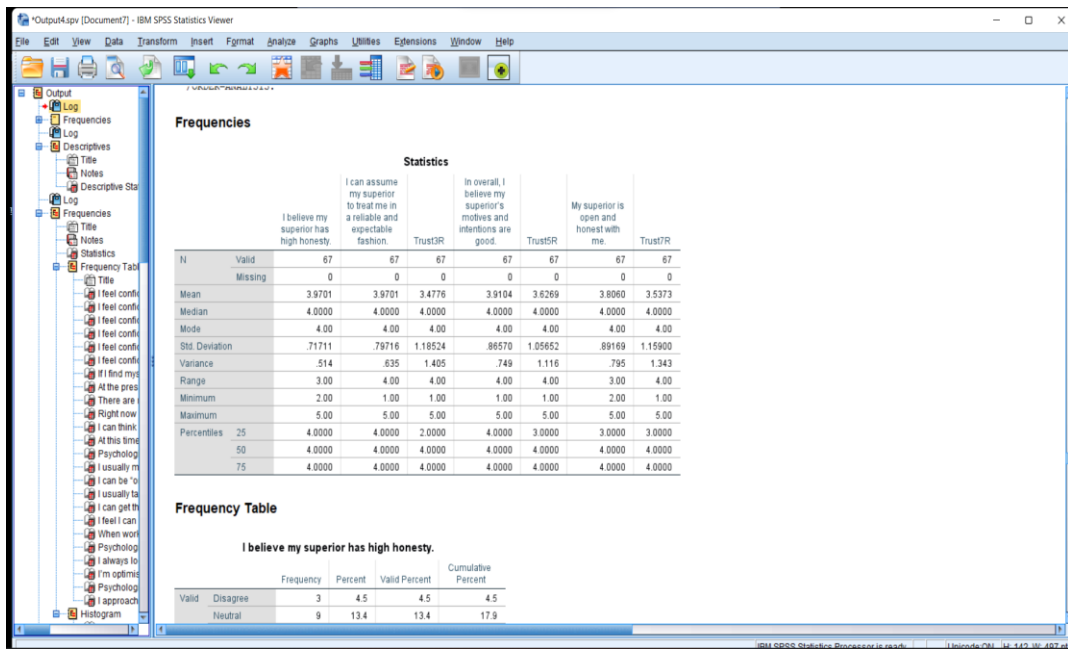
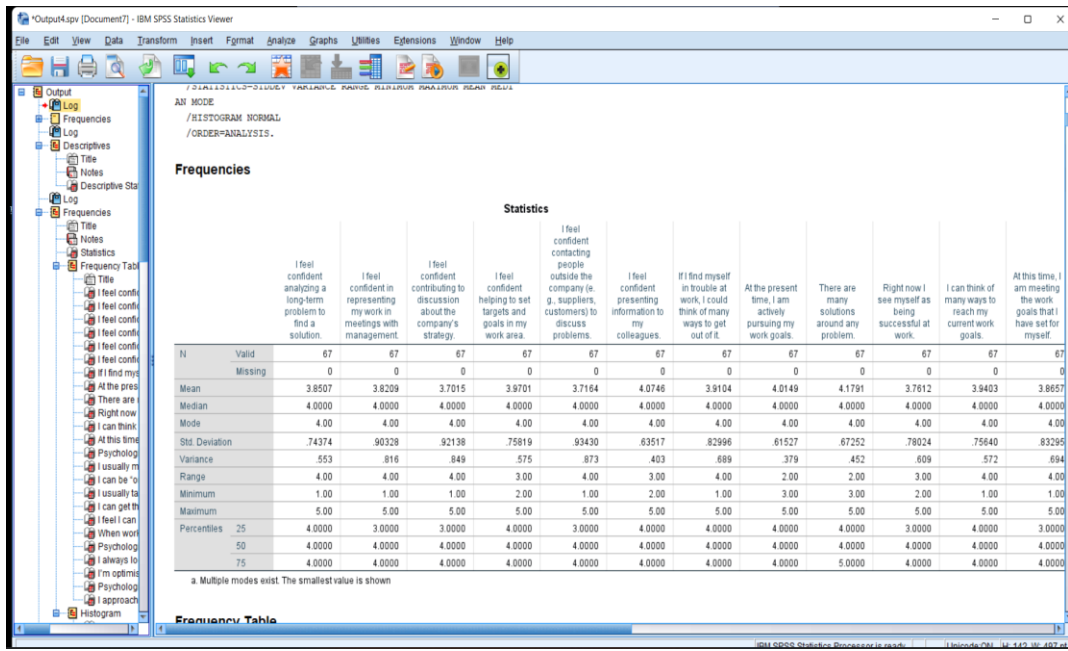
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.305	.181		7.222	.000
	Efficacy	.109	.046	.181	2.350	.020
	Hope	.029	.055	.047	.526	.599
	Resilience	-.083	.067	-.120	-1.229	.220
	Optimistic	.137	.059	.211	2.320	.021
	Trust	.337	.064	.397	5.307	.000

a. Dependent Variable: OCB

Appendix F: Descriptive Analysis



### Appendix G: Frequency Analysis





# The Effect of Psychological Capital and Trust on Organizational Citizenship Behavior Among Academic in Malaysia universities

