

AN ANALYTICAL STUDY ON INDIVIDUAL-LEVEL DETERMINANTS OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

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Abstract

This paper intended to study the levels of individual-level determinants and the levels of teachers' organizational citizenship behaviour, to investigate the variations of individual-level determinants and teachers' organizational citizenship behaviour in terms of their personal factors, to study the relationship between individual-level determinants and teachers' organizational citizenship behaviour, and to reveal the best predictor of teachers' organizational citizenship behaviour. Both quantitative and qualitative methods were conducted. For quantitative study, questionnaires for individual-level determinants and teachers' organizational citizenship behaviour for high school teachers were used. A total of 756 teachers (252 primary teachers, 252 junior teachers and 252 senior teachers) from fourteen townships in Ayeyarwady Region were selected by using equal stratified random sampling method. Interview form and observation checklist were used for qualitative study. The internal consistency (Cronbach's alpha) for individual-level determinants, and teachers' organizational citizenship behaviour were 0.94 and 0.95 respectively. Descriptive statistics, independent sample *t* test, One-Way ANOVA, Pearson product moment correlation, and multiple regression analysis were used to analyze the data in the study. Individual-level determinant especially in job satisfaction varies depending on teachers' personal factors such as qualification and professional qualification. Moreover, teachers' organizational citizenship behaviour varies in terms of their personal factors such as qualification and professional qualification. There was an association between individual-level determinants and teachers' organizational citizenship behaviour ($r=-.42, p<.01$). Teachers' self-efficacy was the best predictor of teachers' organizational citizenship behaviour ($R^2=.17, F(4,751)=41.14$). The qualitative result also revealed that individual-level determinants had an influence on teachers' organizational citizenship behaviour.

Keywords: Individual-Level, Determinants, Teachers' Organizational Citizenship Behaviour

Introduction

Everybody has his own unique capability and talent. The essence of education is nurturing the unique capability of every human being to become a good citizen who has high self-discipline and who can contribute his skill and ability to his own society and to his country with all his might. Teachers are essential persons to implement the progress of education system. The national goals of education will come true only when the teachers are ever promoting themselves by continuous learning to be able to take part in education with new ideas. Therefore, the educational authorities need to produce prospective teachers by using some criteria and providing some special training. After training, they need to be entrusted and empowered according to their skills and abilities. To cope with the changing world, it is necessary for teachers to go beyond their duties for the development of their environment by engaging in teachers' organizational citizenship behaviour.

Significance of the Research

No education system can ever be better than its teachers (Dr. Khin Zaw, 2001). Teachers should carry out their responsibilities on their own beyond the instructions given to them. Organizational citizenship behavior is the most important foundation in this rapidly advancing technological age. Therefore, the study of teachers' organizational citizenship behaviour is needed to develop strategies for guiding or directing educational authorities, school administrators, teacher

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educators, and teachers on how to promote teachers' organizational citizenship behaviour in schools.

Aims of the Research

The main aim of this research is to study individual-level determinants of teachers' organizational citizenship behaviour.

The specific aims of this study are as follows:

- (1) To study the levels of individual-level determinants of teachers' organizational citizenship behaviour
- (2) To study the levels of teachers' organizational citizenship behaviour
- (3) To investigate the variations of individual-level determinants of teachers' organizational citizenship behaviour in terms of their personal factors
- (4) To investigate the variations of teachers' organizational citizenship behaviour in terms of their personal factors
- (5) To study the relationship between individual-level determinants and teachers' organizational citizenship behaviour
- (6) To identify the best predictor(s) of teachers' organizational citizenship behaviour

Research Questions

The research questions of this study are as follows:

- (1) What is the level of individual-level determinants of teachers' organizational citizenship behaviour?
- (2) What is the level of teachers' organizational citizenship behaviour?
- (3) What are the variations of individual-level determinants of teachers' organizational citizenship behaviour in terms of their personal factors?
- (4) What are the variations of teachers' organizational citizenship behavior in terms of their personal factors?
- (5) Is there any significant relationship between individual-level determinants and teachers' organizational citizenship behaviour?
- (6) What are the best predictor(s) of teachers' organizational citizenship behaviour?

Theoretical Framework

Individual-level determinants of teachers' organizational citizenship behaviour were found in existing literature developed by Somech and Oplatka (2015) and Organ, Podsakoff & Makenzie, (2006). Altogether four individual-level determinants of teacher organizational citizenship behaviour are chosen for this research. These dimensions are personality, organizational commitment, self-efficacy, and job satisfaction.

Personality

Five-Factor Model of personality (Big-Five Model of Personality) is widely used in assessing individual differences. The aspects of these five categories consist of openness to experience, extroversion, agreeableness, conscientiousness, and neuroticism (emotional stability) (Costa & McCrae, 1992, cited in Chamorro-Premuzic & Furnham, 2010).

In this study, big five personality traits include openness (open to new experiences), extraversion, agreeableness, conscientiousness, and neuroticism (emotional stability). Openness

comprises the subscales of imaginative, curious, and outgoing. Extraversion comprises the subscales of friendly, sociable, self-confident and enthusiastic. Agreeableness includes the subscales of reliable, forgiving, and enthusiastic. Conscientiousness comprises the subscales of competent, orderly, dutiful, and achievement oriented. Neuroticism (emotional stability) comprises the subscales of well prepared, calm, and self-assured (Costa and McCrae, 1992, cited in Chamorro-Premuzic & Furnham, 2010).

Organizational Commitment

Meyer and Allen (1991) developed a three component model that consists of affective commitment, continuance commitment, and normative commitment. Affective commitment refers to “an employee's emotional attachment to, identification with, and involvement in the organization” (Khan, et al., 2013).

Continuance commitment refers to “an awareness of the costs concerned with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so” (Meyer & Allen, 1991).

Normative commitment reflects “the feeling of responsibility to continue employment. The employees who have a high level of normative commitment feel that they ought to remain with the organization (Meyer & Allen, 1991).

Concerned about the school welfare, preference for working at school organization, strong sense of belonging to school being proud of working in school organization, envision the future of the school are behavioural tendencies associated with affective commitment. Staying in school as a matter of necessity, a great difficulty to resign the job, the scarcity of alternatives, working in school organization because of the investment of time, money, and education are behavioural tendencies associated with continuance commitment. Feeling a sense of moral obligation to remain, feeling of responsibility for the occupation, and assuming teaching profession is noble and the need to devote a great deal of effort are behavioural tendencies associated with normative commitment.

Self-Efficacy

Self-efficacy refers to “person's perceived expectation of succeeding at a task or obtaining a valued result through personal effort” (Bandura, 1986, cited in Somech & Oplatka, 2015). “Self-efficacy is a person's judgment his or her capability to organize and execute a course of action that is required to attain a certain level of performance” (Bandura, 1986, 1991, 1997, 2005, cited in Hoy & Miskel, 2013).

Efficacy to do unfamiliar work, to involve as an essential person for the growth of school, to have good relationship with colleagues, to face the obstacles without giving up to achieve goals, to encourage the student excitement and creativity, to accept one's ideas and advice for the improvement of school, to perform daily task competently and systematically, to guide student follow or obey the classroom rules respectfully and to plan the lessons and choose the methods relevant to students and strong sense of instructional efficacy are important construction of self-efficacy in this study.

Job Satisfaction

Job satisfaction validated to be the most robust correlate of extra-role behaviour. Many studies have focused on the relationship between job satisfaction and extra-role behaviour towards individuals inside and outside the organization (Somech & Drach-Zahavy, 2000). Herzberg's two-

factor theory (also called motivation-hygiene theory) proposes that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

According to Herzberg's two factors theory, job satisfaction can be divided into two categories: motivation factors and hygiene factors. These factors can be expressed in terms of content of the work itself (i.e. challenging work, opportunities to use teacher skills, ability, and experience), equitable rewards, the security of work environment, position relevant to capacity, salary, recognition, responsibility, opportunity to growth (i.e. promotion), interpersonal relations, opportunity for professional development, styles of leadership and management.

There are three dimensions of teachers' organizational citizenship behaviour developed by Somech and Oplatka (2015). These dimensions are teachers' organizational citizenship behaviour toward the students, teachers' organizational citizenship behaviour toward the team, and teachers' organizational citizenship behaviour toward the school.

Organizational Citizenship Behaviour toward the Students

Organizational citizenship behaviour toward the students is behaviour directly and intentionally aimed at improving the quality of teaching (e.g. learning new subject that contribute to the work) and supporting students to develop their accomplishments (e.g. staying an extra hour, helping disadvantaged students) (Somech & Oplatka, 2015).

In this study, teachers' organizational citizenship behaviour toward the students is behaviour that is intentionally aimed at encouraging the students to attain their achievement in learning lessons. Teachers who engage in organizational citizenship behaviour are intimate with students and give attentive care to students understanding their perceptions that affect their students' willingness to participate actively in school lessons and activities. This behaviour includes staying extra hour to help students, acquiring expertise in new subject, developing creative method of teaching, providing emotional support, preparing innovative teaching, developing creative method of teaching, and caring the social context with student.

Organizational Citizenship Behaviour toward the Team

Organizational citizenship behaviour toward team member is behavior purposefully aimed at supporting a specific teacher (e.g. orienting a new teacher, assisting a teacher with a heavy work load) (Somech & Oplatka, 2015).

In this study, teachers' organizational citizenship behaviour toward the team is behaviour aimed at helping colleagues within the school. This behaviour includes working collaboratively with others, providing professional advice and assisting teaching materials, avoiding complaining about others' behaviour or undesirable situation, and preserving positive work environment.

Organizational citizenship behaviour toward the School

Organizational citizenship behaviour toward the school constitute a more impersonal form of behaviour that does not render immediate aid to any one specific person but benefit the entire team or the school as a unit (Somech & Oplatka, 2015).

In this study, teachers' organizational citizenship behaviour toward the school is behaviour that is intentionally aimed at providing support directed toward the benefits of the school. This behaviour includes participating in school activities, making innovative suggestion, attending work above the norm, conserving and protecting organization property, getting support from local people, assisting the work of school leader in free hour, avoiding personal business on school time, and exhibiting enjoyment at work.

Limitation of the Study

This study is geographically limited by fourteen townships in Ayeyarwady Region. The seven hundred and fifty six teachers including primary teachers, junior teachers, and senior teachers were selected as participants for questionnaire survey; the twenty four (eight primary teachers, eight junior teachers, and eight senior teachers) participated in qualitative study.

This study is designed to investigate individual-level determinants of teachers organizational citizenship behaviour which is composed of seven areas such as personality, organizational commitment, self-efficacy, job satisfaction, organizational citizenship behaviour toward the students, organizational citizenship behaviour toward the team, and organizational citizenship behaviour toward the school. Individual-level determinants of teachers' organizational citizenship behaviour are analyzed through teacher's self-evaluation, general and classroom observations and interview.

Definitions of Key Terms

- (1) **Organizational Citizenship Behaviour** refers to "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, cited in Somech & Oplatka, 2015).
- (2) **Personality** refers to "the totality of those aspects of behaviour which give meaning to an individual in society and differentiate him from other members in the community" (Edward Sapir & Dr. Khin Zaw, 1956, cited in Dr. Khin Zaw, 2001).
- (3) **Organizational Commitment** refers to "the relative strength of the individual's identification with and involvement in a particular organization" (Mowday, Porter & Steers, 1982, cited in Somech & Oplatka, 2015).
- (4) **Self-Efficacy** refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997).
- (5) **Job Satisfaction** is "how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997).

Operational Definitions

- (1) **Individual-Level Determinants of Teachers' Organizational Citizenship Behaviour** refers to predicting factors, reasons or antecedents such as personality (big five personality), job satisfaction, organizational commitment, and self-efficacy that will enable teachers to engage in organizational citizenship behaviour. The higher the mean values of responses, the greater the level of perceived individual-level determinants of teachers' organizational citizenship behaviour.
- (2) **Teachers' Organizational Citizenship Behaviour** refers to voluntary behaviour which spontaneously acts to achieve school objectives beyond the assigned task and activities. And those behaviours on one's own with active involvement never expect an award. Teachers' organizational citizenship behaviour includes three components: teachers' organizational citizenship behaviour toward the students, teachers' organizational citizenship behaviour toward the team, and teachers' organizational citizenship behaviour toward the school. The higher the mean values of responses, the greater the level of perceived teachers' organizational citizenship behaviour.

Table 2 shows the level of teachers' organizational citizenship behaviour. According to the scoring direction for mean values, it was found that the levels of teachers' organizational citizenship behaviour were moderately high in such area as teachers' organizational citizenship behaviour toward the students (Mean=3.65), teachers' organizational citizenship behaviour toward the team (Mean=4.02), and teachers' organizational citizenship behaviour toward the school (Mean=4.16).

Table 3 Independent Samples *t* Test Result Showing Individual-Level Determinants Grouped by Qualification

Variables	Qualification	<i>t</i>	<i>df</i>	<i>p</i>
Job Satisfaction	BA/BSc	-3.08	400.09	0.002**
	BEd/MEd			

Note: * $p < .05$, ** $p < .01$

As shown in Table 3, it was found that there was significant difference in overall individual-level determinants of teachers' organizational citizenship behaviour between the groups of teachers who got BA/BSc degree and the group of teachers who got BEd/MEd degree ($t(1,754) = -2.41, P < 0.05$). Moreover, there was also a significant difference in the area of job satisfaction ($t(1,754) = -3.08, P < 0.01$).

Table 4 Independent Samples *t* Test Result Showing Teachers' Organizational Citizenship Behaviour Grouped by Qualification

Variables	Qualification	<i>t</i>	<i>df</i>	<i>p</i>
Teachers' Organizational Citizenship Behaviour toward the Students	BA/BSc	-2.51	754	.012*
	BEd/MEd			
Teachers' Organizational Citizenship Behaviour toward the Team	BA/BSc	-3.69	628.14	.000***
	BEd/MEd			
Teachers' Organizational Citizenship Behaviour toward the School	BA/BSc	-3.32	626.47	.001**
	BEd/MEd			
Overall Teachers' Organizational Citizenship Behaviour	BA/BSc	-3.52	587.10	.000***
	BEd/MEd			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

According to Table 4, it was found that there was significant difference in overall teachers' organizational citizenship behaviour between the two groups ($t(1,754) = -3.52, P < 0.001$). Moreover, there was also significant differences in such areas as 'teachers' organizational citizenship behaviour toward the students' ($t(1,754) = -2.51, P < 0.05$), 'teachers' organizational citizenship behaviour toward the team' ($t(1,754) = -3.69, p < 0.001$), and 'teachers' organizational citizenship behaviour toward the school' ($t(1,754) = -3.32, P < 0.01$).

Table 5 One-Way ANOVA Result Showing Individual-Level Determinants Grouped by Professional Qualification

Variables	Group	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Job Satisfaction	Between Groups	1.31	4	.33	3.18	.013*
	Within Groups	77.31	751	.10		
	Total	78.62	755			

Note: * $p < .05$

As shown in Table 5, statistically significant differences were found among the group of teachers who attended PTTC, the group of teachers who attended JTTC, the group of teachers who attended DTEC/PPTT/PGDT, the group of teachers who attended DTED, and the group of teachers who got BEd/MEd degree in the area of job satisfaction ($F(4,751) = 3.18, p < 0.05$).

Table 6 Tukey HSD Result Showing Individual-Level Determinants Grouped by Professional Qualification

Variables	(I) Professional Qualification	(J) Professional Qualification	Mean Different (I-J)	<i>p</i>
Job Satisfaction	BEd/MEd	DTEC/PPTT/PGDT	.14	.028*

Note: * $P < .05$

Table 6, indicates that the group of teachers who got BEd/MEd degree significantly differed with the group of teachers who attended DTEC/PPTT/PGDT training course in the area of job satisfaction.

Table 7 One-Way ANOVA Result Showing Teachers' Organizational Citizenship Behaviour Grouped by Professional Qualification

Variables	Group	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Teachers' Organizational Citizenship Behaviour toward the Team	Between Groups	7.39	4	1.85	3.54	.007**
	Within Groups	391.59	751	.52		
	Total	398.99	755			
Teachers' Organizational Citizenship Behaviour toward the School	Between Groups	6.38	4	1.60	4.44	.001**
	Within Groups	270.11	751	.36		
	Total	276.49	755			
Overall Teachers' Organizational Citizenship Behaviour	Between Groups	4.83	4	1.21	3.68	.006**
	Within Groups	246.75	751	.33		
	Total	251.58	755			

Note: ** $p < .01$

According to Table 7, statistically significant differences were found among the group of teachers who attended PTTC, the group of teachers who attended JTTC, the group of teachers who attended DTEC/PPTT/PGDT, the group of teachers who attended DTED, and the group of teachers who got BEd/MEd degree in overall teachers' organizational citizenship behaviour ($F(4,751) = 3.68, p < 0.01$). Moreover, there was also significant differences in such area as teachers' organizational citizenship behaviour toward the team ($F(4,751) = 3.54, p < 0.01$), and teachers' organizational citizenship behaviour toward the school ($F(4,751) = 4.44, p < 0.01$).

Table 8 indicates that the group of teachers who got BEd/MEd degree significantly differed with the group of teachers who attended PTTC in the area of teachers' organizational citizenship behaviour toward the team, the group of teachers who attended JTTC significantly differed with the group of teachers who attended PTTC training course, and the group of teachers who got BEd/MEd degree significantly differed with the group of teachers who attended PTTC training course in the area of teachers' organizational citizenship behaviour toward the school. In addition, the group of teachers who got BEd/MEd degree significantly differed with the group of teachers who attended PTTC training course in overall teachers' organizational citizenship behaviour.

Table 8 Tukey HSD Result Showing Teachers' Organizational Citizenship Behaviour Grouped by Professional Qualification

Variables	(I)Professional Qualification	(J)Professional Qualification	Mean Different (I-J)	<i>p</i>
Teachers' Organizational Citizenship Behaviour toward the Team	BEd/MEd	PTTC	.30	.005**
Teachers' Organizational Citizenship Behaviour toward the School	JTTC	PTTC	.23	.010*
	BEd/MEd	PTTC	.25	.004**
Overall Teachers' Organizational Citizenship Behaviour	BEd/MEd	PTTC	.24	.005**

Note: * $P < .05$, ** $P < .01$

Table 9 Means, Standard Deviations, and Inter-correlations for Teachers' Organizational Citizenship Behaviour and Predictors Variables

	Variable	M(SD)	1	2	3	4
	Teachers' Organizational Citizenship Behaviour	3.94 (.58)	.32**	.33**	.39**	.34**
Predictor variables						
1.	Personality	4.02 (.29)		.55**	.65**	.43**
2.	Organizational Commitment	4.00 (.25)			.60**	.71**
3.	Self-Efficacy	3.66 (.33)				.56**
4.	Job Satisfaction	3.93 (.32)				

Note:**Correlation is significant at 0.01 level (2-tailed).

According to Table 9, it was found that teachers' organizational citizenship behaviour was positively and significantly correlated with personality ($r = .32$, $p < 0.01$), organizational commitment ($r = .33$, $p < 0.01$), self-efficacy ($r = .39$, $p < 0.01$), and job satisfaction ($r = .34$, $p < 0.01$).

The beta coefficients were presented in Table 10. Personality, organizational commitment, self-efficacy, and job satisfaction significantly predicted teachers' organizational citizenship behaviour when all four variables were included. The adjusted R squared value was .17 ($R = .42$). This indicates that 17% of the variance in teachers' organizational citizenship behavior was explained by the model, and this is a typical effect according to Cohen (1998).

Table 10 Simultaneous Multiple Regression Analysis for Personality, Organizational Commitment, Self-Efficacy, and Job Satisfaction Predicting Teachers' Organizational Citizenship Behaviour

Variables	B	SEB	Beta	<i>P</i>
Personality	.18	.08	.09	.037*
Organizational Commitment	.08	.05	.03	ns
Self-Efficacy	.40	.08	.22	.000***
Job Satisfaction	.27	.07	.15	.002**

$R = .417$, $R^2 = .174$, Adjusted $R^2 = .170$, $F(4,751) = 41.14$, * $p < .05$, ** $p < .01$, *** $p < .001$

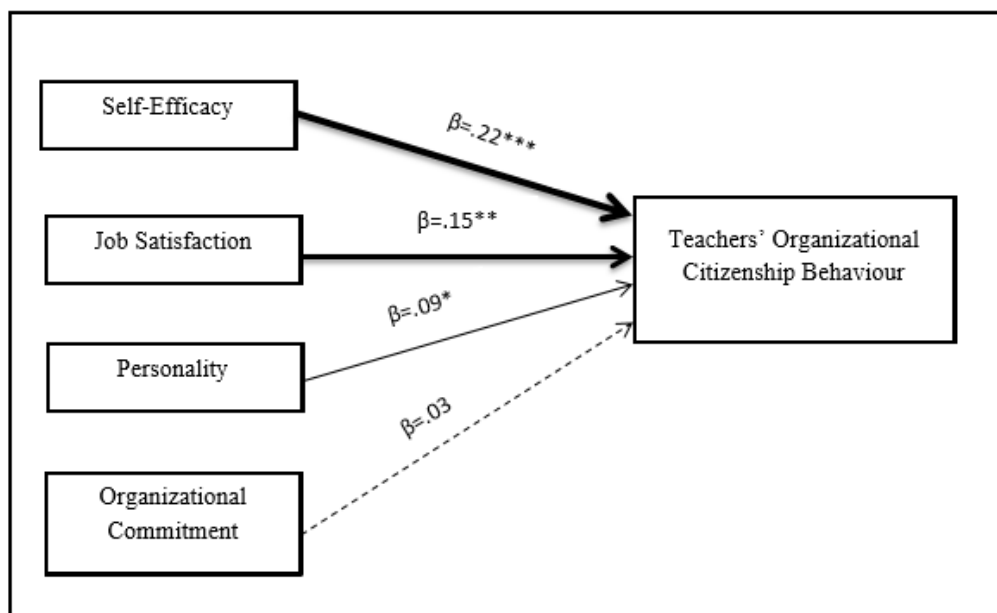


Figure 1 Potential Factors Affecting Teachers' Organizational Citizenship Behaviour

—▶ Predicting on teachers' organizational citizenship behaviour (Statistically Significant)

.....▶ Predicting on teachers' organizational citizenship behaviour (Not Significant)

According to the beta weights, self-efficacy variable ($\beta=.22$, $p<0.001$) appears to be the best predictor of teachers' organizational citizenship behaviour. Job satisfaction variable ($\beta=.15$, $p<0.01$) appears to be the second predictor of teachers' organizational citizenship behaviour. Moreover, personality variable ($\beta=.09$, $p<0.05$), appears to be third predictor of teachers' organizational citizenship behaviour. However, organizational commitment is less striking.

Discussion

According to the quantitative finding, the levels of individual-level determinants of teachers' organizational citizenship behaviour and the levels of teachers' organizational citizenship behaviour were moderately high.

In addition, there were significant differences in individual-level determinants in the area of job satisfaction and overall individual-level determinants in terms of their qualification. In addition, there were significant differences in three areas of teachers' organizational citizenship behaviour such as teachers' organizational citizenship behaviour toward the students, teachers' organizational citizenship behaviour toward the team, and teachers' organizational citizenship behaviour toward the school in terms of their qualification. Thus, it can be concluded that the group of teachers who got BEd/MEd degree had higher level of teachers' organizational citizenship behaviour than those of teachers who got BA/BSc degree.

With regard to professional qualification, it can be concluded that the group of teachers who got BEd/MEd degree had high level of job satisfaction more than the group of teachers who attended DTEC/PPTT/PGDT training course. Moreover, according to significant differences found in the area of teachers' organizational citizenship behaviour toward the team, teachers' organizational citizenship behaviour toward the school, and overall teachers' organizational citizenship behaviour, it can be concluded that the group of teachers who got BEd/MEd degree could engage in organizational citizenship behaviour toward the team and toward the school more than the group of teachers who attended PTTC training course. Besides, according to significant

difference found in the area of teachers' organizational citizenship behaviour toward the school, it can be noted that the teachers who attended JTTC training course could engage in teachers' organizational citizenship behaviour toward the school more than those of teachers who attended PTTC training course.

According to the results of Pearson product-moment correlation, it was found that all ratings on four components of individual-level determinants were related to each other. Moreover, it was found that all ratings on three components of teachers' organizational citizenship behaviour were related to each other. In addition, it was found that there was a significant relationship between individual-level determinants and teachers' organizational citizenship behaviour. Thus, it can be noted that the more the level of individual-level determinants is high, the more the level of teachers' organizational citizenship behaviour is also high.

According to the result of simultaneous multiple regression, it can be concluded that individual-level determinants and teachers' organizational citizenship behaviour was positively and significantly correlated. Based on the beta weight, it is likely to be concluded that teachers' self-efficacy variable appears to be the best predictor of teachers' organizational citizenship behaviour.

According to the qualitative findings, the teachers with high level in big five personality can accept the critics of the oppositions, and understand others' feelings. They are patient. They are well prepared for things they do and help their abilities persevere even when they face with difficulties and when they are overloaded with work and problems. They are always active and studious for their work. They have team spirit. The teachers with low level of personality worry over difficulties. They oppose critics and problems with lack of initiative. They cooperate only with the colleagues of the same nature of personality and attitude.

The teachers with high level of organizational commitment assumes the responsibilities of the school as their own ones. They are really interested in their profession. They accept that their profession is nobler than others. They spent most of their time for school activities because they are willing to devote themselves to the school. They also have vision over the development of the school. The teachers who have low level of organizational commitment become interested in the profession only after working for a long time for their living. They consider the school activities as duties; consequently, they have no vision for the future of the school. Some teachers persist in the profession on account of their investment such as time and money for the attainment of education in the past. The other reason is that there are some possibilities of difficulties to come if they change their current profession.

The teachers with high level of self-efficacy are good at teaching as well as classroom management. They have confidence in what they do. They are willing to work with the students giving regular exercises to them and checking their answer paper. They enjoy learning the methodology of teaching from experienced teachers. They are always doing their best. They are capable of continuing something over a long period of time.

The teachers with high level of job satisfaction are happy and they are successful in their job because they are very interested in their teaching job. They are also satisfied with the management and fairness of the school principal, and the cooperation of the colleagues. They also find their profession noble and they believe that the profession can cultivate next generation. The teachers with low level of job satisfaction are neither satisfied nor dissatisfied with their job. Some teachers are dissatisfied with the management and leadership styles and antisocial behaviour of the school principal too. They want to have chances to present their ideas at the school meeting like the teachers in charge of grades and the subject leaders.

The teachers with high level of teachers' organizational citizenship behaviour toward the students used to take extra time for teaching. They were good in teaching. They tried to know their students' background such as their socioeconomic status, level of intelligence and learning styles. They cared for the well-being of the students. They kept complete notes and documents on every material for teaching. They helped the students who feel unhappy at schools and the ones with not enough school supply such as book, pencil, food, clothes in order to motivate them. They discussed with the parents concerning their children's education. They visited and helped their students when their students have occasion days at home. The teachers with low level of teachers' organizational citizenship behaviour toward the students were in lack of initiative and took extra time for teaching only when the school principal asked them. Some teachers cared for the unhappy students and the students who are often absent from school. Some were not aware of the students who felt unhappy at schools.

The teachers with high level of teachers' organizational citizenship behaviour toward the team are used to compromising. They were willing to take relieving and teaching for the absent colleagues. They consulted with each other to promote their quality in teaching skills. They supported each other with team spirit. They always cared for their colleagues who had some cases and they also helped the new teachers. The teachers with low level of teachers' organizational citizenship behaviour toward the team were weak in discussion among the colleagues to strengthen their capacity. They are accustomed to taking classes for relieving and to taking part in social occasions of colleagues.

The teachers with high level of teachers' organizational citizenship behaviour toward the school are normally active in school activities as their own affairs, cooperating with the school principal, the headmen of the village and the parents for the development of the school. They maintained the school property. They learned taking initiative for searching new information and applying for the progress of the school. They also involved in school health, school cleaning, school library and disciplinary actions. They arrived at school early. The teachers with low level of teachers' organizational citizenship behaviour performed school tasks and activities only when they were assigned by their school principal. They did little learning to improve themselves especially in teaching. They had the difficulties of inappropriate class size and relentless schedule. They arrived early at school when they were only on duty.

Conclusion

Findings indicated that the more the teacher received support and encouragement from principals and colleagues, the more they engage in teachers' organizational citizenship behaviour. According to the findings, it can be interpreted that school principals also need to provide teachers with encouragement and empowerment to effectively perform instructional activities, students' all-round development activities and other school activities which could lead to have more trust in school principals, believe more in their abilities, more committed to teachings, students, colleagues and school organization as a whole beyond the job description.

According to the findings, teachers' self-efficacy seemed to be the best predictor of teachers' organizational citizenship behaviour. Teachers need to upgrade their capacity through individual learning and collaborating with colleagues and teachers who have experiences theoretically and practically. Moreover, to improve teachers' self-efficacy, teachers should have high motivation and should set goals to take on school tasks, instructional activities, and students' development activities, that can challenge them but that goals are also realistic and attainable. School principals should support the teachers giving chances to raise their self-efficacy, to have a role in making important school decisions and present their ideas in the school meetings. School principal's praise on the teacher's effort is effective recognition of teacher's performance, resulting

school success. Even if things go wrong with the teachers, the school principal needs to give kind consideration and guidance on their wrong doings. Besides, school principals should realize the teachers individually as valuable human resources who have their own talents, empowering them to participate in leadership role according to their respective skills. In addition, teachers should imitate successful experienced teachers by observing their actions or by reading books on the biography and accomplishments of successful teachers. In addition, teachers should cooperate with colleagues who can motivate them to achieve their goals.

Job satisfaction plays a major role in how much they can achieve success. Teachers' job satisfaction depends on the students' trust and respect to the teachers, the cooperation and encouragement of colleagues and principals. Therefore, it is necessary to have mutual trust and respect among school principals, teachers, students, parents, and community members. School principals must not only recognize the complex and various tasks of teachers' work but also support them to do their task and activities effectively. The other factors for job satisfaction are interest in the progress of the children, cooperation of colleagues, having privilege for further learning, having opportunity to promotion, and reasonable payment.

According to findings, the difficulties they are facing are having insufficient human resources and material resources in schools, and having relentless schedule, inappropriate class size, having no spare time for their learning. Accordingly, the basic requirements for the teachers are enough space for teaching, spare time for their own learning to progress their continuous professional development, and enough payment for reasonable living status.

According to the findings, professional qualification and trainings affect teachers' job attitude and organizational citizenship behaviour. So the educational authorities should design training program for specializing in subjects, and to know how to use teaching aids effectively, how to value professional ethics, educational theories and how to do with educational psychology. Moreover, the teachers who engage in teachers' organizational citizenship behaviour should be also recognized and awarded by school principals and educational authorities.

Recommendations

The following points are the suggestions for teachers, school principals, educational authorities, to promote teachers' organizational citizenship behaviour in schools.

Teachers

1. should understand how important their profession is. They should pay respect and internalize professional ethics.
2. should keep on learning for their professional development to improve their skills and abilities that can lead success to the goals of education.
3. should also motivate themselves to perform effectively in implementing the goals of education by reading books and watching inspirational movies highlighting on famous and expert teachers.
4. should understand teacher centered pedagogy and learner centered pedagogy widely and deeply to be able to utilize in teaching.
5. should have enough time to study effective teaching methods and to create applicable teaching aids.
6. should understand the students intelligence levels, learning styles, innate abilities, to gain trust and reliability of the students in order to create the lesson to be interesting.
7. should have mutual respect, collaborative and supportive attitudes in relationship with administrators, colleagues, parents, and students.

8. should have mutual trust and friendly relationship with their students and colleagues. Mutual trust among members of organization is the core of the school organization. In the same way, the support and collaboration of school principals and colleagues is also highly important.
9. in pre-service and in service teacher trainings, the teacher educators should discuss and educate the nature, and the importance of teachers' organizational citizenship behaviour in schools.

School Principals

1. should have vision on how to make their school develop and to create enjoyable learning environment for the teachers and students.
2. should encourage the teachers to read and discuss the professional ethics, teaching methodologies, classroom management, and educational psychology so that they can apply in their teaching effectively.
3. should pay respect and accept the advice of every teacher who is carrying out teaching strategies and school activities practically.
4. need to pay attention to the way teachers are dealing with their students, the way they are teaching, and the way they are cooperating with their colleagues. At the same time, the school principals need to give the feedback monitoring and supervising what they do.
5. should take care and supervise attentively the unity and solidarity of the teachers.
6. should pay attention to the teachers' problems and challenges that they encounter in their teaching giving them some advice and necessary assistance.

Educational authorities

1. should provide enough school facilities, and enough qualified teachers for effective teaching.
2. should implement the recommendations that are needed to be carried out in the educational sectors presented by educational researchers, arranging training programs and workshop needed for the capacity building of teachers.
3. should award and appreciate the teachers who take part in teachers' organizational citizenship behaviour in schools.

Need for Further Research

In order to represent individual-level determinants, group-level determinants and organizational-level determinants of teachers' organizational citizenship behaviour, the area of study should be extended to cover with all the teachers including pre-service teachers and teacher educators at different levels of institutions such as colleges of education and universities of education.

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