

Psychological Well-Being with Organizational Citizenship Behavior among Sra Teachers: A Concept Paper

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Abstract

Teaching is one of the most glorious careers. Being a teacher necessitates not only specific skills but also acting as a mentor in a variety of ways. They are, in fact, involved in administrative tasks. As a result, the teacher's virtue in terms of compensation must be fairly compensated so that the teacher's well-being is in a virtuous condition. The teacher can then exhibit good voluntary behavior. The purpose of this concept paper is to examine the relationship between psychological well-being and organizational citizenship behavior among Melaka Religious Primary School Teachers. The purpose of this study was to assess the level of psychological well-being and the level of organizational citizenship behavior among Religious Primary School teachers in Melaka, as well as to observe the relationship between psychological well-being and organizational citizenship behavior. The findings of this study are expected to benefit a variety of departments, which will play an important role in assisting the teachers involved in providing the best teaching and learning activities to the students.

Keywords: Organizational Citizenship Behavior, Psychological Well-being

Introduction

Teachers are an important asset in ensuring the country's well-being. However, by hiring the best teachers, the quality of education will improve indirectly. This is supported by a study conducted by Kompri (2015), which found that teachers' performance in schools has an impact on the quality of their teaching. Students will be able to understand the lesson more clearly and effectively if the teacher is of high quality. Nonetheless, far too many policies have evolved in response to current technological advances. As a result, teachers are burdened with a great deal of work. This workload has the potential to affect the teacher's self-motivation and the quality of their work (Ismail and colleagues, 2017).

Teachers' responsibilities include more than just academic tasks; they must also manage routine tasks such as recording students' daily attendance, recording student profiles, supervising and conducting co-curricular activities, and ensuring the cleanliness and cheerfulness of the classroom (Indah & Amir, 2018). Academic tasks such as developing daily lesson plans, monitoring classroom and student conditions, and marking exam papers and exercise books are ongoing (Ismail et al., 2017). In their study, Antin and Dzulkipli (2018) stated that teachers are frequently assigned unrelated tasks. Furthermore, it must be completed within a specific time frame. As a result, the teacher will feel under pressure to complete all of the assignments associated with the actual workload. It may have an indirect impact on the psychological well-being of teachers.

Statement of Problem

The SRA teacher is a KAFA teacher who teaches in a religious primary school established by the state government, which is administered by the State Islamic Religious Agency rather than the Ministry of Education Malaysia. KAFA teachers are only paid a monthly remuneration. Teacher KAFA works part-time and is not a contract teacher. As a result, teachers are already unprotected by their current salaries, which can disrupt their daily lives and cause them to lose focus on daily tasks.

In other words, the teachers' emotions will be disrupted, and their psychological well-being will suffer as a result. According to the online newspaper Berita Harian on August 6, 2018, Fauziah's speech stated that a total of 31,460 KAFA teachers with a total of 973,555 students are following the KAFA programme, as well as 5,609 KAFA schools nationwide. According to Fauziah Salleh, Deputy Minister in the Prime Minister's Department, the study was carried out by the Jabatan Kemajuan Islam Malaysia (JAKIM) as the KAFA program's coordinator.

"JAKIM is conducting a study to upgrade the status of KAFA teachers, including those appointed as permanent staff, and we want to ensure that the skills of KAFA teachers are enhanced by providing appropriate courses." She mentioned this today at the Dewan Rakyat's conference (House of Representatives). However, following the change of government, the issue was no longer discussed. There has been no follow-up action, and the KAFA teachers' problem remains unresolved. According to Arnold (2017), psychological well-being can be defined as the concept of subjective well-being, which is explicitly related to the emotions that individuals experience indirectly or their mental health. Emotions can influence an individual's behaviour while also affecting the individual's psychological well-being when negative emotions are more influential on their behaviour. A KAFA teacher's role is to teach and guide students about Islam. They are also burdened with documentation tasks. They are also active in community programmes. The workload assigned to them is nearly identical to that of permanent teachers.

This is not the same as having a permanent teacher. If they are assigned to do extra work, they will be more appreciated and motivated because the rewards are better than those given to KAFA teachers. Teachers KAFA is only a part-time teacher and must perform the same workload as a full-time teacher, but the pay is not comparable. They must also implement the principles of loyalty and trust towards the organisation. The question is whether they are genuinely willing or forced to participate. As a result, every KAFA teacher must have a predictor like OCB.

As a result, a specific study is required to investigate the relationship between organisational citizenship behaviour and psychological well-being among KAFA teachers. This is due to the fact that no studies on psychological well-being among KAFA teachers in Melaka have been conducted.

i) Organizational Citizenship Behavior

Organizational citizenship behaviour, according to Robbins (2005), is voluntary behaviour that is not part of an employee's formal responsibilities but allows the employee to function more effectively within the organisation. Employees who exhibit organisational citizenship behaviour take on additional roles and contribute to the organisation in ways other than their specific job role (Dipola & Hoy, 2000). According to Organ (1998), organisational citizenship behaviours are motivated by a desire to succeed and a sense of belonging. OCB refers to behaviour that is not formally demanded or demonstrated directly but can have a positive impact on an organization's operations (Smith et al., 1983). According to Mokhtar (2022) OCB is a significant predictor in ensuring the work productivity of the teaching staff is at the highest level. The statement is also supported in a study conducted by Mokhtar (2020); Mokhtar (2021) also explained that OCB can ensure psychological well-being is at a good level in the workplace.

OCB, according to Organ (1988), is a behaviour displayed by committed employees within an organisation. Punctuality, helping others, being innovative, volunteering, and efforts to avoid undesirable things like counting while doing work, fighting, or finding fault with others are among the behaviours defined by (Organ, 1988). Although OCB is frequently seen as not involving an element of reward uncertainty, it has been demonstrated that it can help the organisation function more effectively overall. Organ (1988) introduced the concept of OCB, which encompasses five (5) major behaviours: (i) altruism; (ii) courtesy; (iii) sportsmanship; (iv) consciousness; and (v) civic virtue.

ii) Psychological Well-being

Psychological well-being is essentially the result of a person's evaluation or consciousness of himself based on life experience (Ryff, 1989). As a result, psychological well-being describes how people assess their lives. As a result, psychological well-being describes how people evaluate their lives. Psychological well-being is also a state in which a person feels like they are having fun and is satisfied with their lives. Psychological well-being is also a state in which a person feels like they are having fun and are content with their lives. It includes the physical, cognitive, emotional, social, professional, and religious aspects of one's living environment. Finding meaning and purpose in life is linked to psychological well-being. Someone who is psychologically well will be aware of their true role in life (Ryff, 1989).

Ryff (1989) developed a theory of psychological well-being based on a synthesis of ideas from personality theories such as Maslow's, Jung's, Rogers', Allport's, Erikson's, Buhler's, Neugarten's, and Johada's, and his model of psychological well-being includes six components of positive psychological functioning (Christopher, 1999). According to Ryff and Keyes (1995), the strength of all six dimensions formed in the Ryff model of well-being is widespread in its discussion, which covers developmental psychology, mental health, and clinical psychology, demonstrating that the broad field of psychology covers many aspects. Each dimension serves a distinct purpose for the individual. These dimensions are autonomy, environmental

mastery, personal growth, life purpose, self-acceptance, and positive interpersonal relationships.

Problem Statement

- 1) What is the level of psychological well-being among Melaka SRA teachers?
- 2) What is the level of organisational citizenship behaviour of SRA teachers in Melaka?
- 3) Is there a relationship between psychological well-being and organisational citizenship behaviour of SRA teachers in Melaka?

Objectives

- 1) Determine the level of psychological well-being among Melaka SRA teachers.
- 2) Determine the organisational citizenship level of SRA teachers in Melaka.
- 3) Determine the relationship between SRA teachers' psychological well-being and organisational citizenship behaviour in Melaka.

Methodology

According to Yahaya et al (2007), descriptive survey methods are appropriate for describing a situation or the relationship between two variables. This study was designed as a descriptive correlation study. As a result, the researcher employs a quantitative approach, such as conducting a survey with a questionnaire. This is due to the questionnaire method's ability to collect detailed, organised, standardised, easy-to-administer, and cost-effective data (Majid, 2005). To test study hypotheses, this study uses descriptive and inferential methods. The research instrument in this study is a questionnaire. According to Chua (2014), respondents were not required to reveal their identities when using questionnaires. As a result, the prospect of an honest response from the respondent is high. The sampling strategy used was simple random. The researcher is still in the application process to find out how many KAFA teachers there are in Melaka. When the actual amount of data is obtained, only the actual number of respondents can be calculated using Krejcie and Morgan's (1970) Sample Size Determination Table, which employs a confidence level of p.05 in the sample size calculation. The questionnaire data will be analysed in light of the study's objectives and hypothesis. For statistical analysis, hypotheses such as Pearson correlation, chi-square, and ANOVA will be tested. The table contained in Othman Talib's quantitative data analysis book for young researchers guides the selection of statistical analysis to test this hypothesis (2016). The table in Othman Talib's quantitative data analysis book for young researchers guides the statistical analysis used to test this hypothesis 2016.

Table 1.0

Selection of appropriate analysis for the objectives of the study

No	Problem	Objectives	Analysis
1	What is the level of OCB among SRA teachers in Melaka?	to test the level of OCB among SRA teachers in Melaka.	Descriptive min
2	What is the level of psychological well-being of SRA teachers in Melaka?	to test the level of psychological well-being of SRA teachers in Melaka.	Descriptive min
3	Is there a relationship between OCB and the psychological well-being of SRA teachers in Melaka?	to test the relationship between OCB and the psychological well-being of SRA teachers in Melaka.	Inference Correlation

Research Instruments

Psychological Well-Being questionnaire items

Ryff (1989) created an English version of the Psychological Well-Being questionnaire, which was then translated and modified by Salina into the Malay version (2018). The instrument is made up of 29 different items in six different dimensions. These dimensions are autonomy, environmental mastery, personal growth, positive interpersonal relationships, life purpose, and self-acceptance.

Table 3.3 shows the division of items by dimension. All 29 items are positive.

Table 3.3

Items for Each Dimension of Ryff's Psychological Well-Being Instrument

Dimensions	Item No.	The number of items
Autonomy	1, 7,21,28	4
Environmental mastery	2, 8,13,17,22	5
Personal growth	3,9,14,18,26	5
Positive relations with others	4,10,15,19,23	5
Purpose in life	5,11,16,24,27	5
Self-acceptance	6,12,20,25,29	5

Organizational Citizenship Behavior questionnaire items

It employs a measuring instrument of Organizational Citizenship Behaviour (OCB) developed by Podsakoff et al. to assess Organizational Citizenship Behaviour (1990). It has five dimensions: altruism (4 items), courtesy (4 items), sportsmanship (4 items), conscientiousness (4 items), and civic virtue (4 items).

Table 4

Distribution of Items by Organizational Citizenship Behavior

DIMENSION	ITEM NO POSITIVE	ITEM NO NEGATIVE	THE NUMBER OF ITEMS
Altruism	1,2,3,4,		4
Courtesy	5,6,7,8,		4
Sportsmanship		9,10,11,12	4
Conscientiousness	13,14,15,	16	4
Civic Virtue	17,18,19,20		4

Conclusion

The study's findings will make a significant contribution to knowledge, which will be accomplished through testing and validation of the predictor, which must be in the hands of a teacher. Because being a teacher entails many challenges, psychological well-being must be prioritized. They must be in good condition in order to provide a high-quality contribution to the nation's children in terms of teaching and learning. Then there's the contribution to the human resources department, which oversees teachers' human capital. It is hoped that the findings of this study will help the department design appropriate training and workshops for increasing human capital development and teacher competence. Aside from human capital, intrinsic and extrinsic motivation are among the predictors capable of sustaining psychological well-being among teachers. As a result, it is reasonable for the party to take steps to improve the quality, salary grade, and remuneration of Kafa teachers in order to maintain their psychological well-being. These enhancements are expected to increase self-motivation or job satisfaction and benefit all parties. As a result, instructors will be more motivated and enthusiastic in their jobs, while the government and parents will be more pleased with the results of improved student performance. The quality of teaching and learning will be improved as well. To ensure the country's future and development, these students' education must be prioritized in all aspects.

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