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BEHAVIOR TO ORGANIZATIONAL CLIMATE AMONG
TEACHERS IN THE STATE OF KELANTAN**Ainonmadiyah Mohd. Nawawi^{1*}, Mohamad Khairi Othman², Mat Rahimi Yussof³¹ School of Education, Universiti Utara Malaysia, Kedah, Malaysia
Email: ainonghazi@gmail.com² School of Education, Universiti Utara Malaysia, Kedah, Malaysia
Email: m_khairi@uum.edu.my³ School of Education, Universiti Utara Malaysia, Kedah, Malaysia
Email: rahimi@gurumalaysia.edu.my

* Corresponding Author

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DOI: 10.35631/IJEPC.747020**This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)****Abstract:**

This study was conducted to analyze the relationship of organizational citizenship behavior to the organizational climate among secondary school teachers in the state of Kelantan. The respondents for this study consisted of 422 teachers from secondary schools in the state of Kelantan. The research instrument used to study organizational citizenship behavior was the educational organization citizenship behavior practice questionnaire 'Group-Level Organizational Citizenship Behavior in the Education System: A Scale Reconstruction and Validation' by Eran Vigoda-Gadot et.al (2007) and climate organizations in turn used the organizational climate questionnaire by Hoy, Tarter & Kottkamp, 1991). The instrument is the original instrument in English and has been translated into Malay. All data and details collected were analyzed using Statistical Package for the Social Sciences (SPSS) Version 23. The findings of the study show that the level of organizational citizenship behavior and the level of organizational climate among teachers in the state of Kelantan is at a high level. The study found no differences in organizational citizenship behavioral practices and teachers' organizational climate based on age. The findings of the study found that there is a strong relationship between organizational citizenship behavior with organizational climate. Data analysis was conducted using Descriptive Mean Test, t-Test, and One-Way ANOVA, and correlation values were analyzed using AMOS 23.0 software. The researcher suggested that further research be conducted involving national primary schools, national type primary schools, national type secondary schools and state government schools so that comprehensive information related to organizational citizenship behavior and school climate in Kelantan

can be described more comprehensively. Finally, these findings have provided a wealth of knowledge to individuals involved in education regarding organizational citizenship behavior and organizational climate in schools.

Keywords:

Organizational Citizenship Behavior, Organizational Climate, Secondary School Teachers

Introduction

Organizational climate or organizational members' perceptions of the work environment differ from one organization to another. This is because educational organizations are in their scope. Educational organization involves interaction between student teachers and transcends time, energy, and material boundaries. The willingness of an educator to serve in a variety of situations with administrators, colleagues, and students in the classroom and during activities outside the classroom, in the physical work environment, and during community programs has created a distinctive organizational climate feature in a school.

Organizational citizenship behavior or willingness to work beyond the formal schedule is very important in ensuring smooth and effective teaching and learning sessions, face-to-face or online co-curricular activities can be implemented and management meetings between all stakeholders can be implemented successfully. This study was conducted to examine the behavioral practices of organizational citizenship and organizational climate practiced by national secondary school teachers in the state of Kelantan. This study also examines the relationship between organizational citizenship behavioral variables and organizational climate. These findings are expected to provide various recommendations that can be implemented by stakeholders to improve the practice of organizational citizenship behavior and organizational climate to realize the continuity of school excellence. The school also needs to be prepared with various possibilities to ensure that there is specific planning when faced with risks and unforeseen situations.

Research Problems

Many studies on organizational climate and organizational citizenship behavior, however, involve relationships with different variables. Past studies show many researchers do research such as Cammellia Othman et. al (2016), the relationship between school climate dimension and teacher commitment, Khaziah Abdul Aziz and Fauzi Hussin (2016), influence of organizational climate on teacher job satisfaction, Akoto & Allida (2017) relationship between school climate and school teacher commitment, Loren Willis, Katherine J. Reynolds & Eunro Lee (2019), the relationship of social identity, organizational climate, self -esteem and stress in the workplace, Nadia Khan (2019), the relationship between school climate dimensions, collegiate leadership and teacher commitment, Leong Shen Yen and Norazah Mohd Nordin (2021), school organizational climate, collegiate leadership, professional behavior, and achievement stress and Maj. Duman, Muhamad Suhaimi Taat, Mohd Khairuddin Abdullah (2021), organizational climate towards changes introduced in the current education system, teachers' attitudes towards changes in education 21st century.

Among the studies involving organizational climate variables and organizational citizenship behavior is a study that found that organizational climate contributes 41.3 percent to

organizational citizenship behavior (Khairuddin, 2020). While for the level of organizational citizenship behavior, the study by Norlaila Elias (2014) among day secondary school teachers in South Kinta District, Perak is moderate. The study also found findings that organizational climate had a significant relationship with organizational citizenship behavior. There have also been recent studies that organizational citizenship behaviors have also found evidence of negative effects of citizenship behaviors, such as work stress and the emergence of employees who exhibit introverted roles (role creeps) that neglect teamwork, togetherness, and the emergence of elements of solitude (Bolino et al. 2013; Koopman, Lanaj, and Scott 2016). According to Ingrams (2018), organizational citizenship behavior in public organizations seems to “go through the dark glass,” providing a vague and unstructured picture of the factors, mechanisms, and consequences of organizational citizenship behavior. Yet Eran Vigoda-Gadot (2006), challenges the general view that all organizational citizenship behaviors are voluntary and suggests at least some of them may arise from management strategies such as supervisory exploitation and pressure by management or peers to engage in activities where the worker on the other hand will not involve himself. This is particularly interesting to discuss because many studies on organizational citizenship behavior emphasize its positive image, its constructive implications, its contribution to individuals and organizations at various levels, and generally the strengthening of performance in the workplace. Eran Vigoda has considered the possibility that organizational citizenship behavior can also arise from other motives, some of which are less voluntary or less self-initiated by staff in an organization but because implemented due to other factors.

According to the report, the achievement gap between schools in Malaysia is still significant (Education Report 2020). Many previous studies support that organizational climate is one of the important aspects to improve the work ethic of officers because a conducive organizational climate causes officers to work more enthusiastically (Didy Suharti Hamzah, Mohammed Sani Ibrahim & Simin Ghavifekr (2018), Daniela Converso, Michela Cortini, Gloria Guidetti, Giorgia Molinengo, Ilaria Sottimano, Sara Viotti, and Barbara Loera, 2019, Yücehan Yücesoy, Burak Demir, Başak Bağlama, Mert Baştaş dan Behçet Öznacar (2020), (Gaias, Lindstrom Johnson, Bottiani, Debnam & Bradshaw, 2019).

In terms of school climate, there are still various issues that cause the climate of a school can not stimulate teachers and students to achieve the best quality. This is supported by previous studies that such things occur as a result of the absence of a standard of competence (ability, knowledge, and skills) in teaching majors and programs related to teacher education in Malaysia. between individuals, ambiguity about duties, and the absence of a social support system from department heads and colleagues (Saedah Siraj and Mohammed Sani Ibrahim, 2012). Organizational climate is considered a key element to the success of higher education institutions, to ensure that the institution remains high status, and competitive maintains employee competencies (Musah, Ali, al-Hudaya, Tahir, Daud, Said, and Kamil, 2016). A healthy school climate is indeed an academically focused school and such leaders can influence teachers as well as evoke their belief that they have an impact on learning and teaching (Evonne Lai Eng Fei and Crispina Gregory K. Han, 2018).

The study of Yaakob Daud & Yahya Don (2012) found that low -performing schools were in an unconducive state. The school environment is not maintained and many spaces are not filled with any form of educational content, there is no process of updating the knowledge corners, inadequate equipment, and student activity centers such as resource centers and counseling

rooms do not function as they should. Such a situation indicates that the organization of the school is not managed systematically. The organizational climate of the school can also lead to adverse conditions as it can result in “group thinking” that limits innovation (Ghavifekr & Pillai, 2016). The study of Muhammad Faizal A. Ghani, Faisol Elham, Ainoor Mahfuzah Ahmad & Maszuria A. Ghani (2016) is in line with the findings that the effectiveness factor of the role of educators and school climate is a critical factor in creating effective or otherwise in a school.

This study was conducted to see the level of organizational citizenship behavior in the schools involved and the extent to which the variables of organizational citizenship behavior affect the organizational climate in the schools involved. Previous studies as reported by Koopman, Lanaj, and Scott 2016 also took place in the schools involved. If so, what are the preparations and methods that need to be implemented by the stakeholders so that this variable of organizational citizenship behavior leads to a more positive situation in the organizational climate?

Literature Review

The literature review describes the theories, concepts, and reviews of past studies related to the variables involved i.e. concepts and theories of theoretical.

Theoretical Model of Organizational Climate.

In the context of this study, the researcher chose the model developed by Halpin and Croft (1962, 1963). This model is fundamental to the measurement and concept of organizational climate. This model brings an approach related to two main aspects of schools, namely the - interaction between teachers and teachers, and the interaction between teachers and principals -in schools. The model developed by Halpin and Croft was influenced by the analysis of personality types by Milton Rokeach's (1960). This model is called the Organizational Climate Descriptive Questionnaire or simply OCDQ. This model is an attempt to measure the open and closed climate domains in schools. The built-in measurement tools describe the patterns of interaction between teachers and principals in their schools. The constructed item is a statement to measure the eight dimensions of the organization. The eight dimensions are divided into two, namely, four dimensions include the criteria owned by the working group of teachers, namely the characteristics of teachers and the next four dimensions measure the criteria owned by the leadership of the principal. The criteria dimensions measured by the teacher working group were indifference, barrier, belonging, and friendliness. While the dimensions of the criteria measured in the leadership of the principal are loneliness (aloofness), emphasis on productivity (production emphases), consideration (consideration), and seriousness (thrust).

This dimension means that there is a strained relationship between teachers. This can be identified when the result is a small close group in the organization of teachers, a lack of cooperation between fellow teachers, there are feelings of dissatisfaction, and signs to leave the teaching career. Next, is the dimension of the obstacle or constraint criterion (hindrance). This dimension means that the work environment is felt to be obstructed due to too many burdens and responsibilities such as 'paperwork', reports, and daily tasks that are not related to teaching and learning and interfere with teaching tasks. Dimensions of belonging criteria (spirit). This dimension means that teachers have a high level of job satisfaction that is enthusiastic, have good morals and intelligence is high. They show a sense of cheerfulness, commitment, and happiness with co-worker relationships, mutual help, and mutual respect.

Teachers also work hard, loyal to the school, and teachers can meet social and personal needs as well as can feel professional success. Dimension of intimacy. This dimension means that close interpersonal relationships exist and teachers share personal life experiences and exchange secrets. There is a warmth of social interaction outside of school such as they visit each other, discuss personal matters in depth and maintain close friendships. The dimensions measured in the principal's leadership group are aloofness, emphasis on production emphases, consideration, and thrust. The dimension of principal leadership measured is the level of loneliness (aloofness). This dimension means that principals look formal, always away from teachers and students, and follow rules such as having strict rules for teachers, not disclosing the results of inspector visits to teachers, and emphasizing the details of specific roles, targets, and tasks. The next dimension of leadership is the emphasis on production emphases-This dimension means that the principal is always felt to make rigid supervision and felt by the teachers by carrying out the work of teachers and students, correcting teacher weaknesses, communicating a lot, ensuring teachers work hard and communicate, are less sensitive to teacher reactions, work overtime, demand results and set work standards. The third dimension of leadership measured a consideration. This dimension measures the extent to which principals accept and recognize staff as an individual, kind and humane, pay personal attention and care for teachers' welfare, assist them in carrying out work, defend teachers' interests, be tolerant and promote diversity.

The fourth dimension of leadership measured is the principal's determination (thrust). This dimension measures the extent to which principals emphasize aspects of setting a good example or role model e.g. coming early, coming back late, working hard, being active, being interested in new developments in education, and not expecting teachers to give more than themselves. The development of the Organizational Model Development Model Climate Descriptive Questionnaire or simply OCDQ is built based on four main factors each school has a different "feel" atmosphere, morale can not describe the differences of feelings between schools, effective principals in schools where change is needed often do not budge. opposition from teachers and the concept of 'personality' itself is interesting. Halpin and Croft developed a broad descriptive item to identify aspects of teacher and administrator behavior. If the school, or organization wants to complete a task, leadership is necessary, but the leadership style can be demonstrated by the leader or teacher. Therefore, measurement items were written by describing both teacher-peer interaction behaviors and teacher-principal interactions.

Theory X and Theory Y developed by Douglas Mc Gregor (1960)

In the context of this study, the researcher used Theory X and Theory Y developed by Douglas Mc Gregor (1960). McGregor explained that there are two views held by employees, namely Theory X and Theory Y. Theory X assumes that employees do not like to work, are lazy, do not like responsibilities, and are always forced to perform a job. Employees will decline responsibility unless after obtaining a formal order from the employer. All employees prioritize safety and do not show high ambitions. According to this theory, there are several assumptions about employees related to Theory X. Theory X assumes that employees hate work and will try to avoid doing the work as much as possible. Because employees hate work, they need to be coerced, controlled, or threatened with punishment to achieve goals. In addition, employees will try to avoid taking responsibility and will only do the job when given formal instructions. Most employees place safety as the most important factor compared to other work-related factors and do not display high ambitions.

Theory Y assumes that employees love work, are creative, and try to find responsibility and willingness to perform a task with minimal control. Among the assumptions for Theory Y is that employees see work as something as natural as resting and playing. Employees have their direction and can control themselves if they are already committed to a goal or objective. Most individuals are willing to learn to accept and seek and take responsibility. The ability to make innovative decisions is the property of all parties not just for individuals holding managerial positions alone. The assumptions contained in Theory X coincide with the concept of positive organizational citizenship behavior and Theory Y coincides with the concept of negative organizational citizenship that not all organizational citizenship behavior is voluntary and occurs due to pressure and influence by management or peers. (Eran Vigoda Gadot, 2006).

Definition of Organizational Climate

Tagiuri (1968) defines organizational climate as the relative quality of an organization's internal environment based on the experiences experienced by members of the organization, and the influence of member behavior and can only be explained based on certain values and characteristics possessed by an organization. Faridah (2014) states that school organization refers to the school atmosphere experienced by teachers and administrators. This reflects the internal characteristics of a school that are different from each other. These characteristics influence the behaviors and attitudes of such school members which reflect the collective view of school behavior.

Definition of Organizational Citizenship Behavior

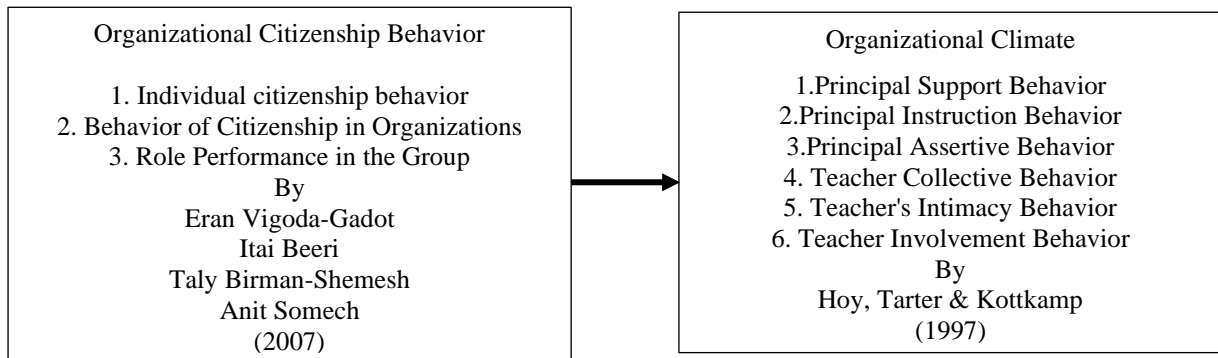
In this study organizational citizenship behavior refers to work behavior performed voluntarily by teachers without being influenced by the reward system and goes beyond statements in organizational policies, descriptions, and work contracts (Smith, Organ & Near, 1983; Organ, 1988a; Robbins, 2001). Organizational citizenship behavior (OCB) is defined as individual behavior that involves an individual's discretion, is not recognized directly or explicitly by formal reward systems, and in aggregate promotes efficient and effective organizational functioning (Organ Podsakoff & MacKenzie, 2006).

Research Objective

1. Identify the level of citizenship behavior and organizational climate in secondary schools.
2. Identify differences in citizenship behaviors based on age
3. Identify differences in organizational climate based on age
4. Identify the relationship of organizational citizenship behavior to organizational climate among secondary school teachers.

Conceptual Framework Of The Study

The dependent variable was organizational citizenship behavior, while the independent variable was organizational climate. Figure 1 shows the conceptual framework of the relationship of each variable in this study.

Figure 1: Conceptual Framework of the Study

Methodology

This study was conducted by survey using a questionnaire as a research tool. The organizational climate questionnaire for this study was modified from the Hoy, Tarter & Kottkamp (1991) questionnaire while the organizational citizenship behavior questionnaire was modified from the Eran Vigoda-Gadot, Itai Beeri, Taly Birman-Shemesh and Anit Somech (2007). A pilot study was conducted in two national secondary schools before the actual study was conducted to measure the reliability of the items in this study instrument and it was found that the Cronbach's alpha value was 0.958. This indicates that the reliability of each item in the construct for this study instrument is high. The questionnaire for organizational citizenship behavior contains 18 items, namely: (1) Individual citizenship behavior, (2) Citizenship Behavior in the Organization and (3) Role Performance in the Group and a questionnaire to measure the organizational climate of 37 items: (1). Principal Support Behavior, (2) Principal Teaching Behavior, (3) Principal Assertive Behavior, (4) Teacher Collective Behavior, (5) Teacher Familiarity Behavior and (6) Teacher Engagement Behavior. This study used a Likert scale questionnaire instrument that had five answer choices (1 = Strongly Disagree, 2 = Disagree, 3 = Disagree, 4 = Agree, 5 = Strongly Agree). The study population consists of 12890 teachers who teach in 174 national secondary schools in Kelantan. Of that number, only 422 people will be sampled for the study. The sample size determination for this study used the formula and sample size determination table of Krejcie and Morgan (1970). This study uses a simple random sampling method. The strength of the relationship between the two variables was determined using the Rowntree (1981) scale. To determine the relationship between organizational citizenship behavioral variables, organizational beliefs and organizational climate were observed in the display. The relationship strength values between the three variables were determined using Table 1.0. Table 1.0 displays the strength of the relationship according to the correlation value.

Table 1: Relationship Strength According to Correlation Value

The value of the correlation index	Interpretation of Relationships
0.00 – 0.20	Very weak
0.21 – 0.40	Weak
0.41 – 0.70	Simple
0.71 – 0.90	Strong
0.91 – 1.00	Very strong

Rowntree (1981).

Findings

Researchers used the Cronbach's Alpha method to test the reliability and internal consistency of the study instruments as proposed by Creswell (2012). The Cronbach's Alpha coefficient is a reliability coefficient that states how the items in the instrument are positively related to each other (Fauzi Hussin, Jamal Ali and Mohd Saifoul, 2014). The items in the instrument are stated to be relevant to the concept to be measured, thus satisfying the face validity and the items in the instrument also satisfying all domains in the concept to be measured, thus satisfying the logical validity. To test the validity of the items used Product Moment Correlation by evaluating the item-total correlation. The existence of an item in a construct is said to be valid if it has an inter-to-total correlation item value exceeding .50 and an inter-item correlation exceeding .30. To test the reliability and consistency in the instrument, the researcher conducted a pilot study on 150 respondents among teachers in Bachok District. The findings show that the constructs of organizational citizenship behavior and organizational climate show high Cronbach's Alpha values as shown in table 2 and table 3 below.

Table 2: Reliability Values of the Organizational Citizenship Behavior Instrument

Variables	Dimensions	Number of Items	Alpha Value
Organizational	Individual citizenship behavior	9	0.86
Citizenship	Behavior of Citizenship in	5	0.76
Behavior	Organizations		
	Role Performance in the Group	4	0.83

Table 3: Reliability Values of Organizational Climate Instruments

Variables	Dimensions	Number of Items	Alpha Value (α)
Organizational	Principal Support Behavior	9	0.92
Climet	Principal Instruction Behavior	8	0.88
	Principal Assertive Behavior	4	0.73
	Teacher Collective Behavior	6	0.79
	Teacher's Intimacy Behavior	6	0.82
	Teacher Involvement Behavior	4	0.77

Based on this test, it is found that all dimensions have a value of Cronbach's alpha coefficient of 0.73 to a value of Cronbach's coefficient alpha 0.92. This indicates that each dimension found in the instrument has a value of validity and reliability.

Levels of Organizational Citizenship Behavior

Research Question: What is the level of citizenship behavior of teacher organizations in hotspot schools, Kelantan.

To test the level of organizational citizenship behavior in the schools studied, a mean descriptive analysis was conducted and the findings are based on table 4 below. Based on table 4, the findings show that the dimension of role performance level is at the highest level (mean = 4.31) compared to the dimension of individual citizenship behavior (mean = 4.22). While the level of citizenship behavior dimension in the organization is (mean = 4.27). Based on the mean score assessment by Nunnally & Bernstein (1994), the role performance level dimension and

the dimension of citizenship behavior in the organization are at a high level and the dimension of individual citizenship behavior is at a moderately high level. In conclusion, the level of organizational citizenship behavior among teachers in the state of Kelantan is at a high level with an overall mean value (mean = 4.26).

Table 4: Mean and Standard Deviation of Organizational Citizenship Behavior Variables

Variables	Dimensions	Min	Standard deviation
Organizational Citizenship Behavior	Individual Citizenship Behavior	4.22	0.50
	Citizenship Behavior in Organizations	4.27	0.47
	Role Performance Level	4.31	0.52

Levels of Organizational Climate

Research Question: What is the level of teacher organizational climate in hotspot schools, Kelantan.

To test the level of organizational climate in Kelantan hotspot schools, a mean descriptive analysis was conducted and the findings are based on table 5 below.

Based on table 5, the findings show that the dimension of teachers' collective behavior is at the highest level (mean = 4.35) compared to the dimension of teacher intimacy behavior (mean = 4.13). While the level of principal support behavior dimension was in the second position (mean = 4.34) followed by teacher acceptance behavior dimension (mean = 4.31), principal instructional behavior dimension (mean = 4.21) and principal assertiveness behavior (mean = 3.82). Based on the mean score assessment by Nunnally & Bernstein (1994), all level dimensions were at a high level and only the principal assertiveness dimension was at a moderately high level. In conclusion, the level of organizational climate among school teachers in the state of Kelantan is at a high level with an overall mean value of 4.6.

Table 5: Mean and Standard Deviation of Organizational Climate Variables

Variables	Dimensions	Min	Standard deviation
Organizational Climate	Principal Support Behavior	4.34	0.54
	Principal Instruction Behavior	4.21	0.52
	Principal Assertive Behavior	3.82	0.84
	Teacher Collective Behavior	4.35	0.48
	Teacher Intimacy Behavior	4.13	0.51
	Teacher Acceptance Behavior	4.31	0.50

Organizational Climate Differences Based on Age

H₀₁ There is no significant difference in organizational climate among teachers based on the demographic variables of teacher age in secondary school.

The findings of the study to answer the first research question that there is a significant difference in the level of organizational climate among secondary school teachers based on age. There are five age groups were used in the ANOVA analysis to test the differences of demographic factors of respondents based on school age. The five age groups are 30 to 35 years, 36 to 40 years, 41 to 45 years, 46 years to 50 years and 50 years and above. Findings are based on table 6 below

Table 6: Age -Based Organizational Climate Differences ANOVA Test

Age	Sum of Squares	dk	Mean Squared	F	P Value
Between Group	0.387	4	0.097	.568	0.686
In Group	70.296	417	0.170		
Total	71.313	421			

Table 6 shows the results of a one -way ANOVA test of teachers 'organizational climate practices based on age. After statistical analysis was performed, Levene's decision was significant ($p > .05$). These results are to meet the assumption of the harmony of variance between teachers'organizational climate practices with age. One -way ANOVA test was significant $F(4,417) = .57$, $p > .05$, where there was no significant difference in organizational climate practices between age groups based on age. Therefore, this null hypothesis stating that there are no differences in teacher organizational climate practices based on age is acceptable. In conclusion, there were no differences in teacher organizational climate practices based on age.

Differences in Organizational Citizenship Behavior Based on Age.

H02 There were no significant differences in organizational citizenship behaviors among teachers based on the age demographic variables of teachers in secondary schools.

The findings of the next study to answer the second research question that there is a significant difference in the level of organizational citizenship behavior among secondary school teachers based on age. There are five age groups were used in the ANOVA analysis to test the differences of demographic factors of respondents based on the age of the hotspot school. The five age groups are 30 to 35 years, 36 to 40 years, 41 to 45 years, 46 years to 50 years and 50 years and above. Findings are based on table 7 below.

Table 7: ANOVA Test of Levels of Organizational Citizenship Behavior based on age

Age	Sum of Squares	dk	Mean Squared	F	Sig.
Between Group	1.216	4	0.31	1.45	0.21
In Group	90.355	417	0.21		
Total	91.61	421			

Table 7 shows the results of a one -way ANOVA test of teacher organization citizenship behavior practices based on age. After statistical analysis was performed, Levene's decision was significant ($p > .05$). These results are inconsistent with the assumption of homogeneity of variance between teacher organizational citizenship behavioral practices with age. One -way

ANOVA test was insignificant $F(4,417) = 1.45$, $p > .05$, where there was no significant difference in organizational citizenship behavior practices among age groups based on age. Therefore, this null hypothesis stating that there is no difference in teacher organization citizenship behavior practices based on age is acceptable. In conclusion, there were no differences in teacher organization citizenship behavior practices based on age.

The Relationship Between Organizational Climate and Organizational Citizenship Behavior

H03 There is no significant relationship between organizational citizenship behavior and organizational climate. Table 8 shows the results of the analysis of the relationship between organizational citizenship behavior and organizational climate. Pearson correlation was used to test null hypothesis 3 (H03): There was no significant relationship between organizational citizenship behavior and school climate. The findings of the Pearson correlation test showed the existence of a strong relationship ($r = .775$) between organizational citizenship behavior with organizational climate. Positive relationships indicate that the better the organizational citizenship behavior the better the organizational climate in high school. The significance value is .000 which is smaller than the set significance level which is $p < .01$. Therefore, H03 is rejected.

Table 8: Pearson Correlation Test Results for Organizational Citizenship Behavior with School Climate

		School Climate
Organizational Citizenship Behavior	Pearson Correlation	0.775
	Sig. (2-tailed)	0.000
	N	422

Discussion

This study shows that the level of organizational citizenship behavior and school climate is high. The findings of this study are in line with Terzi (2015), Aini Marzita (2016) and Milan Shrestha and Dhanapati Shubedi (2020) found that the level of organizational citizenship behavior is at a high level. Findings by previous researchers show that the practice of organizational citizenship behavior in Malaysia is inconsistent. Studies by Nor Laila Elias (2014), Yasin Munir, Saif-Ur-Rehman Khan, Zainab Khalifah, Tahira Saif and Hashim Khan (2014) and Mohamad Zainol Abidin Adam (2018), show the level of organizational citizenship behavior among teachers and employees the agriculture department studied was modest. This study is also in line with the findings of Khaziah Abdul Azizi and Fauzi Hussin (2016), and Haidi Entoh & Mohd. Khairuddin Abdullah (2019) found that the dimensions of organizational climate are at a high level. However, this study is not in line with the findings by Sri Rahayu (2016), Windy Anjilus and Roslee Talip (2018), Leong Shen Yen and Norazah Mohd Nordin (2021) because the level of organizational climate is still at a moderately high level. A study by Muhammad Fadli Nugraha (2019), also showed more than 50 percent stated low organizational climate, more than 25 percent stated moderate and those who stated high were still below 10 percent.

The findings of the first hypothesis test showed no significant differences for organizational citizenship behavior and organizational climate based on age. The mean score of the level of Citizenship Behavior of the organization based on age group is very small and almost equivalent. This study is in line with the study by Al Shobaki, Mazen J., Abu-Naser, Samy S., Abu Amuna, Youssef M. and El Talla, Suliman A. (2018) who found no significant differences

in organizational citizenship behavior according to factors demographics. This suggests that different age factors do not carry different meanings of organizational citizenship behavior. This carries the implication that age factors do not influence aspects of organizational citizenship behavior in the schools studied. The test findings of the second hypothesis showed that there were no significant differences for school climate based on age. These findings are in line with studies by Junaidah Mohamad and Nik Rosila Nik Yaakub (2013) and Khaziah Abdul Aziz and Fauzi Husin (2016) showed no significant difference between organizational climate and age. However, a previous study by Nagaraju B, Pooja J (2018), did not support the findings of this study. This finding has positive implications and fulfills the government's intention to ensure that the 'Becoming a Malaysian Teacher' (MGM) Program is a program that provides appointed educators categorized as "Quality Teachers and Remain Quality Throughout the Service" (Mahdzir Khalid, 2018). The Malaysian Education Development Plan (PPPM) 2013-2025 also moves based on work directed towards the Education Transformation 2025 which is based on four main elements, namely a quality learning environment, visionary leadership, competent and highly aspiring teachers and high community commitment.

The findings of the third hypothesis test found that there was a significant relationship between organizational citizenship behavior with school climate. These findings indicate a strong relationship. Pearson correlation showed the existence of a significant positive relationship between organizational citizenship behavior with school climate. The strength of the relationship that exists is strong between the two variables based on the Correlation Index (Rowentree, 1981)). Based on the findings obtained, then the fifth null hypothesis is rejected. With this, it can be concluded that there is a significant relationship between organizational citizenship behavior with school climate. This result is supported by Sri Rahayu (2020), that there is a positive relationship between organizational climate and teacher work ethic. This study found that there was a significant relationship between organizational citizenship behavior and organizational climate. According to Khairuddin (2020), there is an external influence between organizational climate with organizational citizenship behavior and organizational climate contributes a high percentage to organizational citizenship behavior. However, there are also studies that show that organizational citizenship behaviors also cause negative effects on employees and organizational climate such as work stress and the emergence of employees who show an introverted role (role creep) that ignores teamwork, togetherness and the emergence of elements of solitude (Bolino et al. 2013; Koopman, Lanaj, and Scott 2016). Scholars who have studied extensively on organizational citizenship behaviors such as Eran Vigoda-Gadot (2006), challenge the general view that all organizational citizenship behaviors are voluntary and suggest at least some of them may arise from management strategies such as supervisory exploitation and pressure by management or a peer to engage in an activity in which the employee would otherwise not engage himself or herself. This is particularly interesting to discuss because many studies on organizational citizenship behavior emphasize its positive image, its constructive implications, its contribution to individuals and organizations at various levels, and generally the strengthening of performance in the workplace. Looking at the negative side of organizational citizenship behavior, policy makers need to formulate an inclusive strategy for new teachers to be truly sincere in educating students in school. The selection session of prospective teachers also needs to be more selective and the questions in the interviews also need to be more in line with current changes.

Conclusion

This study illustrates that organizational citizenship behavior is an important component influencing organizational climate. Elements of citizenship behavior not only have a positive impact on the organizational climate, but according to recent studies also show that organizational citizenship behavior also found a number of employees who are diligent in settling work and neglect the element of team work. The current study also shows that there is a significant relationship between the two variables. Among the important findings also explain that these two variables are the catalyst for the success and excellence of a school. Elements of individual citizenship behavior, organization and role performance of an individual become important elements to a school organization. Organizational climate explains the behavior among teachers and the behavior among principals influences the internal environment of an organization. This internal environment can be a big factor that is the mainstay to make an excellent school. Finally, these findings have provided a wealth of knowledge to individuals involved in education regarding organizational citizenship behavior and organizational climate in schools.

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