

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Many higher education institutions worldwide have been interested in increasing their productivity through employee work performance. The reason for this interest is that higher education institutions are human intensive. Higher education institutions' budgets are mainly devoted to employees and their effectiveness is largely dependent on their employees' efforts that extend beyond formal role requirements (Küskü, 2003; Garg & Rastogi, 2006).

The extra role behaviours of employees beyond the formal role requirements are known as organisational citizenship behaviour (OCB) and this helps to promote the effective functioning of an organisation (Bateman and Organ, 1983). OCB also contribute to individual success in an organisation. The importance of OCB have been studied in many business organisations. However, the OCB concept has largely been ignored in the education industry (DiPaola et al., 2005).

In Malaysia, education has been given much importance in its investment strategy. This can be seen in the budgetary allocations in the Ninth Malaysia Plan for the period 2006-2010 where education and training received the biggest percentage (20.6%) of the total budget allocation of RM200 billion. The higher education providers are important, as they are the drivers in developing human capital required in achieving the national vision of becoming a developed nation by 2020. Many programmes and activities have been implemented to upgrade the quality of Malaysian

higher education institutions as indicated in the National Higher Education Strategic Plan and the National Higher Education Action Plan 2007-2010.

Malaysia needs to quickly develop its human capital to meet the demands required as a developed nation. The participation of private higher education providers is important to meet such demands, as the entries of students into public universities in Malaysia are limited. Private higher education institutions (PHEI) are given the opportunities to fill the gap and prepare and the country's human resources needed by the country. There are 525 PHEI and 541,629 students enrolled in PHEI as compared to 462,780 students in 20 public universities in 2010 (Ministry of Higher Education, website: www.mohe.gov.my).

As Malaysia continues to develop its economy, many initiatives have been formulated, such as the Economic Transformation Plan launched on September 21, 2010, to propel Malaysia into high income economy. The plan aims to lift Malaysia's Gross National Income (GNI) to US\$523 billion by 2020, and raise per capita income from US\$6,700 to at least US\$15,000, thereby meeting the World Bank's threshold for high income nation where internationalisation of higher education was identified as one of the areas to stimulate economic growth by attracting large number of foreign students to Malaysia. Currently, the highest number of foreign students is in private universities and colleges. As a result of this, it is important for academics in private universities and colleges in Malaysia to enhance the teaching, research and management in private universities and colleges in order to provide world class education and to compete globally for international students.

1.2 Background of Private Higher Education Industry in Malaysia

In Malaysia, the term “higher education” covers all post-secondary education leading to the award of certificates, diplomas and degrees. The emergence of private higher education institutions in Malaysia started five years after the end of World War II where the private higher education providers were providing an avenue for those who had their education interrupted by the war or was excluded from mainstream schools because of their age to continue and complete their education. During that period, there were very few private higher education institutions and among the earliest established private higher education institutions was Stamford College where many students were given a second chance to obtain their education from Stamford College through correspondence programmes and traditional mode of instruction.

The way private colleges in Malaysia built capacity in higher education is a story of innovation and foresight that has led the private sector to account for more than 50% of the students in tertiary education today. From their early, limited role of providing second-chance education at the post- secondary level and basic commercial education to school leavers, private institutions of higher learning rose to become half way institutions for a university education overseas and thereafter, even without the status of a university, to offer full university programmes from foreign universities locally. During the early years of fifties and sixties, private higher education institutions were merely offering programmes from professional bodies and subsequently in the eighties, they were collaborating with foreign universities to offer twinning programmes. Today, the private higher education sector has developed into an incredible and vibrant sector with many private universities and foreign branch universities established in Malaysia.

In the sixties and seventies, private higher education institutions became an alternative path to tertiary education in providing Higher School Certificate (HSC) and A Level programmes. The qualifications enable students to gain entry into universities in Malaysia and overseas. During the same period, private higher education institutions were also offering programmes from professional bodies. Places in public universities were limited and private higher education providers took this opportunity to provide programmes at the tertiary level for students who were unable to secure seats in local universities or afford an overseas education.

In the eighties, the demand for higher education continues to increase especially for the degree programmes. Due to the limited number of seats available in the public universities, many students were heading to overseas for a degree programme. In order to cater for this demand and to reduce the cost of education overseas, private colleges made an arrangement with foreign universities to offer twinning programmes with the aim to reduce the number of years spent overseas since part of the education degree programme can be completed in private local colleges and the remaining in overseas. Twinning arrangements such as 2+1 and 1+2 were very popular. Nevertheless, there were also students who could not even afford to go overseas due to the high exchange rate yet wish to obtain a degree programme from foreign university. The private higher education institutions provide an avenue for students to pursue a degree programme via external degree programme offered by the University of London. The external degree programmes of the University of London (UOL) occupy a special role in this country for expanding access to higher education. The university's external programmes in a wide range of disciplines were the first and only experience of a foreign university education for many Malaysians who could not gain access to public universities. For thousands of Malaysians, the external degree programme conducted entirely in selected

private colleges opened the doors to senior positions in the government and private sectors. The most popular of these courses was UOL's LLB degree which attracted hundreds of students who on completion of the programme proceeded to the Bar examinations at the Inns of Courts in London. Although the University of London external degree was the only external degree to be recognised in this country, the professional accountancy qualifications which equivalent to a bachelor's degree from professional bodies such as ACCA and CIMA were also offered in private colleges.

Prior to 1997, colleges were not allowed to conduct full degree programmes locally. By the early nineties, the prominence of private colleges in expanding capacity was such that it created two systems of higher education in Malaysia namely the public education system and private education system. During this period, controversies emerged on the divergences in two systems specifically on issues of the medium instruction and the content of programmes. Direct legislative control was needed and therefore, legislation was passed in 1996. The legislation known as Private Higher Educational Institutions Act 1996 (the Act) brought private education within legislative regulation and established procedures for setting up private universities and universities colleges. This signifies a radical change in higher education policy in Malaysia. The change in policy demonstrates the government intention to increase access to higher education and in line with the change in international trends in education where private higher education is getting more popular and recognised globally.

When the financial crisis of 1997 stemmed the flow of students going overseas, the government in responding to the plight of students affected by the crisis has allowed private colleges to teach the full three years of a university's programme. It was a step forward to liberalisation of the private higher education in Malaysia where the 1+2 and 2+1 twinning programmes with foreign universities evolved to the 3+0 programmes.

There were ten colleges approved by the Ministry of Education to deliver the newly approved full degree programmes. Such move was seen as radical changes to the liberalisation of private higher education where full foreign degree programme can now be taught locally in private colleges.

The establishment of the Private Higher Educational Institutions Act 1996 signified a shift in policy by allowing local private institutions to confer degrees and foreign universities are allowed to set up their branch campuses in Malaysia. There are two categories of private higher education institutions in the 1996 Act. The first category referred to the private colleges without the University or University College status. The second category referred to private higher education institutions with the status of University or University College. Under this Act, only institutions with the University or University College status are granted the right to confer degrees. In addition to the changes instituted with the formation of the Act, the National Accreditation Board and subsequently known as the Malaysian Qualifications Agency was instituted to govern standards and measure the quality of education provided by institutions. The Act was seen as a significant development in the private higher education industry in Malaysia where consequence of the Act, it was made possible for well-known foreign universities to set branch campuses locally and the country is fast becoming an attraction for foreign students to pursue their higher education. Higher education industry is now recognised as an important sector to contribute to the Gross National Income.

The future role entrusted to the business of private education in the plans announced in early 2010 for the transformation of the national economy draws attention to the important role of private higher education institutions in Malaysia. The significant roles played by the private higher education institutions cannot be viewed

lightly. Private higher education institutions in Malaysia forged structures to expand opportunities in higher education that were emulated in other parts of the world. Private colleges in Malaysia were the first to set the trend of twinning programmes where prior to that, such arrangements were unheard of in any other part of the world. Private colleges have made it possible for programmes from foreign universities brand names to be delivered locally and create opportunities for many students to obtain good foreign degrees which may not be possible without the innovation created by private colleges. Malaysia has indirectly become the leader in the development of higher educational opportunities in the developing world.

The evolution of the landscape of the private higher education is partly due to the pressure for higher education in an environment where access to public universities was limited. The limited access to public universities is not only due to limited seats but on the strict selection criteria for entry into public universities. Students who intend to pursue a bachelor's degree in a public university must have STPM or matriculation qualifications as entry requirements. Students who sat for the Unified Examination Certificate from the Chinese independent schools are not recognised as entrance qualification for public universities. Similarly, students who possess diploma qualification will not be taken into a bachelor degree programme in public universities. The access to public universities is somehow limited and this leave a vacuum to be filled by private higher education institutions in addition to provide students with a second-chance to pursue higher education.

The private higher education institutions give students various options and opportunities to pursue higher education. Students can choose one or more pathways to a degree, mixing and blending the advantages of different systems where such pathways are not possible in public universities. Students can study in one campus and

complete their studies in another location across the country or continent where the programme is identical and where credit transfer is recognised. The evolution of private higher education institutions has changed from providing students a second-chance for higher education to preferred choice of a quality education. Private institutions of higher learning accounted for the main bulk of students' enrolment in the higher education institutions and such trend is expected to continue until 2020 as projected by the Economic Planning Unit in the Prime Minister Department in the Higher Education Strategic Plan 2020. In 2003, the students' enrolment of tertiary education for population of 17-23 years of age was 979,745 students or 29 per cent as compared to population of 3,277,338 people. This figure is expected to increase to 2,078,900 or 50 per cent as stated in Table 1.1. The increase takes into consideration of the country's growth in population of 2 per cent average for post-secondary and 4 per cent for public colleges, public universities and private higher education institutions.

The role of private higher educations was also changed to gear towards catering to the demand for university training for skills workers required by the nation. Over the years, the private sector has a track record of meeting the demand for higher education which is not met by public universities. For instance, the accounting and finance programmes were offered in many private institutions to meet the demand for trained accounting professionals. Private institutions of higher learning had assisted in reducing the total public subsidy to higher education and protecting the outflows of foreign exchange where formerly, many students opt to pursue higher education overseas.

Table 1.1 Enrolments of Students in Higher Education in Malaysia for Year 2003 - 2020

Year/ Level of Education	2003	2005*	2007*	2010*	2015**	2020**
****Post-secondary	158,459	235,740	296,900	351,700	388,300	428,700
Public colleges	140,999	200,100	234,200	250,500	304,800	370,800
Public universities	280,037	310,500	336,900	371,700	458,300	552,600
Private higher education institutions	337,949	336,900	371,100	465,700	567,800	685,800
Students in overseas	62,301	56,800	50,000	50,000	50,000	50,000
Total	979,745	1,140,040	1,289,100	1,485,600	1,759,200	2,087,900
Population 17-23 years***	3,277,338	3,399,200	3,510,200	3,628,300	3,840,900	4,147,000
Percentage	29	33	36	40	45	50
*Economic Planning Unit projection **Ministry of Higher Education projection ***Statistics Department of Malaysia projection **** Post-secondary includes STPM students, matriculation, A-Level and equivalent. Source: Economic Planning Unit and Ministry of Higher Education Malaysia Table adopted from the <i>Higher Education Strategic Plan 2020</i> . (2005). Ministry of Higher Education Malaysia Publication, Putrajaya, p.38						

No doubt that more seats are available for students to pursue their higher education in private institutions, the high tuition fees may hinder the access to private higher education. However, the government has stepped in to assist in widening the access to private higher education by setting up the National Higher Education Corporation Fund (PTPTN Fund) which not only applicable for students in public universities but private higher education institutions as well.

Today, private higher education institutions are facing with many challenges. The first challenge of private higher education institutions is to remain competitive. Due to the large number of private higher education institutions in Malaysia, the challenge is for the private institutions to provide quality education and produce quality graduates in order to survive in a competitive market. This would require academic staff members who are committed.

The second challenge facing the private higher education institutions is maintaining good academic staff. The research by Wong and Teoh (2009) found that the difficulty is due to the challenge in managing career development of academics. The staff development opportunity is rather limited in private higher education institutions as opposed to private higher education institutions due to limited budget and concern for profit orientation rather than on research and development. Research by Arokiasamy et al. (2009) found that many academic staff in private colleges are facing the issues of balancing between teaching loads and administrative work. In addition, due to the strict criteria for promotion and rewards, academics in private higher education institutions are having difficulty in fulfilling each rank.

The third challenge facing the private higher institutions is to increase the enrolment of students from both international and local students. With the efforts by the providers of higher education and the Ministry of Higher Education Malaysia in

attracting more international students in line with the aim of Malaysia to become an educational hub in the region, many academics are often roped in to assist in marketing activities. As a result of this, academic staff are facing an increased in workloads and often without being properly compensated. The need for academics in private universities and colleges to achieve excellence in all activities is therefore very challenging. As such, this study which focuses on the academics in private universities and colleges is timely as the findings of the study can help policy-makers to improve the effectiveness of private universities and colleges where academics play a vital role in achieving the institutions' objectives and ultimately the country's aspiration.

The increasingly important role played by private higher education institutions (PHEI) in Malaysia in realising Malaysia's goal to be the regional hub for educational excellence also warranted the study of OCB of academic staff in PHEI. Past studies of OCB in educational institutions found a significant positive relationship between OCB and measures of academic performance suggest a need for further research in educational institutions (Allison et al., 2001).

Performance of education institutions was said to be linked to the state of teachers' psychological well-being and their commitment (Yucel, 2008). Salmi and Aizzat (2010) also shared the same notion that the willingness of teachers in the secondary schools in Malaysia to go over and above their call of duty affects the performance of schools. Despite the importance of OCB to the success of education institutions and its link to measures of academic performance, the study of OCB in the context of private higher education institutions in Malaysia is limited.

1.3 Statement of the Problem

Private higher education institutions in Malaysia face many challenges in their attempt to remain competitive and to meet the government's expectation of making Malaysia a hub of educational excellence in the region.

In the research done by Arokiasamy et al. (2009) on the background and career challenges faced by academic staff in the PHEI in Malaysia, competition with public higher education institutions is the major challenge faced by the private universities and colleges. Public universities are funded by the government whereas private universities often have to rely on its own private funds to operate the institutions. Majority of private institutions of higher learning are profit oriented. Arokiasamy et al. (2009) found that academic staff in the private universities and colleges in Malaysia faced numerous challenges relating to promotion, uncertain structure, lack of new technologies, multi-task responsibilities, funding and research without proper facilities and support.

The performance of institutions is usually determined by the commitment of the academic staff members and the state of psychological well-being of academic staff members (Yucel, 2008). A study conducted on 196 students in one of the public universities in Malaysia found that OCB of academic staff acts as a predictor of student's academic achievement (Shaiful et al., 2010). Realising the importance of citizenship behaviour towards the performance of the institution and students, the question that arises is to what extent are academic staff willing to perform extra role beyond the formal role requirements.

Organisational citizenship behaviour is important to promote organisational effectiveness and the absence of OCB may generate negative outcomes, which lead to

organisational dysfunction such as decline in work performances, absenteeism and high turnover (Lamude, 1994; Motowidlo, 2003). It was reported that OCB among academic staff in Malaysia is low. Several reports and research findings indicate that the level of job satisfaction, commitment to teaching, burnout and turnover of academic staff were related to OCB (Azida et al., 2009). The research by Azida et al. (2009) on 312 lecturers from 25 private higher education institutions in three states (Penang, Kedah and Kelantan) in Malaysia found that psychological empowerment of lecturers was low and concluded that the management of private higher education institutions should improve the psychological empowerment of lecturers in order to improve the performance of the institutions.

Yucel (2008) suggested that the level of burnout could explain why some academics failed to demonstrate OCB. In relation to academics in Malaysia, research conducted by Segumpan and Bahari (2006) among 1209 academics found that 57.2% of the academics had high stress level with respect to students' misbehaviour. Also, based on a survey conducted on 9000 teaching staff across Malaysia by the National Union of Teaching Profession (NUTP) in 2005, it was found that 67% of Malaysian teaching staff suffered from stress.

Job dissatisfaction could also explain the reason as to why academic staff members are not having OCB. In a research done by Wong and Teoh (2009) on factors influencing jobs satisfaction in two private Malaysian universities involving 200 faculty members, they found that relevant sources of dissatisfaction of academic staff members are personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions. Many academic staff members in private institutions of higher learning have left education for industry or have left a particular educational institution because of the circumstances

found within the institution (Wong and Teoh, 2009). Based on the problems plaguing the academic staff in Malaysia, it is important that research on OCB be conducted.

There could be other factors that bring about the low OCB of academic staff such as low interaction between the superior and subordinates and mismatch between organisational culture and the performance appraisal practices in higher education institutions. This is shown in a pilot study of 122 administrators at Universiti Teknologi MARA (UiTM) conducted by Mustaffa et al. (2007). Specifically, the study found that the administrators of this university have a high perception about their performance, communication form and relationships, teamwork and cooperation. However, the direction of the university, its values, vision and mission, which are vital elements of organisational culture were not embedded into the university's performance appraisal system. The importance of organisational culture in influencing human resource practices such as performance appraisal, which have a bearing on the organisational outcome, should not be ignored. Therefore, this study aims to examine the relationship between organisational culture, performance appraisal process and the moderating role of leader-member-exchange on organisational citizenship behaviour of academic staff.

Based on literature review, there were many studies on organisational citizenship behaviour in business organisations. However, OCB in institutions of higher learning has largely been ignored (Hannam and Jimmieson, 2002). This view is also supported by Oplatka (2006) who argued that there remains a paucity of research on organisational citizenship behaviour among academic staff.

There are numerous studies which focus on academic career in Malaysia (Sohail et al., 2002; Amin, 2002; Leathermen, 2004; Siron, 2005; Maimunah and Roziyah,

2006). However, there is no study of OCB focusing on the academic staff of the private higher education institutions in Malaysia.

In the present research, the researcher attempts to make a contribution to the organisational citizenship behaviour literature by investigating whether, and if so, how academic staff engagement of organisational citizenship behaviours are affected by the organisational contextual factors. The researcher sought the answer to this question by examining the dimensions of organisational culture, performance appraisal and leader-member exchange in eight private institutions of higher learning in the Klang Valley which is in the state of Selangor and Federal Territory of Kuala Lumpur, Malaysia.

Organisational culture was said to predict employees' citizenship behaviour (Appelbaum et al., 2004). Based on such finding, the question raised as to whether such statement can be applied in the Asian context especially when the organisational culture was said to be influenced by societal culture (Hofstede, 1984; Summer, 1980). It arouses the curiosity of the researcher as to what extent the finding can be generalised to cover all categories of staff ranging from blue collar workers to white collars workers including academic staff. This is because academic staff was said to have distinctive characteristics that differentiate them from the rest of the employees. Academics are categorised as knowledge workers who are regarded as highly intellectual people. Academic staff typically have high levels of autonomy and independence of judgement, adherence to professional standards, have power and status based on specialist knowledge and skills and self-discipline (John, 2002). The question is whether organisational culture can influence the citizenship behaviour of academic staff.

The next question raised in this research is whether performance appraisal process has an effect on academic staff decision to practice organisational citizenship behaviour. This question was raised due to the fact that some researchers (Silverthorn, 2004; DeRue, 2002) found that there is a relationship between performance appraisal and organisational citizenship behaviour though OCB is described as extra role behaviour beyond what is required in one's job description. Organisational citizenship behaviour is also not part of the criteria in job performance evaluation yet performance appraisal process was argued to have influenced on citizenship behaviour. The researcher draws this research question in order to investigate to what extent that performance appraisal can affect academics' citizenship behaviour since it was argued that the purpose of academic staff appraisal as perceived by academic staff is to meet professional development and personal aspirations and not to fulfil the traditional view of organisational control and compliance as have been done in most business organisations (Hendry et al., 2000; Braton and Gold, 1999).

Built upon the assumption that if organisational culture can influence organisational citizenship behaviour of academic staff and if organisational citizenship behaviour is consistently being encouraged or practiced as part of the organisational culture, the question raised is whether each of them has an effect on organisational citizenship behaviour since the social exchange theory assumed that if the desirable behaviour (OCB) is rewarded by ways of performance appraisal process, employees are more likely to repeat such behaviour. Therefore, with the presence of both organisational culture and performance appraisal, would each of them have an effect on OCB? This is a question that the researcher attempts to find out in this study.

In addition, since past research (Khan and Zabid, 2012) found that leader-member exchange can influence employees' behaviour to a certain extent, the question that is being posted is that assuming that organisational culture can influence OCB but to what extent the relationship between superior/subordinates moderates the relationship between organisational culture and OCB? It is undeniable that organisational citizenship behaviour exists in the organisation. However, the critical question is how to maintain positive citizenship behaviour in the organisation. In order to maintain positive citizenship behaviour in the organisation, it is important to examine the influence of leader-member exchange because organisation needs to know the causes of positive or negative behaviour in the workplace and take steps to cultivate positive citizenship behaviour. As such, the question posted in the research is to what extent that the interaction between a leader and subordinate can influence the citizenship behaviour of the employee. This research question is important in this study as the answer to the research question could establish the relationship between organisational culture and citizenship behaviour which can be influenced by the leader-member exchange. With such confirmation of empirical study, the finding may enable the HR practitioners to take appropriate steps to manage the organisational contextual factors in order to induce positive citizenship behaviour which can lead to organisational effectiveness.

1.4 Research Questions

The specific research questions are:

1. Does the organisational culture alone influence organisational citizenship behaviour of academic staff?

2. Does the performance appraisal process alone have an effect on academic staff decision to practice organisational citizenship behaviour?
3. With the presence of both the organisational culture and performance appraisal process, would each of them have an effect on organisational citizenship behaviour?
4. Would the leader-member exchange have an impact on the relationship between organisational culture and organisational citizenship behaviour?

1.5 Research Objectives

The main objective of this study is to investigate how academic staff engagement of organisational citizenship behaviour is affected by the organisational factors i.e. organisational culture and performance appraisal. In addition, the present research aims to examine the role of leader-member exchange as moderator between organisational culture and organisational citizenship behaviour.

The specific research objectives of this study are to:

1. Determine whether organisational culture would affect organisational citizenship behaviour of academic staff;
2. Identify whether the performance appraisal process has an effect on organisational citizenship behaviour of academic staff;
3. Analyse the influence of the presence of both the organisational culture and the performance appraisal process towards organisational citizenship behaviour of academic staff;

4. Analyse the role of the leader-member exchange in moderating the relationship between organisational culture and organisational citizenship behaviour.

1.6 Research Hypotheses

Based on the research objectives above, the study examines the organisational citizenship behaviour as a dependent variable which is sub-divided into organisational citizenship behaviour directed towards individuals and organisational citizenship behaviour directed towards the organisation. The explanation and justification of such a division are discussed in the subsequent chapter.

This study focused on the following hypotheses:

- H1a:** The organisational culture affects organisational citizenship behaviour directed towards individuals.
- H1b:** The organisational culture affects organisational citizenship behaviour directed towards the organisation.
- H2a:** The performance appraisal process has an effect on organisational citizenship behaviour directed towards individuals.
- H2b:** The performance appraisal process has an effect on organisational citizenship behaviour directed towards the organisation.
- H3a:** With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards individuals.

H3b: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards the organisation.

H4a: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards individuals.

H4b: The leader-member-exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards the organisation.

1.7 Significance of the Research

It is hoped that this research will be a significant contribution to the research on organisational citizenship behaviour as research in the context of Malaysian and Asian culture is relatively few. The findings will enrich the literature on the application of organisational citizenship behaviour in the Malaysian and Asian context. Most of the studies on OCB are carried out in the United States (Pascal, 2009). Therefore, an understanding of whether findings of research initiated in the United States can be generalised to non-U.S. populations is critical to the effective management of global ventures (Hofstede, 1980). This view was also shared by Farh et al. (1997) where OCB measurements were mainly concentrated in Western countries. Moreover, Paille (2009) reported that OCB measurement has received comparatively limited attention in other contexts. In view of this, research on OCB measurement in other cultural context is vital since Podsakoff et al. (2000) argued that cultural context such as factor structure may affect the forms of citizenship behaviour observed in an organisation. Thus, the current research aims to contribute to the studies on OCB by investigating the

organisational contextual factors in a sample of academic staff in private institutions of higher learning in Malaysia. Past research by Getty and Getty (2003) suggest that OCB can increase operational efficiency and quality of services and this research would be carried out in the context of higher education as a service industry.

The fundamental interest of organisational citizenship behaviour researchers is to search for the causes of an employee's decision to perform extra role behaviours. Although there have been several studies that explored the relationship involving individual factors and organisational citizenship behaviour, there is hardly any study on the corresponding relationship of organisational culture and performance appraisal process towards OCB as well as the moderating effect of leader member-exchange on OCB. This study attempts to bridge the gap. It examines the organisation factors, namely, the organisational culture and performance appraisal process and its links to OCB.

Most researchers on organisational citizenship behaviour have focused on situational causes, attributes which grow from an employee's interpretation of the nature of his/her job or his/her working relationships and individual factors, factors within the individual which affect OCB such as mood and positive affection (Williams and Wong, 1999) and gender (Saiful et al., 2009; Miao and Kim, 2009). Past research have also linked OCB to job attitudes such as job satisfaction (Bateman and Organ, 1983; Smith, Organ and Near, 1983; Williams and Anderson, 1992), perceptions of fairness (Moorman, 1991), organisational commitment (Becker, 1992) and individual differences (Moorman and Blakely, 1994). Moreover, OCB was linked to task characteristics (Farh et al., 1990; Moorman and Sayeed, 1992), and interpersonal trust (Podsakoff et al., 1990). Other researchers have studied contextual factors namely work unit size, stability of unit membership and interpersonal interaction which may predict

OCB (Farh et al., 2004). A limited research has been conducted on OCB from the organisational contextual factors perspective and thus warrants such type of research to be conducted in Malaysia.

1.8 Research Scope and Limitation

A number of limitations have inherently constrained the scope of this study. Only private institutions of higher learning located in the Klang Valley which is part of the state of Selangor and Federal Territory of Kuala Lumpur Malaysia were included in this study. The study was limited to the geographical area mentioned above. There were also other limitations in the study. First, the validity of the study was limited to the reliability of the instruments used. Second, the generalisability of the findings is rather limited as the study covers only a geographical area of Klang Valley. Third, the study was also limited to testing for statistically significant correlation between performance appraisal and organisational culture and regression analyses used for testing of hypotheses. Fourth, the study on organisational citizenship behaviour covers only a limited number of individual institutions. Fifth, there might be other elements or conditions beyond the researcher's control which could have existed which might have a bearing on the results of the study. Nevertheless, the variables and the measurement instruments were carefully selected based on a review of literature. The instruments were found suitable and appropriate for the current study based on the data available and the aims of this research.

1.9 Operational Definitions

Academic Staff

Academic staff refers to a member of a university or college who teaches or does research. Academic staff members typically have high levels of autonomy and independence of judgement, adherence to professional standards; have power and status based on specialist knowledge and skills, self-discipline and adherence to professional standards (Simmons, 2002).

Organisational culture (OC)

Organisational culture refers to values, ideologies, philosophies, beliefs, informal rules and rituals, which congeal the organisational members into a coherent whole (Pfeffer, 1981). Culture in an organisation is what personality is to an individual. Schwartz and Davis (1981) described organisational culture as a pattern of beliefs and expectations shared by the organisation's members.

Organisational citizenship behaviour (OCB)

Organisational citizenship behaviour refers to individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system and that in the aggregate promotes the effective functioning of the organisation and that the behaviour is not the product of a requirement demanded by job functions or description but the behaviour is the product of a personal decision. OCB is also known as extra-role behaviour beyond the required nature of the job, which constitutes a powerful indicator of good job performance from both the individual and the organisational perspective (Motowidlo and Van Scotter, 1994; Dunlop and Lee, 2004). Extra-role behaviour is

characterised by the following characteristics (Organ, 1988; Mackenzie et al., 1993; Podsakoff and Mackenzie, 1994):

- it is based on individual initiative;
- it does not appear in the context of the organisation formal reward structure;
- it goes beyond the formally prescribed role; and
- it is important for the effective functioning of the organisation.

Organisational citizenship behaviour directed towards individuals (OCBI)

OCBI refers to citizenship behaviour of helping individuals or co-workers in an organisation and willingness to give time to help others who have work and non-work related problems. In addition, the employee shows genuine concern and courtesy towards co-workers.

Organisational citizenship behaviour directed towards the organisation (OCBO)

OCBO refers to citizenship behaviour of going beyond the call of duty to help the organisation such as offering ideas for improvement of the organisation, express loyalty towards the organisation, show pride when representing the organisation and attending functions that are not required but help the organisational image as well as defending the organisation when other employees criticise it.

Performance appraisal process (PA)

Performance appraisal process refers to evaluation on matching between individual and organisation goals, needs, values and expectations. Marchington and Wilkinson (1996) describe it as a cyclical process: determining performance expectations; supporting performance; reviewing and appraising performance; and, finally, managing performance standards. Performance appraisal for academic staff can take many forms

such as appraisal by the head of school, peer appraisal as well as evaluation by students as part of the performance appraisal. The best approach to performance appraisal is the combination of appraisal by the head of school, peer appraisal and the evaluation by students to give overall picture of staff performance.

Leader-member exchange (LMX)

Leader- member exchange refers to interactions between leaders and an individual follower. It was theorised that leader-member dyads with high levels of respect, trust and liking will engage a high exchange relationship and contribute to each other beyond the requirements of the work contract (Dienesch and Liden, 1986) as opposed to dyads of low quality exchange relationships where subordinates will tend only to comply with the formal requirements of the work contract (Liden and Maslyn, 1998).

1.10 Organisation of the Study

The first chapter provides an introduction to the study, particularly on the private higher education sector in Malaysia and the justification as to why the private higher education sector was chosen. The chapter also discusses the statement of problem, research questions, research objectives, research hypotheses, significance of the study, research scope and limitations.

The second chapter provides a review of the literature and studies relevant to the field of study. It reviews comprehensively the literature on organisational citizenship behaviour. This is followed by a discussion on the factors affecting organisational citizenship behaviour and the positive effect of organisational citizenship behaviour. This chapter further discusses the organisational culture, performance

appraisal and leader-member exchange by examining past research findings, gaps in the literature and elaboration on the relationship between variables. In addition, the conceptual framework, development of hypotheses and discussion of relevant theories as well as empirical findings that support the relationship between variables are elaborated.

The third chapter explains the research methodology of the research. First, this chapter states the scope of the study, method of data collection, instrument used and the sampling method used in the research. This is followed by a discussion on the results of the pilot study where the reliability analyses were performed and modification of the measurement instrument was made. The results of the reliability analysis are reported and statistical techniques used to test each of the hypotheses in the research are also discussed.

The fourth chapter presents the finding of the study in the form of tables, complete with data analyses. The chapter further describes and reports the results of the statistical analyses by first describing the respondents' demographics, followed by the results of the reliability and validity analyses for the measurement scales and descriptive statistics of the variables in the study. The results of the correlation analyses among the variables in the study and hierarchical regression analysis used to test the hypotheses are presented in this chapter.

The fifth chapter discusses the results and compares the results in this study with the findings obtained by other researchers in the same field. First, the findings obtained from the correlation between the dimensions of the organisational culture and performance appraisals are discussed, followed by a discussion of the results of the hypotheses testing.

The final chapter presents the major findings of the research and reiterates the achievement of the research objectives as well as answers to the research questions. The chapter also discusses the implications of the research, research limitations and suggestion for future research. The contributions to the body of knowledge and robustness of the research method are also discussed.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses on the past literature of the variables in the study by first focusing on defining the organisational citizenship behaviour. Next, this chapter identifies factors that can influence organisational citizenship behaviour in the work place and positive effect of organisational citizenship behaviour. Further to that, this chapter also discusses on the past research done on each of the variables in the study namely organisational culture, performance appraisal and leader-member exchange. Factors affecting the variables, past research findings, the connection between variables, and conceptual framework of this study as well as the development of hypotheses based on the gaps identified in the literature review are also discussed. This chapter on literature review provides the guide and direction for the current researcher to build the framework for the research. This research addresses the gap in the literature by investigating the role of the organisational context in relation to organisational citizenship behaviour. Building on the results of past research such as Connell (2005) who has found evidence that leadership styles can affect organisational citizenship behaviour, the current study explores whether leader-member exchange can have a similar effect on the organisational citizenship behaviour by examining the role of leader-member exchange as a moderator.

2.2 Organisational Citizenship Behaviour

Organisational citizenship behaviour (OCB) is one of the most widely studied topics in organisational behaviour research in recent years (Chahal and Mehta, 2010). OCB has been studied in a diversity of disciplines such as marketing, human resources management, health care and economics (Lievens and Anseel, 2004). OCB can be interpreted within the framework of social exchanges whereby employees are willing to perform extra role behaviours as a result of satisfying and rewarding relationship in the workplace. The review of the social exchange literature suggests that employees can have distinct social exchange relationship with specific individuals or groups within the organisation such as supervisors and colleagues or with organisation as a whole (Cropanzano and Mitchell, 2005; Wayne et al., 1997). Based on this notion coupled with the perspective of organisational justice, employees judge how fairly they are treated by multiple entities such as supervisors and the organisation itself (Rupp and Cropanzano, 2002). The same principles formed the argument by many OCB researchers that employees can selectively direct citizenship behaviour towards the organisation or towards certain individuals such as colleagues or supervisors within the organisation (LePine et al., 2002; Williams and Anderson, 1991).

Organisational citizenship behaviour as defined by Organ (1988, p. 4) refers to individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system and that in the aggregate promotes effective functioning of the organisation and that the behaviour is not the product of a requirement demanded by job functions or description but the behaviour is the product of a personal decision. OCB is also known as extra-role behaviour beyond the required nature of the job, which constitutes a powerful indicator of good job performance from both the individual and the organisational perspective (Motowidlo and Van Scotter, 1994; Dunlop and Lee,

2004). Extra-role behaviour is characterised by the following characteristics (Organ, 1988; Mackenzie et al., 1993; Podsakoff and Mackenzie, 1994):

- it is based on individual initiative;
- it does not appear in the context of the organisation formal reward structure;
- it goes beyond the formally prescribed role; and
- it is important for the effective functioning of the organisation.

There are several dimensions that constitute OCB. The first studies have identified two dimensions namely altruism and generalised compliance (Smith et al., 1983). Thereafter, Bateman and Organ (1983) identified four dimensions namely conformity, cooperation, punctuality and expense. However, of all the dimensions, the five dimensions of OCB as proposed by Organ (1988) are the most widely acknowledged and used dimensions in research. They are altruism, courtesy, sportsmanship, civic virtue, and conscientiousness. Details are as follows:

- Altruism is typically directed toward other individuals but contributes to group efficiency by enhancing individuals' performance. Altruism behaviours include willingness of employees in helping other colleagues with work related tasks such as helping new colleagues and helping colleagues who were on leave.
- Courtesy refers to employees treating colleagues with respect such as communicating appropriate information and helps prevent problems and facilitates constructive use of time.
- Sportsmanship implies that employees have a positive attitude and are willing to tolerate less than ideal circumstances without complaining.

- Civic virtue means that employees responsibly participate in, and are concerned about, the welfare of the organisation.
- Conscientiousness refers to extra role behaviour that goes beyond the minimum expectations of the organisation such as efficient use of time to enhance the efficiency of both an individual and the group.

Although the OCB construct by Organ (1988) is generally accepted but some researchers have argued on the existence of boundary between in-role and extra-role behaviours because differentiating between in-role and extra-role behaviours are not an easy task (Graham, 1991; Niehoff and Moorman, 1993; Morrison, 1994; Van Dyne et al., 1994) as they varies across employees, organisations and situation and across time (Graham, 1991; Bienstock et al., 2003). Graham (1991) suggests that OCB should be defined from the perspective of civic citizenship (responsible organisational participation). Graham (1991) suggests three dimensions namely obedience, loyalty and participation. Employee organisational obedience covers respect for organisational rules, using organisation resources responsibly and performing tasks given conscientiously. Employee organisational loyalty indicates promotion of the firm to third parties such as promote positive image of the organisation to others inside and outside the organisation. Employee organisational participation refers to an interest in organisational issues such as attending functions, making suggestions for service improvement and provides information for customer's needs.

Based on empirical research on the dimensions of OCB, there were conflicting results with the theoretical dimensions of organisational citizenship behaviour. Empirical findings by Moorman and Blakely (1995) found only four categories of OCB and that the four dimensions can be categorised as two-factor structure. This was in line with Williams (1988) who found a two-dimensional definition of OCB namely OCB

directed towards the organisation (OCBO) which refers to benefits to the organisation in general, such as volunteering to serve on committees and OCB directed towards individuals (OCBI) which refers to benefits directed at individuals within the organisation, such as altruism and interpersonal helping. Other researchers such as McNeely and Meglino (1994) have also distinguished OCBO, directed at the organisation and OCBI directed at individuals in their research.

Skarlicki and Latham (1995) who have done OCB research in a university setting also supported a two-factor structure (organisational and interpersonal) that underlies organisational citizenship behaviour. However, OCB research done in schools setting used a single integrated conception of citizenship. This was unfolded by DiPaola and Tschannen-Moran (2001) who found there are not five separate dimensions of the construct, but rather one dimension that captures all aspects of organisational citizenship in schools. In short, both benefits to the organisation (helping the organisation) and benefits to individuals (helping individuals) combine into a single, bipolar construct. The current researcher based on the cues from the past researchers who have done OCB in educational organisations have adopted two-factor structure in the study of OCB in the private higher education institutions in Malaysia because of its appropriateness to the study of OCB of academic staff.

2.2.1 Factors affecting Organisational Citizenship Behaviour

Researchers have been interested with the work behaviour that is discretionary since decades ago and this can be seen in the early research done by Barnard (1938) and Katz (1964). However, discretionary work behaviour has gained more interest after being named as organisational citizenship behaviour by Bateman and Organ (1983) and Smith

et al. (1983). Over the years, there were many terminologies used to describe discretionary behaviour such as organisational spontaneity (George and Brief, 1992; George and Jones, 1997), prosocial organisational behaviour (Brief and Motowidlo, 1986; George, 1990, 1991; George and Bettenhausen, 1990; O'Reilly and Chatman, 1986) and extra role behaviour (Van Dyne et al., 1995). Most of the research on OCB has been focused on identifying its predictors (Van Dyne and LePine, 1998). The focus of much of the early OCB research was pertaining to job satisfaction (Organ, 1977). Nevertheless, organisational citizenship behaviour continues to be of substantial interest to researchers and practitioners (LePine et al., 2002).

In the study of OCB, past researchers were interested to find out factors influencing or predicting the OCB of employees. There were many past research carried out to examine the causes of OCB. One of the factors is distributive-justice in which an employee is concerned with the fairness of the outcomes that he/she receives and the fairness of treatment within the organisation. This relates to the equity theory (Adams, 1965) whereby employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The structure of equity theory is that employees, in an attempt to balance what they put in to their jobs and what they get from them, will unconsciously assign values to each of their various contributions. Based on the equity theory, if an employee perceives that his contributions are equal to his rewards, then, the employee is highly motivated and judge that he is being fairly treated. This is because people tend to appreciate fair treatment, which causes them to be motivated to keep the fairness maintained within the relationship of their co-workers and the organisation.

Empirical research found that an employee may resign if he/she perceived inequity (Dess and Shaw, 2001). For example, if an employee feels that his superior or

the organisation has treated him unfairly about work and career opportunities, the employee's job satisfaction may reduce and feels less committed to the organisation. Such finding supports the argument by Organ (1988) that employees should be motivated to not only to increase in-role performance but also to engage in citizenship behaviours that are important to the well-being of the organisation.

Many OCB research done in the past were mainly focusing on factors such as individual, social and interpersonal factors to explain employee's OCB (Boye and Jones, 1997; Vardi and Weiner, 1996; Vardi, 2001). Past research on social and interpersonal factors have found that such factors have great influence on OCB (Robinson and Greenberg, 1998; Robinson and O'Leary-Kelly, 1998) but individual factors, such as workers' personality traits, have found to be less influence on OCB (Robinson and Greenberg, 1998). Factors influencing the OCB could be explained using the social exchange theory as being used by Niehoff and Moorman (1993); Moorman et al. (1998); Settoon et al. (1996); Shore and Wayne (1993) in which the level of fairness in remuneration and processes that the employee perceives of the organisation or the extent to which the employee understands that the organisation interacts fairly with him/her (distributive, procedural, and interactional justice), could affect the employee's decision to demonstrate OCB. This relationship seems to become more accentuated in the case of jobs with specific tasks related to the quality of service to customers (Morrison, 1996; Kim et al., 2004; Bell and Mengüç, 2002; Blancero et al., 1995) and to university students (Rego, 2003).

Researchers have investigated relevant antecedents of organisation citizenship behaviour of employees such as personal disposition (Bolino, 1999; Bettencourt et al., 2001); organisational commitment (Podsakoff et al., 1996; Mackenzie et al., 1998); fairness perception (Moorman, 1991; Netemeyer et al., 1997 and job satisfaction

(Netemeyer et al., 1997; Mackenzie et al., 1998; Bettencourt et al., 2001). However, very little focus was paid to organisational activities by OCB researchers (Podsakoff et al., 2000; Mackenzie et al., 2001). The set of organisational activities has potential to affect employee OCB (Morrison, 1996). Therefore, the present research focuses on performance appraisal process.

2.2.2 Positive Effect of Organisational Citizenship Behaviour

OCB was said to contribute to work performance (David and Thomas (2008). Past researchers examined five categories of contextual performance: volunteering for activities beyond a person's formal job expectations; following rules and procedures; openly espousing and defending organisation objectives, persistence of enthusiasm and assistance to others (Organ, 1997) as related to personality variables, motivational basis, organisational support (e.g. Borman et al., 2001; Organ, 1990), social exchange (Konovsky and Pugh, 1994), job satisfaction (Bateman and Organ, 1983; Koys, 2001) and social capital (Bolino et al., 2002). The reason as to why OCB was said to contribute to work performance is due to the fact that OCB is extra-role behaviour resulting from a performance that goes beyond the requirement of the job and by virtue of that nature, constitutes a powerful indicator of good job performance (Motowidlo and Van Scotter, 1994).

2.3 Organisational Culture

The concept of organisational culture is derived from the field of anthropology. Based on the anthropological point of view, culture is conceptualised either as a system of

shared symbols and meanings or a system of shared cognitions (Rossi and O' Higgins, 1980).

There are many definitions of organisational culture and the literature on organisational culture revealed that there was no single acceptable definition of organisational culture. Nevertheless, most agree that organisational culture refers to values, ideologies, philosophies, beliefs, informal rules and rituals, which congeal the organisational members into a coherent whole (Pfeffer, 1981; Deal and Kennedy, 1982; Hofstede, 1984; Cooke and Rousseau, 1988; Ott, 1989, Schein, 1985, 1986, 1990).

The meaning of culture is to an organisation is what personality is to an individual. Schwartz and Davis (1981) describe organisational culture as a pattern of beliefs and expectations shared by the organisation's members. This view was also shared by Harrison and Stokes (1992) where they define organisational culture as distinctive constellation of beliefs, values, work styles, and relationships that distinguish one organisation from another. Cook and Szumal (1993) further added that the beliefs and expectations lead to norms, which in turn shape the behaviour of individuals and groups in organisations. The end result is the organisational norms of members' beliefs regarding behaviour that "fits in" and meets organisational expectations.

There are two characteristics of cultures as suggested by Cooke and Rousseau (1988). The first is known as the culture's "intensity". Culture "intensity" refers to the extent to which members of an organisation prefer one particular system to others and the degree of their consensus about these preferences. The second characteristic is known as culture's "direction". Culture "direction" refers to the specific styles of thinking, behaving and feeling that members' value in order to fit into and to succeed in an organisation. It was said that greater consistency in member behaviour is expected where intensive cultures are evident. Nevertheless, Rousseau (1990) added another

characteristic of culture known as integration. It refers to the extent in which units within an organisation share a common culture.

The characteristics were further examined by O'Reilly et al. (1991) and conclude that members of a unit group with the same values may form the basis for expectations or norms and if such norms are extended to other units in an organisation, the shared values are characterised as organisational culture. The dimensions of organisational culture are innovation, community minded, decisiveness, attention to detail, outcome orientation, aggressiveness, supportiveness, emphasis on rewards and team orientation (O'Reilly et al., 1991). The present study adopted the O'Reilly et al. (1991) dimensions. (See Figure 2.1). The following are the characteristics of the dimensions of organisational culture:

<u>Organisational Culture Dimensions</u>	<u>Dimension Characteristics</u>
Innovation :	Experimenting, opportunity seeking, risk taking, few rules, low cautiousness
Community Minded :	Meet community needs, socially responsible, involved in community
Supportive :	Support for employees, Fairness with employees, Respect for individual's rights, Caring about employees
Team Orientation :	Collaboration, people-oriented
Attention to detail :	Precise, analytic
Aggressiveness :	Competitive, low emphasis on social responsibility
Outcome oriented :	Action oriented, high expectations, results oriented
Decisiveness :	Autonomous, rule oriented
Rewards :	Equitable pay, High pay for good performance, Good financial rewards, Fair compensation



Figure 2.1: Organisational Culture Dimensions

Source: O' Reilly, C. A., Chatman, J & Caldwell, D.F. (1991), People and organizational culture: A profile comparison approach to assessing person-organisation fit, Academy of Management Journal, 34, 487-516.

2.3.1 Factors influencing Organisational Culture

There are many factors that could influence organisational culture. The review of the literature on organisational culture found that organisational culture could be influenced by the nature of organisational business, the views and values of founders or leaders and the societal culture (Schein, 1985).

The nature of organisation's business shaped the organisational culture. Organisations operate based on the business environment and type of people who are drawn to that environment. For example, the organisational culture in the private higher education institutions in Malaysia will not be the same as in public higher education institutions in Malaysia because very often private higher education institutions are largely self-funding and profit driven whereas public higher education institutions are fully funded by the government and they are non-profit institutions.

The views of founders or leaders to a large extent affect the organisational culture. Members of the organisation tend to emulate the values or behaviour of the founders or leaders because they are a source of direction and inspiration (Schein, 1983; Leavitt, 1986; Bennis and Nanus, 1985; Bennis, 1984). This notion was supported by many researchers who argued that generally people have an inherent tendency to emulate their superiors (Bates, 1984; O'Reilly, 1991; Schein, 1983, Summer, 1984, 1992; Sergiovanni, 1984; Tichy and Devanna, 1986; Smith and Peterson, 1988; Taylors, 1984; Tichy and Ulrich, 1984; Milgram, 1974).

The larger societal culture shapes the culture of an organisation (Pfeiffer and Salancik, 1978; Lawrence and Lorsch, 1967). This has been proven in various studies on multinational companies and international managers (Hofstede, 1984; 1981; 1980; Summer, 1980; Laurent, 1983). As a well-known researcher of organisational culture, Schein (1985) further elaborated that there are three levels of culture phenomena. The first level, which is on the surface, includes overt behaviour, physical manifestations, creations and artefacts. In this level, they can be easily spotted but difficult to decipher. The second level which is below the first level is where the sense of what “ought” to be values. People behave in a certain manner based on values. Nevertheless, Schein (1985) mentioned that human values are only manifestations of the culture and not the essence of the culture. The third level, which is the deepest level, concerns with the basic assumptions about the “right” ways of coping with the environment. Schein (1990) concludes that a well-developed organisational culture is a set of shared assumptions and any group within an organisational has the potential to develop its own culture or subculture provided that the membership of the group is stable and has a history of group problem solving.

Based on the literature review, there was no specific study done on the organisational culture in the private higher education institutions in Malaysia. It is also possible that performance appraisal is a culture-affecting phenomenon (Unoda, 1995). Past researchers (Lieb, 1999; Unoda, 1995) examined this relationship in a different context. Past researchers have found that there is a relationship and positive effect between organisational culture and performance appraisal (Lieb, 1999). Unoda (1995) studied the organisational culture and the properties of its performance appraisal system from organisation archival information. However, the present study takes a step further by examining the leader member exchange variable, which has not been done by past

researchers on the study of organisational culture and performance appraisal. Past researchers such as Lieb (1999) and Unoda (1995) studied on the tools or the actual process that leaders use to convey or instil culture values and whether the culture dimensions are part of the appraisal system. However no attempt has been done on how the leader-member exchange would affect the organisational citizenship behaviour. The present study attempts to address the gap in the literature by examining how organisational culture and performance appraisal process could predict organisational citizenship behaviour and examine the role of leader-member exchange as a moderator in the said relationship.

2.3.2 Importance of Organisational Culture

Culture guides the behaviour of the employees of an organisation. Good culture or some authors (Deal and Kennedy, 1982) put it as appropriate cultures have been linked to greater organisational effectiveness. Past researchers shared the same opinion that strategically appropriate cultures linked to greater organisational effectiveness (Kotter and Heskett, 1992; Schwartz and Davis, 1981; Akin and Hopelain, 1986; Peters and Waterman, 1982; Bolman and Deal, 1984; Barney, 1986; Dyer, 1986).

Realising the importance of organisational culture to organisational effectiveness, many researchers have been interested to study organisational culture but researchers often faced with challenges to universalise and operationalised the concept of culture due to its conceptualise diversity (Lieb, 1999). However, the challenges did not stop researchers from carrying out research on the organisational culture due to its impact towards the organisation and individuals within the organisation. Organisational culture was said to be an important element to determine how well an individual fits

into an organisational context and different organisational cultures have different effects on individual behaviour and organisational effectiveness (Ouchi, 1981; Deal and Kennedy, 1982; Hofstede, 1984; Schein, 1985).

In order to study organisational culture, Schein (1983) believed that a set of values and assumptions should be included in a research and these values are the input towards defining dimensions of norms, symbols, rituals and other evolution of cultural activities. Many researchers agreed to the idea that culture can be thought as a set of cognition shared by members of a social unit (Ouchi, 1981; Smircich, 1983; Schein, 1982; O'Reilly, 1989; Rousseau, 1990).

Rousseau (1990) in her empirical research incorporated such idea and her study described common elements in such sets and suggests a framework to include fundamental assumptions, behavioural norms, expectations, values and larger pattern of behaviour. As components of organisational culture, behavioural expectations can be characterised as influencing the thinking and behaviour of organisational members (Klein et al., 1995).

Earlier past studies done on the organisational culture were mainly focusing on related themes such as socialisation, storytelling and managing culture. In addition, past studies were carried out on the relationship between business strategy and organisational culture and research methodology (Denison, 1990). Further studies have also been carried out on performance appraisal as a culture affecting phenomenon as an additional theme (Unoda, 1995; Lieb, 1999). This is because there is likelihood that founder or leader may be communicating the thought or value system via performance appraisal system (Schein, 1992).

2.4 Performance Appraisal Process

A performance appraisal (PA) is an important management tool to assess employees' efficiency in the workplace (Armstrong and Baron, 1998). Since performance appraisal decisions have effects and consequences on workers' productivity, moral, compensation and recognition, employee performance appraisal is a subject of great interest in most organisations (Armstrong, 1998; Bratton and Gold, 1999). Performance appraisal is perceived as having a direct influence on job satisfaction and motivation of employees.

Performance appraisal is regarded as a larger process of performance management. Marchington and Wilkinson (1996) describe it as a cyclical process: determining performance expectations; supporting performance; reviewing and appraising performance; and, finally, managing performance standards. Performance appraisal for academic staff can take many forms such as appraisal by the head of school, peer appraisal as well as evaluation by students as part of the performance appraisal. The best approach to performance appraisal is the combination of appraisal by the head of school, peer appraisal and the evaluation by students to give overall picture of staff performance.

In the private higher education setting, academic staff members are the main component of the budget of higher education institutions. As such, they are a key resource and play a major role in realising the academic objectives of the private institutions. The performance of academic staff members to a large extent determine the quality of the education since academic staff members are involved in the delivery process. Thus, motivation of academic staff is crucial in determining the quality of this interface. This is because academic staff members who are not motivated may affect the delivery of quality education.

As human resources practitioners in higher education institutions, the human resources practitioners play a role in managing performance in which human resources practitioners look at how performance is managed in terms of assessment and appraisal. Moreover, the human resources department deals with recruitment of appropriate staff, retention of staff and administration of policies related to human resources. Since managing performance is part of the functions of human resources department, human resources practitioners need to understand the importance of performance appraisal because of the potential benefits to the institutions. Benefits of performance appraisal include better clarification and definition of job functions and responsibilities, increase in motivation to perform effectively, increase staff self-esteem, gain new insight into staff and supervisors, develop valuable communication among appraisal participants, encourage increased self-understanding among staff as well as clarifying organisational goals so they can be more readily accepted.

2.4.1 Purposes of Performance Appraisal

Many authors such as Townley (1993) had debated on the purposes of appraisal, whether it is for managerial purposes or it is for employees' own benefits. These arguments are very important in the changing world of academia. Cardno and Piggot-Irvine (1997) noted that there was no clear consensus on the purpose of appraisal, although they had attempted to clarify the purposes of, and desirable practices in, appraisal of teachers. Nelda et al. (1999) stated that the overall purpose of performance appraisals is to increase organisational effectiveness and productivity. Organisational effectiveness could be translated to achieving organisation objectives. Nevertheless, the current researcher is of the opinion that it is important to let employees know their

current performance level so that they could know their strength and weaknesses. By knowing their strength and weaknesses, employees are able to use their strength to contribute towards achieving organisational objectives and improve on their weaknesses.

In order to contribute to organisational effectiveness and productivity, individual performance evaluation plans need be developed for each staff member. Each performance evaluation should be developed co-operatively between each staff member and his supervisor. Reviews should be conducted at least once a year. During this review, the supervisor should analyse the duties and responsibilities of the position to ensure that they match the mission and goals of the institution, division and department. Performance evaluation plans should be changed to match any changes in job descriptions, missions and individual goals of the staff member.

In realising the importance of performance evaluation, supervisors should meet with individual staff members on a regular basis to discuss performance and expected behaviours within the department. Performance appraisal should be viewed as a process because the purpose of performance appraisal is to help staff to improve and, thus, to improve organisational effectiveness. Some authors suggested accountability should be the purpose of appraisal while others suggested professional development should be the purpose of appraisal (Townsend, 1995; Fisher, 1995). Accountability means appraisal may be used for competency and promotion. Professional development means that appraisal can be used to identify and fulfil professional development needs. However, there has been much debate over these purposes and their relative merits (Beer, in Middlewood, 1997; and Wiese and Buckley, 1998). The current researcher is of the opinion that the performance appraisal serves two functions namely the evaluation of staff work performance relative to job requirements and the development of staff for

improved work performance. This is because performance appraisal and staff development are closely related and should synchronise with one another. Performance appraisal should therefore address accountability as well as professional development needs.

2.4.2 System Fairness

The accuracy of the performance appraisal systems have attracted a number of researchers to research on this area such as Chirico et al. (2004); Curtis, Harvey and Ravden (2005); Findley et al. (2000); Fox et al. (2005); Jelley and Goffin (2001); Lam and Schaubroeck (1999); Lefkowitz (2000); Lievens (2001); Mero et al. (2003); Noonan and Sulsky (2001); Schleicher and Day (1998); Srull and Wyer (1989); Tizner et al. (2001). Studies examining the rater-ratee roles have examined the differences in rater-ratee characteristics that have been assumed to have influenced on the rating variations or errors. The interaction effect of gender or race on rater/ratee has frequently been studied (Rosen and Jerdee, 1974; Hammer et al., 1974). Gender biasness could affect perception on performance appraisal system. According to research by Landy and Farr (1978), those who do not see management as a traditionally female occupation rate woman much lower. The organisational cultures, at group, organisational and individual levels of analysis contributed towards such situation. Gender bias also takes other forms. Women with masculine characteristics are rated more promotable (Hartman, 1991).

Age factor could also affect the fairness of the performance appraisal system. According to Schwab and Heneman II (1978), older participants (raters) gave older ratees lower evaluations than younger ratees. This is supported by the research done by

Cook (1995) whereby he found that performance appraisal showed substantial bias against older persons. Favouritism such as liking for the ratee may also affect the accuracy of performance appraisal. Many studies have been conducted on role of undifferentiated affect or mood in performance evaluations. However, Cardy and Flobbins (1986) confirmed that the role of differentiated affect or liking for another individual in the appraisal process has an integral dimension that has a significant effect on rating accuracy. This is further confirmed by Alexander and Wilkins (1982) whereby measure of supervisory liking for a ratee was more related to appraisal than were objective indicators of ratee's performance. As an implication, there should be clear standards and observable information to reduce influence of interpersonal effect.

Subjectivity in comparisons or the evaluation process itself affected the perception. Subjectivity in comparisons involved comparisons between individuals and within individuals themselves by using appraisal to make promotion recommendations. For example, the Head of School in evaluating performance of lecturers tends to focus on comparisons between individuals, whereas within individual's comparisons is necessary for determining employee training and development needs. The evaluation process will have an influence on employees' perception of fairness and accuracy of the performance appraisal. This is because if the evaluation process involved requesting the evaluator to make comparison as part of the evaluation process, the evaluator's subjectivity is questionable and not so much on the rating received. In order to overcome this, there should be an opportunity for employees to state their side of story in the performance review to enable the performance appraisal system to be viewed favourably. This is because employees perceived the performance appraisal as based on relevant job dimensions and opportunity to discuss the objectives and plans during the review.

2.4.3 System Satisfaction

It is important for employees to participate in the appraisal process so that employees believe that the appraisal is accurate and fair (Pearce and Porter, 1986). This view is also propagated by other researchers such as Landy and Farr, 1983; Mohrman, Resnick-West and Lawler, 1989; Pearce and Porter, 1986) that employees are more likely to view the appraisal process positively if employees participated in the design of performance appraisal systems (Landy and Farr, 1983; Mohrman et al., 1989; Pearce and Porter, 1986).

Greenberg and Folger (1983) argue that employees' satisfaction with a performance appraisal system is related to satisfaction with processes (how PA is done) and outcomes of these processes (the actual ratings they receive). Yet there are researchers who agreed that ratees will be more satisfied with an appraisal system if scale formats which focus on specific behaviours (e.g. Behaviour Observation Scale-BOS) are used (as they appear less subjective) instead of raters' subjective evaluation of behaviours (Kopelman, 1986; Petit and Haines, 1994). As an implication, a careful evaluation process should be planned to avoid dissatisfaction among employees because the elements of subjectivity must be carefully managed to avoid negative perception of the PA system. This is in line with the findings of Roberts and Pavlak (1996) that employees are more likely to view positively the appraisal system provided that the PA system is linked to employee's growth and development as well as contributed to improve employer-employee relations. Higher levels of acceptance are also associated with perception that the PA system enhances motivation and productivity.

2.4.4 Problems with Performance Appraisals

Many authors such as Harrington (1998) supported the idea that performance appraisal is good in the sense that performance appraisal of employees should not only be used to reward but also to motivate employees. However, Edwards Deming, the father of modern day quality management, vehemently opposed performance appraisal. He argued that it served only to de-motivate staff rather than lead to any improvements (Deming, 1982). Questioning the reason behind his argument is that Deming claimed that performance indicators should be used to measure and improve the system and not to assess and reward the workers. This was the basis of his plea to avoid measure and reward systems. Deming has challenged the effectiveness of the traditional performance appraisal systems. He criticised the traditional performance appraisal system of placing too much emphasis on judging and ranking people and using extrinsic motivational means. Deming's view is valid in the sense that improper systems of implementing performance appraisal will cause dissatisfaction and de-motivate staff. Improper systems refer to using wrong performance appraisal method such as the ranking of employees into categories with fixed percentages assigned to each category. However, actual performance seldom breaks down into percentages, so the result is the splitting of equal performers into higher and lower categories, while placing immensely different performers into the same category. Therefore, in order to avoid dissatisfaction, firms need to take extra care in designing effective appraisal system.

The accuracy or inaccuracy of measurement with which performance appraisals are made is also one of the problems faced by managers in the administration of performance appraisal in organisations (Nelda et al., 1999). The manager often has had inadequate opportunities to observe performances of employees and occasionally the work performed by some employees cannot be distinguished from that of a group. The

findings of Nelda Spinks et al. (1999) support the argument of earlier research done by Deming (1982) in which performance appraisal de-motivate staff. This is because in a group performance, individual staff who is not performing may also be categorised in the same category of high achievers since measurement is based on a group performance. A poor performer may receive the same reward as the high achiever. Thus, in this sense, the appraisal systems de-motivate individual staff who has worked hard to achieve the measurement objectives.

This review of literature also examined the work of other researchers. According to Jill and Crossman (2004), many researchers in the research of performance appraisal have ignored views of the people who are the subjects of performance. However, the importance of people to organisational performance has long been recognised (Prahalad and Hamel, 1990), but Fletcher (1993) pointed out that more than 80 per cent of UK organisations surveyed in the UK, express some dissatisfaction with their performance appraisal system, perceiving that they fail as a mechanism to develop and motivate people. However, the study done in UK could not be generalised to employees in Malaysia. This is because the belief system, values and cultural differences have an impact on staff motivation.

The performance appraisal systems may de-motivate staff if the performance appraisal systems are not implemented fairly. A major conclusion that emerges from studies is that a performance appraisal system will not be effective unless it is perceived to be fair by all of those involved in the process (Ilgen et al., 1979; Murphy and Cleveland, 1991). In addition, levels of stated satisfaction with performance appraisal systems are clearly related to the perceived fairness of the system (Kluger and DeNisi, 1996; Mount, 1983; Pooyan and Eberhardt, 1989). This is because employees view a fair system as providing accurate assessment of their performance. If employees believe

that the systems of assessing them are fair, they will be motivated to work harder to achieve the organisation objectives. Since the performance appraisal is related to reward system, staff members are motivated to increase productivity in order to be rewarded.

Based on literature review, Robert Gratton (2004) mentioned that the purpose of appraisal, as implemented within the school, was perceived by the questionnaire respondents, as being slightly more weighted towards accountability than a combination of purposes. The question of how to reconcile between organisational concerns for control and compliance with employee expectations of professional development and personal aspirations on the other is recognised by many writers on performance appraisal as a dilemma (Hendry et al., 2000). The failure to reconcile between the two element lead to de-motivation of staff. This is because if an organisation is unable to meet employees' expectations for personal development, the mismatches of expectation may demoralise staff. However, the finding of Robert Gratton (1994) conducted in a school environment in New Zealand cannot be generalised to Malaysia because of cultural differences. In Malaysia, academics were facing a problem in maintaining a balance between the needs for management control and compliance and academics expectations of professional development and personal aspirations (Arokiasamy et al., 2009). In some of the private colleges in Malaysia, lecturers are required to clock-in and clock-out and lecturers are assessed on the number of teaching hours that they are assigned to or the number of publications that they are required to produce within a period of time. Such could be "ideal" factors in assessing lecturers' performance as perceived by the private institutions but lecturers may have different perception such as expecting academic freedom to attend seminars and conferences, lesser control on their movement and minimum number of teaching while placing importance on professional development and research.

Regrettably, in many higher education institutions, performance appraisal may not always contribute to the development of the individual in support of organisational objectives. In the private higher education industry in Malaysia, very little emphasis is given to research and development. In this context, Armstrong and Baron (1998) stress the importance of looking at performance appraisal as participate process (coaching and counselling), rather than a judgmental review. Performance appraisal is done for various purposes, such as for professional and career development, accountability check, to be linked with recognition and compensation, references to disciplinary procedure and most commonly, is as a mechanism to determine salary increment and promotion exercise (Abdul Aziz, 1999). Moreover, the process of performance appraisal involves observing and evaluating staff members' performance in the workplace with relation to pre-set standards. Conventional approaches to performance appraisal treated it as a measurement exercise, while more contemporary approaches were more concerned with information processing within the performance appraisal decision-making process. Thus, in the use of conventional approach of treating performance appraisal, the measurement exercise should be done moderately. Measurement exercise should not be done excessively as it leads to de-motivation of staff. In other words, there must be a balance of conventional and contemporary approach. As an example, excessive frequency of classroom observations of lecturers by senior faculty members may demotivate staff because psychologically, lecturers are under pressure to perform their best under observation and lecturers feel that the management does not trust them.

Another dilemma faced by universities and colleges is to achieve an appropriate balance between the aims of control and commitment. Traditionally, appraisal is on control in which appraisal assesses academic staff based on their contribution to the university or college. However, authors such as Barry et al. (2001); Holley and Oliver

(2000); Henson (1994) and Townley (1990) prefer academic staff to be given primary responsibility to identify development as an approach to performance appraisal. They feel that the assessment of academic staff based on their contribution to the universities and colleges as unacceptable and unwarranted. Such assessment is infringement of academic freedom, restricts creativity and self-development. Nevertheless, assessment of academic staff should be separated from processes of reward and promotion. This is because appraisal should be to promote personal development and if combined with the process of reward and promotion, academic staff may be reluctant to expose their own weaknesses to their superior. By exposing their weaknesses to their superior, this may affect the chances for promotion and increment. Moreover, staff may be de-motivated if their weaknesses lead to freezing of increment and promotion. However, if the purpose of appraisal is for personal development, the appraisal may identify the individual weaknesses and enable management to assist in improving the staff performance.

The next dilemma faced by universities and colleges is a major imbalance between traditional appraisal systems based on hierarchical authority and direction as well as the form of appraisal that should operate within universities and colleges. This is because in universities and colleges, academics typically have high levels of autonomy and independence of judgement, self-discipline and adherence to professional standards, power and status based on specialist knowledge and skills, and conduct guided by a code of ethics. This is supported by the work of Fletcher (1997) that stated the inappropriateness of traditional forms of appraisal for organisations that are knowledge based, have flatter hierarchies, and need to maximise employee flexibility to compete effectively. The performance appraisal of academic staff cannot be too rigid. Performance appraisal should allow some flexibility to take into consideration of autonomy, independent of judgement and self-discipline of academic staff. The

management of higher institutions cannot use the same performance appraisal method meant for other category of staff such as supporting staff. This is due to the fact that the productivity output of academic staff cannot be measured tangibly. Failure to recognise the differences may lead to de-motivation of academic staff.

2.4.5 Gap in the Research on Performance Appraisal

The review of literature on performance appraisal reveals that there was a shift from rating accuracy to social and motivational concerns (Fletcher, 2001). Past researchers have studied performance appraisal on the effects of employee satisfaction, fairness of performance appraisal systems and employees attitudes (Cawley et al., 1998). Empirical findings found that if the ratings used were relevant to employee's job performance, goal setting was discussed, and the appraisal process allowed employees to voice their own opinions, employees were more likely to have a positive attitude towards the appraisal process (Dipboye and de Pontbriand, 1981). Moreover, Dobbins et al. (1990) found that the higher the number of subordinates assigned to a supervisor, the higher the importance employees placed on the frequency of the rating process. Despite the fact that such studies exist, attitudinal research in the performance appraisal domain has been sporadic and sparse compared to that addressing psychometric and methodological issues (Sulsky and Keown, 1998), and thus attitude has even been referred to as the "neglected criterion" (Murphy and Cleveland, 1995).

Past researcher such as Simmons (2002) had analysed performance appraisal systems in universities and colleges with particular emphasis on staff perspectives and expectations. Simmons (2002) mentioned that there has been limited research done on the effective performance appraisal of professionals in knowledge-based organisations

especially in universities and colleges. In the current study, the dimensions of performance appraisal process as in Figure 2.2 are used to find the fit with the dimensions of organisational culture. Lieb (1991) also employed similar dimensions in her past study. The characteristics of the dimensions are as follows:

<u>Performance Appraisal Dimensions</u>	<u>Dimension Characteristics</u>
Innovation :	Experimenting, opportunity seeking, risk taking, few rules, low cautiousness
Community Minded :	Meet community needs, socially responsible, involved in community
Supportive :	Support for employees, Fairness with employees, Respect for individual's rights, Caring about employees
Team Orientation :	Collaboration, people-oriented
Attention to detail :	Precise, analytic
Aggressiveness :	Competitive, low emphasis on social responsibility
Outcome oriented :	Action oriented, high expectations, results oriented
Decisiveness :	Autonomous, rule oriented
Rewards :	Equitable pay, High pay for good performance, Good financial rewards, Fair compensation

The study of the fit with the dimensions is important because if the tools and goals of the performance appraisal process are incongruent with organisational goals, the results of the performance appraisal system may be detrimental to effective organisational functioning (Barrett, 1967). The study of the fit enables the researcher to identify which aspects of dimensions are most or least important because some researchers have said that the appraisal process itself is often a source of unmet expectations for all concerned due to differing and conflicting needs of stakeholders such as employee, appraiser and organisation (Murphy and Cleveland, 1995).

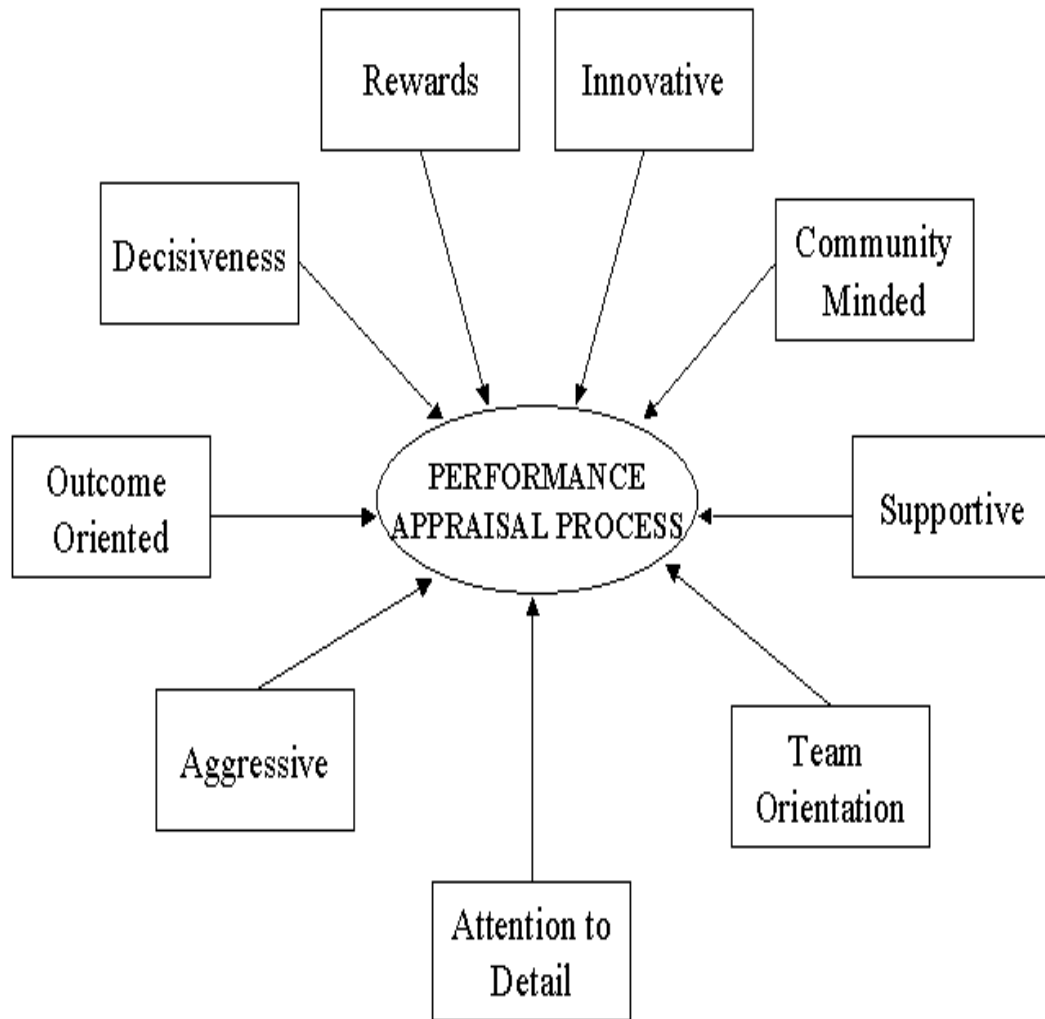


Figure 2.2: Performance Appraisal Dimensions

Source: Lieb, P.S. (1999). Culture & Performance appraisal systems: How does this relationship effect organisational commitment, job satisfaction and turnover intention?

Doctoral thesis submitted to Temple University, USA, page 22

2.5 Leader-Member Exchange

Leader-Member Exchange (LMX) theory was first proposed by Graen and his colleagues (Dansereau, Graen, and Haga, 1975; Graen and Scandura, 1987; Graen and Uhl-Bien, 1995) where basically a leader does not form a single universal relationship with each follower but tend to establish a unique relationship with each subordinate. The underlying assumption for this is that a leader establishes separate relationships with each subordinates as the two parties participate in a mutual role-making process (Graen and Uhl-Bien, 1995). It was theorised that leader-member dyads with high levels of respect, trust and liking will engage a high exchange relationship and contribute to each other beyond the requirements of the work contract (Dienesch and Liden, 1986) as opposed to dyads of low quality exchange relationships where subordinates will tend only to comply with the formal requirements of the work contract (Liden and Maslyn, 1998).

Leader-member exchanges are rooted from the social exchange theory. The LMX literature differentiates between low and high quality exchanges in which the low quality exchange is based upon principles of economic or transactional exchange whereas the high quality exchange relationship is driven by social exchange processes (Liden et al., 1997). LMX describes how leaders develop different exchange relationships over time with their various subordinates as they influence each other (Farouk, 2002).

In the transactional framework of leadership, supervisors develop a relatively stable dyads relationship with subordinates and such relationship can range from lower to higher quality exchanges (Liden et al., 1993; Dienesch and Liden, 1986; Graen and Cashman, 1975). This is based on the notion that supervisors treat individual

subordinates differently (Duchon et al., 1986). In the higher-quality exchanges, supervisors tend to evaluate subordinates positively which results in promotion and salary increment and in return supervisors receive committed, competent and conscientious subordinates (Dansereau et al., 1975; Liden and Graen, 1980; Graen et al., 1990). In addition, the characteristics of higher-quality exchanges include bi-directional influence, loyalty, friendly working relationships based on mutual trust and support as well as interpersonal attraction (Dansereau et al., 1975; Liden and Graen, 1980; Dienesch and Liden, 1986). As for the lower-quality exchanges, supervisors tend to treat subordinates with the formal organisational authority in the formal job function and the subordinates only receive the standard organisational benefits (Graen and Cashman, 1975). The different treatment accorded to subordinates of high-quality exchanges and low-quality exchanges may create feelings of unfairness among the lower-quality exchange subordinates (Bass, 1990; Yukl, 1994).

2.6 The relationship between Leader-Member Exchange and Organisational Citizenship Behaviour

Past research work by Lapierre and Hackett (2007) and Wat and Shaffer (2005) suggested that leader-member exchange is positively related to organisational citizenship behaviour. Researchers such as Erdogan and Liden (2002), Gerstner and Day (1997), Graen and Uhl-Bien (1995), Schriesheim et al. (1999) and Yukl (2006) suggest that a subordinate who has high LMX relationship with his superior can contribute to the subordinate's work experience in a desired manner such as organisational citizenship behaviour. Moreover, as have been shown by results of the past research, composite measures of LMX are associated to composite measures of OCB (Deluga, 1998; Hui et al., 1999; Settoon et al., 1996; Wayne et al., 1997).

Citizenship behaviours are displayed at the discretion of an employee and that since it is very much depends on the employee's decision to display extra role behaviours, the employee involved in a high quality relationship exchange with his/her supervisor, may choose to display OCB as reciprocate to the relationship between the supervisor and the employee. Researchers such as Shull (1994) and Deluga (1994) suggest that a direct positive relationship is expected between LMX and OCB because the subordinate involved in high quality exchange relationship may exhibit more citizenship behaviour. The social exchange theory developed by Blau (1964) is used as theoretical justification for predicting the relationship between LMX and OCB. When a subordinate developed a trust to the supervisor, the subordinate displays the social exchange relations whereby the subordinate is more likely to perform extra roles behaviours to reciprocate the relationship (Organ, 1988). In a situation where a trust between a supervisor and a subordinate is lacking, it is unlikely for the subordinate to display extra role behaviours and the subordinate may only display in role behaviours which is required by the job description in compliance with economic exchange. In this instance, it is the contractual obligation within the parameters of employee's role (Organ and Konousky, 1989; Witt, 1991). However, trust has been found to be highly correlated with participative styles of leadership (Klauss and Bass, 1982). There seem to be trust for the subordinates when superiors are comfortable with the competence level of employees (Bauer and Green, 1996; Dienesch and Liden, 1986; Mayer et al., 1995).

In addition to trust, there are other macro motives in social exchange theory, which could influence the exchange relationship (Blau, 1964). Macro motives are sets of attributes that characterised how a person feels about the other person involved in the exchange theory (Holmes, 1981). A subordinate in a high quality LMX relationship is said to display a social exchange relationship with his supervisor whereas a subordinate

in a low quality LMX relationship tend to display only economic exchange relationship with his supervisor. Past research has found that subordinates reporting high-quality LMX not only assume greater job responsibilities but also express contributing to other units (Liden and Graen, 1980).

Besides the theoretical justification to the LMX-OCB relationship, there is also direct and indirect empirical justification for such a relationship. The effect of the leader is noted as indirect evidence to support the relationship of LMX-OCB. The effect of leader can be categorised as supportive behaviour, modelling and social cues (Schnake, 1991). Leader supportive behaviour directly influenced generalised compliance citizenship behaviour. This is based on the research done by Smith et al. (1983) because a subordinate in a high quality relationship tend to display OCB to reduce his feeling of inequality if he feels that he is receiving more 'benefits' from the relationship than giving. Moreover, in a high quality exchange, supportive leader behaviour contributes to loyalty from subordinates. In exchange, subordinates show support for the leader and willingly perform extra role behaviours.

A subordinate modelling the behaviour of his/her leader in performing extra roles may influence the subordinate's organisational citizenship behaviours. This could be justified using the social learning theory (Bandura, 1977). For example, a subordinate may emulate his/her leader in performing extra role behaviours but modelling may also lead to a negative effect on citizenship behaviours if the leader's behaviours signalling that citizenship behaviours are not important (Schnake, 1991).

The empirical research by Back (1951); Deutsch and Gerard (1955); Festinger (1950) found that social cues or informal, spontaneous communications are likely to affect perceptions and behaviours. Such finding was also validated by Schnake (1991). Findings by Schnake (1991) suggest that employees who are regularly exposed to

positive social cues regarding citizenship behaviours are more likely to engage in citizenship behaviours. Since leader can be a possible source of social cues, the positive social cues from the leader may influence a direct positive effect on citizenship behaviour. In summary, the social cues and modelling provided by the leader in the LMX may influence the subordinate's citizenship behaviour because in a high quality relationship between a leader and a member, the member in a high level of interaction has high exposure in modelling and social cues from the leader. Thus, it is likely that a leader may influence members to demonstrate OCB with in-group members than with out-group members (Dansereau et al., 1975; Scandura and Graen, 1984; Vecchio, 1982). In addition, in a study conducted in a private higher education institution, the leadership styles and organisational commitment were found to be correlated with the citizenship behaviour of academic staff and have a significant positive influence on the citizenship behaviour (Khan and Zabid, 2012).

The empirical research by Podsakoff et al. (1990) found that leader's behaviour affect OCB. They noted that in-group members are expected to work harder and be more committed to task objectives (conscientious), be loyal to the leader and to share administrative duties (altruistic and exhibiting civic virtues). The study by Farh et al. (1990) found that leader fairness behaviour influenced subordinates citizenship behaviour. Leader's fairness in the said study was measured using contingent reward behaviour, supportive leader behaviour and participative leader behaviour. The findings of Farh et al. (1990) indicated that leader fairness accounts for more unique variance in altruism than in compliance factor. In short, leader fairness was supported as a possible variable that explains the correlation between OCB (altruism) and job satisfaction.

The subsequent research by Niehoff and Moorman (1993) who studied the relationship between supervisory monitoring behaviours, justice and organisational

citizenship behaviours showed that citizenship behaviour was negatively affected by supervisory monitoring but had a positive influence through the effects of monitoring on perception of justice. The study indicated that the exchange relationship between a leader and member may influence the member's citizenship behaviour.

As for the direct evidence of the LMX-OCB relationship, Manogran and Conlon (1993) contributed direct evidence of the existence of relationship between LMX-OCB based on path analysis that LMX had a significant effect on OCB. In their study, they found that LMX indirectly affected OCB through a positive relationship with commitment which had a negative relationship with OCB.

2.7 Research Framework

The social exchange theory laid the foundation for the research framework. Social exchange theory (Thibaut and Kelley, 1959; Homans, 1961; Blau, 1964) states that social behaviour is the result of an exchange process. The purpose of this exchange is to maximise benefits and minimise costs. The base of the relationship lies in the “reciprocity rule”: a satisfied employee reciprocates organisational citizenship behaviour (OCB) towards those who have benefited him/her (Bateman and Organ, 1983). According to this theory, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship.

According to Blau (1964), there are two types of exchange namely “social” exchange; and “economic” exchange. The “social exchange” is neither finite nor tangible and can be explained in the organisation setting when employees tend to emulate or conform to a set of organisational culture since employees perceived that

such action of conforming to the organisational culture contribute to positive evaluation by superiors which in return affect employees' rewards. As such, the organisational culture variable is included in the framework of study to examine the relationship with OCB. This is in line with other researchers who had applied the social exchange theory whereby researchers had included organisational environment in their framework of study, where OCB constitutes the non-task behaviour most studied scenario (Vardi and Weiner, 1996; Boye and Jones, 1997; Vardi, 2001).

The "economic" exchange derived from the actual contractual relationship and involved clear and tangible exchange such as salary (Organ, 1990). The performance appraisal process in an organisation is often used as an indicator for salary increment, rewards and promotion. There is a possibility that employee's behaviour in an organisation could be influenced by the perception of the appraisal process. Employee tends to behave positively when the appraisal is perceived as having influence on the employee's rewards. Thus, the current study speculates that performance appraisal process in the private higher education institutions can affect OCB of academic staff.

There are other perceptions factors that could affect social exchange such as leader support (Smith et al., 1983), perceived organisation support (Moorman et al., 1998), the leaders' level of honesty (Farh et al., 1990), the anomic behaviour of supervisors (Hodson, 1999) and values in the workplace (Van Dyne et al., 1994). These factors have been studied and found to associate with different types of organisational justice and OCB. In addition, the perception of the fairness of the performance appraisal can also influence the citizenship behaviour. This observation was based on the finding conducted in the banking sector in Pakistan. If there is a perceived fairness in the performance appraisal, it was found that employees are more committed to the organisation and more willing to perform citizenship behaviours that lead to

organisational effectiveness (Ahmed et al., 2011). Therefore, the leader-member-exchange (LMX) is included in the framework to moderate the relationship of organisational culture and its effect on OCB.

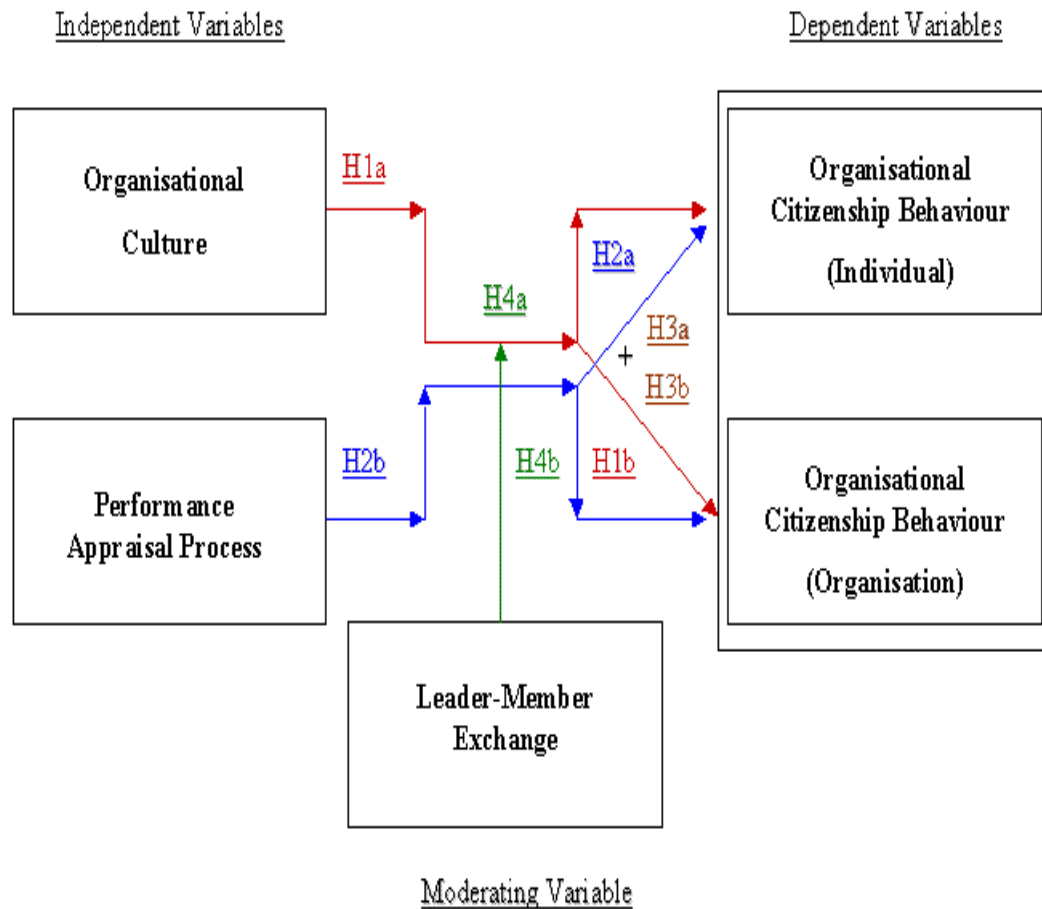


Figure 2.3: Research Framework

The present research framework in Figure 2.3 is built after taking into consideration of the past literature that besides the individual factors which predict OCB, there could be other organisational factors which worth to study because such factors have not been extensively reviewed (Moorman and Harland, 2004). Organisational culture has been said to affect the effectiveness of an organisation (Deal and Kennedy, 1982). The proposed framework could probably shed some lights as to

whether organisational culture could also have similar impact on the OCB of academic staff in higher education institutions in Malaysia. It is interesting to examine the dimensions of organisational culture in the private higher education institutions in Malaysia because past research done on OCB were mainly concentrated in business organisations conducted in the Western countries.

The performance appraisal process can affect the OCB. Based on literature review, employees are more willing to perform OCB when they perceived fairness of the appraisal process or when the appraisal process is view favourable by employees (Becton et al., 2007). Unlike the appraisal of employees in the business organisation, appraisal for academic staff members was often appraised based on the number of research papers produced, the number of teaching hours and quality of teaching and in some cases, based on the academic performance of the students. Academic staff members typically have high levels of autonomy and independence of judgement, adherence to professional standards; have power and status based on specialist knowledge and skills, self-discipline and adherence to professional standards (Simmons, 2002).

Academic career have also been said to have a flatter hierarchies as compared to ordinary business organisation (Fletcher, 1997). Typically, in an institution, most academic staff members have no subordinates under their charge except academic staff who are holding administrative positions such as dean, head of school, head of department and programme coordinator. The purpose of academic staff appraisal as perceived by academic staff is to meet professional development and personal aspirations and not to fulfil the traditional view of organisational control and compliance as have been done in most business organisation (Hendry et al., 2000; Braton and Gold, 1999).

Past research pointed out that academic staff members do not want managerialist approach of performance appraisal because such approach is regarded as an infringement of academic freedom, based on a top-down approach to research and teaching which severely restricts creativity and self-development. Academic staff members would prefer a developmental approach to appraisal where academic staff members are given the freedom to identify development based on trust, self-evaluation, peer review and separated from processes of reward and promotion (Barry et al., 2001; Holley and Oliver, 2000; Henson, 1994; Townley, 1990). However, the current researcher is of the opinion that the challenge is for the management of the institution to reconcile between the organisation concerns for control and compliance and academic staff expectations of professional development in which these could be achieved with accommodation of organisational values and gaining academic staff commitment and trust via the role of the superior in linking between institution and academic staff. Therefore, the moderating effect of leader-member-exchange is explored linking the organisational culture, performance appraisal process and organisational citizenship behaviour of academic staff.

Based on the distinctive characteristics of academic staff in higher education institutions, this study attempts to find out whether past empirical research findings could be generalised to cover academic staff and this study has potential to make a contribution to the body of knowledge in the field of organisation behaviour especially when such characteristics are very different from business organisations.

2.8 Development of Hypotheses

The hypotheses give direction to the collection and interpretation of data. The hypotheses provide a tentative explanation of phenomena and facilitate the extension of knowledge in an area. In addition to giving the direction to the research, the hypotheses provide a framework for reporting conclusions of the study. The derivation of hypotheses is explained below.

2.8.1 The Relationship between Organisational Culture and Organisational Citizenship Behaviour

Organisational culture was said to affect employee performance and satisfaction. The influence of organisational culture towards employee performance has long been debated by researchers because it is difficult to measure them objectively since both concepts consist of a number of separate dimensions (Woolliams and Moseley, 1999). The way an employee behaves in the organisation can be influenced by the organisational culture. Since there is a tendency that organisational culture provides direction on an employee's behaviour, there is a likelihood that organisational culture can affect the organisational citizenship behaviour either directed towards individuals or organisational citizenship behaviour directed towards the organisation. A theoretical framework is required in order to measure the concepts. The employees overall perceptions of organisation, on factors such as team-oriented, rule-oriented, adaptability to change and degree of autonomous becomes organisation's culture or personality. These positive or negative perceptions then affect employee performance and satisfaction, with the higher impact for stronger cultures (Appelbaum et al., 2004). Therefore, this study aims to examine the following hypothesis:

H1a: The organisational culture affects organisational citizenship behaviour directed towards individuals.

H1b: The organisational culture affects organisational citizenship behaviour directed towards the organisation.

2.8.2 The Relationship between Performance Appraisal Process and Organisational Citizenship Behaviour

The expectancy theory developed by Vroom (1964) formed the foundation for the derivation of this hypothesis. Expectancy theory refers to the mental processes pertaining to choice on how individual makes a choice. Behaviour that is rewarded is more likely to be repeated. Performance appraisal is often use as a tool to reward employee performance. Koys (1988) argues that employees' commitment towards their organisation is on the perception of how employees' view the human resource practices in the organisation. The performance appraisal process has a positive influence on extra-role behaviours when employees see it as appropriate or justified.

If employees perceived that they have been given fair treatment by the organisational, the employees are more committed towards the organisation. Based on this view, there could be a possibility that employees may demonstrate citizenship behaviour if the performance appraisal process is viewed as fair and take into consideration of extra roles of employees' contribution either towards the organisation or co-workers in the organisational review and rewards system. Many past researchers have found preferential treatment accorded to subordinates when there is high LMX (Gomez and Rosen, 2001; Keller and Dansereau, 1995; Kozlowski and Doherty, 1989). Liden et al. (1993) concluded that supervisors might assign a different set of characteristics to someone who is similar to them than to someone who is dissimilar on

the basis of categorisations rather than actual observations when processing evaluation information. Therefore, it can be hypothesised that:

H2a: The performance appraisal process has an effect on organisational citizenship behaviour directed towards individuals.

H2b: The performance appraisal process has an effect on organisational citizenship behaviour directed towards the organisation.

2.8.3 The Relationship of Performance Appraisal/Organisational Culture fit and Organisational Citizenship Behaviour

The Person-Environment (P-E) Fit model (Schneider, 1987) formed the foundation for the development of the hypothesis as stated below. The review of literature found a similarity in the method used to study PA/OC variables. This was based on a framework known as Person-Environment (P-E) Fit model which has been studied by many researchers (Kristof, 1996; Kristof-Brown et al., 2005). There are several types of fit that fall under the umbrella of P-E fit, including person-organisation (P-O), person-job (P-J), person-group (P-G) and person-supervisor (P-S). The model has been defined as the congruence between the values, goals and expectations of employees and those of the organisation (Boxx et al., 1991; Schneider, 1987). Kristof (1996, p. 271) provides a concise definition of person-organisation fit as “the compatibility of people and organisations that occurs when (a) at least one entity provides what the other needs, or (b) both share similar fundamental characteristics, or (c) both”. Nevertheless at a later stage, Kristof-Brown et al. (2005, p. 281) provide a broader definition of P-E fit as “the compatibility between an individual and a work environment that occurs when their characteristics are well matched”.

Past research found that OCB is also influenced by a high congruence between personal and organisational values (Cable and DeRue, 2002). The findings of their study pointed that a high person-organisation fit is associated with organisational behaviour traits of willingness to stay in organisation and doing extra work. The recent research by Yaniv et al. (2011) found that OCB is positively related to person-organisation fit whereby the higher the person-organisation fit, the higher the organisational citizenship behaviour. The researchers also examined the correlations between person organisation fit and Organisational Identification (OI) levels and found a positive correlation between them too.

The application of the P-E fit in the context of the present study is supported to find out whether there is a positive relationship between dimensions of organisational culture and dimensions of performance appraisal process and its effect on OCB. Past researchers are convinced that a higher values fit between individuals and their organisations is associated with more positive subjective experience for the person and better performance for the organisation (Kristof, 1996). A study by Whiting et al. (2007) used the person-performance congruency and its utility in predicting performance appraisal attitudes which in return, predict organisational outcomes such as turnover intentions and affective commitment. The study found that employees perceive that the performance appraisal system is congruent with their expectations; therefore, positive outcomes should be expected.

In addition, Schein (1985) proposes that culture may play a vital role in establishing how well an individual fits into an organisational context. This view also shared by O' Reilly et al. (1991) in which they suggest that research on person-organisation fit in the past pointed out that the fitting can increase performance,

satisfaction and commitment towards the organisation. Nevertheless, little empirical research was done in the past to examine such relationship.

Previous studies on the corresponding organisational culture dimensions and performance appraisal towards organisation outcomes were on organisational commitment, job satisfaction and turnover intent (Deal and Kennedy, 1982; Ott, 1989; Lance, 1991; Williams and Livingstone, 1994; Price, 1997; Currivan, 1999). The PA/OC fit characteristics have been studied by other researchers such as Eisenhardt (1985) and Jaworski (1988). Although PA/OC have been extensively researched, there appears to have been less attention placed on how their combined forces may impact upon organisational outcomes (Behery and Paton, 2008). Therefore, it was hypothesised that:

H3a: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards individuals.

H3b: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards the organisation.

2.8.4 Leader-Member Exchange as Moderator between the Relationship of Organisational Culture and Organisational Citizenship Behaviour

The derivation of this hypothesis is based on the past literature review that where it was observed that leaders can be a possible source of social cues. Schnake (1991) suggests that employees who are regularly exposed to positive social cues regarding citizenship behaviours are more likely to engage in citizenship behaviours. The positive social cues

from the leader may influence a direct positive effect on citizenship behaviour. Since this pattern of behaviour was observed in the past, the hypothesis is formulated in the study of academic staff behaviour to find out whether the past result is the same for the academic staff.

Leader-member exchange (LMX) had a positive impact on organisational citizenship behaviour (OCB). This was revealed in a study done in Malaysia to examine the influence of LMX from the perspectives of superior as well as subordinates on OCB of 300 non-supervisory employees and their 188 superiors in banks in Malaysia (Noormala and Syed, 2009). Moreover, LMX is said to be a better predictor of OCB as compared to perceived organisational support (Settoon et al., 1996). This is because superior's leadership and subordinates' OCB are inter-related (MacKenzie et al., 1990). Bad superior-subordinate relationship may cause negative consequences, which might lead to misunderstanding, which in turn decreases the subordinates' OCB. Therefore, prevention of subordinates' negative outcome is vital and should be carefully managed via leader-member-exchange.

A study by Perumalu and Ibrahim (2010) found that there is a correlation effects between leader-member exchange and organisational citizenship behaviour in a public sector organisation in Malaysia. This is also in line with previous study by Liden et al. (1993) that supervisors might assign a different set of characteristics to someone who is similar to them than to someone who is dissimilar on the basis of categorisations rather than actual observations when processing evaluation information. In addition, a similar study done by Yolanda (2000) found a significant relationship exists between the quality of the supervisor-subordinate relationship and subordinates' commitment and altruistic organisational citizenship behaviour. The rationale for this relationship is that in a high LMX relationship, subordinates become loyal to the supervisor and obligated

to reciprocate to the support given by the supervisor. Such scenario contributes to more OCB (Wayne and Green, 1993). No doubt that OCB is not formally rewarded; however, OCB may be informally rewarded with more emotional support and resources through the higher quality LMX (Deluga, 1998; Wayne and Green, 1993). Other researchers on OCB have suggested that future studies can expand the predictor domain to other social exchanges, such as the ones established laterally, with co-workers (Chiaburu and Harrison, 2008) or with one's leader (Euwema et al., 2007). As such, taking the cue from past researchers, the current study attempts to address the gap in the literature on OCB. As subordinates perceive these as advantages, subordinates are motivated to keep the advantages. Thus, it can be hypothesised that:

H4a: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards individuals.

H4b: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards the organisation.

The review of literature concludes that there were gaps in the literature on OCB, organisational culture, performance appraisal and leader-member exchange. The review of literature provides the fundamental foundation for the current researcher to build the research framework. The review of literature also serves as guidelines and direction for the study. The current research examines the effect of leader-member exchange in moderating the relationship between organisational culture and organisational citizenship behaviour. Meanwhile, the direct relationship of the variables in the study were also tested and analysed. The study on organisational citizenship behaviour as a dependent variable was divided into two parts namely organisational citizenship behaviour directed towards individuals and organisational citizenship behaviour

directed towards the organisation. The research methodology and instruments used for carrying out this research is discussed in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the overall methodology used to collect the data for the research. The chapter starts with the description of the research design process. Next, it explains the justification for quantitative research and the data collection procedure used in this study. This is followed by a description of the sampling plan, scope of the study, instrument used in the study, reliability and validity of the measurements used by past researchers, pilot testing of the measurement and the method of analysis used in this research.

3.2 Research Design Process

The research was carried out using a cross-sectional technique whereby data were collected at the same period of time from private universities, university colleges and colleges located in the Klang Valley (Selangor and Federal Territory Kuala Lumpur, Malaysia). The same period of time of data collection across institutions enable the researcher to identify similarity or differences in characteristics between organisations (Hussey and Hussey, 1997; Zikmund, 2003). In this research, a quantitative approach was used. Quantitative research refers to an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisations of the theory hold true (Creswell, 2009). In short, quantitative research is about quantifying the relationships between variables.

The research design processes are conducted through two major phases namely the pilot study and the main survey. The pilot study involved testing the measurement instrument in one particular private college. It tested the validity and reliability of the measurement instrument. Internal consistency reliabilities were obtained for each of the measures. From the results of the pilot survey, the researcher was able to identify the weaknesses and determine the reliability of the measurement instrument. The researcher then conducted interviews with selected academic staff after completion of the pilot survey with a view to gather feedback on the instrument i.e. whether the respondents face any problem in comprehending the questions in the questionnaire and whether any part of the questions appear to be misleading or ambiguous. After obtaining the feedback, the researcher consulted an expert to make modification to the measurement instrument prior to the actual survey.

3.3 Justification for Quantitative Research

In quantitative research, the aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research is inclined to be deductive. In other words, it tests a theory. This research which aims to test the relationship of independent variables of organisational culture and performance appraisal on the dependent variable of OCB, the quantitative research was considered as the most appropriate method. This is in contrast to most qualitative research which tends to be inductive. Quantitative research method was used in this study since the quantitative research method was sufficient to generate answers to the research questions in this study. Moreover, quantitative designs of research tend to produce results that can be generalised provided that the research was conducted in

an appropriate manner using appropriate sampling techniques. For variables under this research, the results of the quantitative study tend to hold true though like in any research, this research is subject to limitations which are discussed in detail in the Chapter Six. Qualitative research method was not used in this study because qualitative research tends to produce results that are less easy to generalise. In view of the large number of respondents in this study and since this study has produced desirable results which were sufficient to draw conclusion and answers to the research questions indicated in Chapter One, thus, the quantitative approach was adopted. In addition, the large number of respondents totalling to 531 in this study met the generalised scientific guideline for good sample size decisions (Sekaran, 2007).

3.4 Data Collection Procedure

Firstly, the researcher identified a list of institutions that fit the criteria of enrolment of above 4000 students. The reason was to ensure homogeneity characteristics of the institutions since there are far too many institutions with different degree of size in terms of students' enrolment and staff. The researcher obtained the list from the Study in Malaysia Handbook 2009 published by Challenger Concept. From the list, it was identified that there were a total of 15 institutions. The method used in the selection of the sample is stratified sampling. The list of institutions is listed in Table 3.1.

Table 3.1: List of Institutions in the Klang Valley Malaysia that Met the Selection Criteria and Selected in the Study

List of Institutions	Selected Institutions
<u>Private university</u>	<u>Private university</u>
Open University Malaysia	University of Nottingham
University of Nottingham	University Tenaga Nasional
University Tenaga Nasional	Monash University
Monash University	University Tun Abdul Razak
University Tun Abdul Razak	
Universiti Industri Selangor	
UCSI University	
Universiti Kuala Lumpur	
Multimedia University	
University Tunku Abdul Rahman	
<u>Private university college</u>	<u>Private university college</u>
UCTI University college	HELP University college
Masterskills University college	Sunway University college
HELP University college	
Taylors University college	
Sunway University college	
<u>Private college</u>	<u>Private college</u>
KDU College	Taylor's College
Stamford College	Stamford College
Taylor's College	

Source: Enrolment above 4000 students as of 2009 (Study in Malaysia Handbook, Challenger Concept, (7th International Edition)

The next step taken by the researcher was to liaise with the management of the selected institutions to obtain the list of names of academic staff. Upon obtaining the list of names and email addresses of the academic staff, the names of the academic staff of each selected institutions were arranged in an alphabetical order and marked in sequence numbering. In one of the private universities, 600 names were given. The researcher used the random table to select the sample of 500 names. The method is known as systematic random sampling. As part of the agreement between the researcher and the institutions that their institutions' name not to be identified specifically in the report, thus the names of the institutions are masked to protect their identity. As for the remaining seven institutions where the numbers of names provided by each institutions were relatively small i.e. less than 600 names, the researcher sent the questionnaires via email to all the respondents in the list. After sending the questionnaires, the researchers did a follow up by sending a first reminder via email after a period of two weeks. Subsequently, another reminder was sent out two weeks after the first reminder. The third reminder was sent out after a period of two weeks from the date of the second reminder. In addition, since the researcher has a good working relationship with some of the institutions, the personnel in the institutions assisted to follow up in getting the responses. As a result, the response rate in this study was good with 531 respondents (21.6%).

The respondents of the self-administered questionnaire were academic staff members who were responsible for the academic activities of the institutions such as research and teaching. The method used was the self-administered questionnaire where emails with the link to the questionnaire posted on the web were sent to academic staff in the private institutions of higher learning. Email addresses, names and positions of all academic staff in the private institutions in this study were obtained from the

administrator of the institutions. The questionnaire in the web was created using the SurveyMethods.com software where the link to the website was deployed via email to academic staff. The software for creating and hosting the questionnaire in the website had a database to store responses and the data collected was exported to the Statistical Package for the Social Science (SPSS) software for data analysis. The SurveyMethods.com software enabled the researcher to send one email at a time to each individual and personalised the email message which could influence the response rate. The response rate can be increased if the email is personalised rather than being sent as bulk emails (Bachmann et al., 1996). This would avoid the email sent from falling into the junk mailbox of respondents or to be categorised as a spam mail. Such tool was useful in administering the survey to ensure the target respondents received the email with the link to the questionnaire. While answering the questionnaire posted on the website, the software used to create the questionnaire was a powerful tool to alert the respondents of any missing questions not responded in the questionnaire and the software would prompt respondents to complete all the questions before respondents are able to click the send button. This enables the researcher to have all duly completed responses from respondents without any missing item not answered in the survey. Recipients were requested to click on the link to the site and to respond to the questionnaire where the completed questionnaires were then transmitted to the database in the SurveyMethods.com. The researcher then exported the data into SPSS software for data analysis. Participation of the survey was voluntarily and the respondents were assured of confidentiality and periodical reminders were sent to recipients to encourage participation.

In the actual study, there were 2460 self-administered questionnaires distributed and there were 531 respondents yielding a 21.6% response rate. This method of distribution (email with link to the questionnaire) was selected on the assumption that all academic staff members have access to the internet as well as email. In addition, academic staff members are highly educated where academic staff could understand the questionnaire and respond to the questionnaire without the need for a face to face interview. The advantage of using internet include cost savings associated with eliminating printing and mailing of survey instruments as well as time and cost savings of having returned survey data already in an electronic format (Cobanoglu et al., 2001). Some studies (Cook et al., 2000; Sills and Song, 2002) suggest that in populations with access to the Internet and regularly use the Internet, the web was found to be a useful means of conducting research and response rates for e-mail and web surveys were relatively higher than other survey methods.

The self-administered questionnaire has several advantages (Creswell, 2009). First, self-administered questionnaire is relatively inexpensive. The self-administered questionnaires are useful in describing the characteristics of a large population whereby no other method of observation can provide this general capability. In view of the large number of target respondents involved, the self-administered questionnaire can be administered from remote locations using email with a link to the questionnaire in the web which enable the self-administered questionnaire to be feasible as well as making the results statistically significant even when analysing multiple variables. Moreover, standardised questions to the targeted group of respondents make measurement more precise by enforcing uniform definitions upon the participants. With the well developed and well tested measurement tools and probability sampling procedures, the findings of

a survey over a large number of participants can be reasonably generalised to the population and investigation of the relationship of multiple variables are possible.

It is also worth identifying the limitations of a self-administered questionnaire in order to take appropriate measures to mitigate the limitations. As opposed to direct observation, survey research (excluding some interview approaches) can seldom deal with "context". Moreover, self-administered questionnaire is inflexible in the sense that it requires the initial study design to remain unchanged throughout the data collection. Survey research also inevitably encounters a problem of systematic measurement errors such as social desirability and informant's biased responses when responding to the survey questions (Singleton and Straits, 1999).

Realising the above limitations, the researcher has taken precautionary measures which include testing the instrument with a small group of participants by conducting a pilot study. The wordings to the statements in the questionnaire were also improved with the help of an expert to ensure clarity. Modification to the questionnaire was made prior to administering the survey in the actual study. Reliability test was also conducted to ensure that the questionnaire meets the acceptable statistical testing standard.

3.5 Sampling Plan

A stratified sampling technique was used in the study. There were ten private universities, five private university colleges and three private colleges with enrolments of above 4,000 students each in the geographical area of Selangor and Federal Territory of Kuala Lumpur Malaysia. In order to ensure that the sample size is representative of the population, the random sampling technique was applied in which a total of eight

private higher education institutions were selected randomly, comprising four private universities, two university colleges and two private colleges.

A pilot study was carried out, prior to the actual survey, among academic staff of a private higher education institution with a status of a private college in Petaling Jaya Selangor for the purpose of testing the instrument used to measure all the constructs in this study. The name of the institution was not disclosed as the institution does not want to be identified. In this pilot study, 100 questionnaires were distributed randomly to the academic staff. Respondents were selected randomly based on the list of academic staff given by the institution. Based on the 100 questionnaires distributed, 77 were returned and all were found usable for data analysis, yielding a 77 % response rate. See Appendix A for the questionnaire used in the pilot study.

3.6 Scope of the Study

This study has carefully considered the contextual shapers of OCB as recommended by Farh et al. (2004) in their research on OCB whereby the researchers suggested that OCB should be studied in control contextual shapers in a single study so that the effects of context on OCB can be more fully examined.

In this study, contextual factors applied were the similarity of the industry, similarity of organisation type and size and the nature of work being done by the respondents in this study. Based on the statistics provided by the Ministry of Higher Education Malaysia as of year 2011, there were a total of 169 private higher education institutions (PHEI) in the state of Selangor and Federal Territory of Kuala Lumpur, Malaysia. There were four categories of PHEI namely private university, private university college, foreign branch campus and private college. As of 2011, there were

17 private universities, 10 private university colleges, 2 branch campuses of foreign universities and 140 private colleges. (See Appendix C for the list of private higher education institutions in the Klang Valley Malaysia). Some of the PHEI were very small institutions with a student population of only about a hundred students and some private higher institutions were relatively small institutions operating in shop lots without proper facilities but were categorised as PHEI as well. In order to have a relatively homogeneous population, this study focused only on academic staff members of private higher education institutions, which have enrolment of above 4,000 students. This is to ensure that private institutions that are included in the study are comparatively large institutions and relatively homogeneous in nature and within the same context. The control of contextual factors is important because what is considered to be salient forms of OCB may depend on how the job is defined, where the job falls in the value chain and its expected relationship to outsiders (Boudreau and Ramstad, 2003).

3.7 Instrument

The self-administered questionnaire was adopted from literature review as shown in the Table 3.2 below and modification was made to suit to the current study i.e. rephrasing of the statements which lacked language clarity on the dimensions of the organisational culture and performance appraisal process.

Table 3.2: Sources of Instrument used in the study

Variables	Items	Sources
Organisational Culture	41	O'Reilly et al (1991), Pamela S. Lieb (1999)
Performance Appraisal Process	41	O'Reilly et al (1991), Pamela S. Lieb (1999)
Leader-Member Exchange	6	Schriesheim, Neider, Scandura and Tepper (1992); Shull, Karya, Kay (1994)
Organisational Citizenship Behaviour (Individuals)	8	Lee and Allen (2002); Finkelstein and Penner (2004) Deborah Bryan Duff (2007)
Organisational Citizenship Behaviour (Organisation)	8	Lee and Allen (2002); Finkelstein and Penner (2004) Deborah Bryan Duff (2007)

The questionnaire comprised five parts. Part one is on the organisational culture which consists of 41 statements on 7-point scale from 1 – 7 in which 1 denotes strongly disagree, 2: moderately disagree, 3: slightly disagree, 4: neither agree nor disagree, 5: slightly agree, 6: moderately agree and 7: strongly agree. The respondents were asked to rate the characteristics listed which describe their organisation. The 7-point scale was chosen as it was proven to be suitable in this type of study (Lieb, 1999). Part Two of the questionnaire deals with the performance appraisal process comprising 41 statements on 7-point scale to measure nine dimensions of the performance appraisal process. In Part two of the questionnaire, the respondents were asked to give their own views on how their management views them.

In the instrument used by Lieb (1999), the 41 statements measuring the organisational culture and the performance appraisal process were the same for both variables. In this study, all the 41 statements measuring the performance appraisal

process were rephrased to ease respondents' understanding of the statements because if the 41 statements were repeated on both Part One and Part Two, there will be tendency for the respondent to inadvertently circle the same scale as in Part One, thereby reducing the reliability of the results. Moreover, the same statements repeated on both parts may cause confusion. Nevertheless, the instrument was still measuring the nine dimensions of performance appraisal process while retaining the key words in the statements as per Lieb (1999) instrument. Prior to distribution of the questionnaire, it was shown to an expert for interpretation and modification was made to ensure clarity of language and meaning.

Part Three of the questionnaire was on the leader-member exchange consisting of six statements relating to the relationship between academic staff and his/her supervisor. Part Four of the questionnaire is divided into two components. Part Four A, comprises eight statements dealing with the organisational citizenship behaviour directed on individuals whereas Part Four B consists of eight statements, deals with organisational citizenship behaviour directed on the organisation. Part Five which comprises nine questions was on the demographic data that included information about years of employment, qualification, gender, age, race, academic position, administrative position of academic staff, if any, type of organisation as to whether the organisation is a private university, university college or a college and name which was optional for purposes of enabling the current researcher to refer back to the respondent in the event of omission and for clarification.

3.8 Organisational Culture Measurement

A review of past research found that organisational culture can be studied either using qualitative or quantitative method. In this study, the researcher used only the quantitative method and explained below as to why only the quantitative method was used. This was a theory driven study focusing on the nine organisational culture dimensions developed by O'Reilly (1991). To test them on empirically, quantitative method was found to be more suitable as the results would be empirical findings in the Malaysian context of the nine dimensions of organisational culture developed by O'Reilly (1991) in United States. The use of quantitative method in the study of organisational culture would enable replicability of the assessment by researchers in other parts of the world and making comparisons possible. This justification is supported by Ott (1989) who mentioned that if organisational culture reflects characteristics of predetermined normative behaviour, therefore, quantitative methods are the most appropriate to measure organisational culture.

The current researcher took into consideration the instruments used by past researchers. Past research were mainly focused on the measurement of the priori assumptions about the types of organisational values members share (Glaser, 1983) or about the behavioural norms in organisations (Allen and Dyer, 1980; Cooke and Lafferty, 1989; Hofstede et al., 1990).

Past researchers such as Glaser et al. (1987) used the Organisational Culture Survey (OCS) which contains a 31-item questionnaire with five subscales; climate-atmosphere, involvement, teamwork, communication-information flow, supervision and meetings. Their findings indicate that there could be subcultures in organisations rather than one guiding mega-culture and staff at different organisational levels have different

perceptions of the existing organisational culture. Nevertheless, Cooke and Rousseau (1988) developed a quantitative scale called the Organisation Culture Inventory (OCI). The scale is based on circumplex model of measuring organisational culture using twelve distinct, but interrelated styles developed from needs theory, leadership styles and personality studies. The twelve distinct culture styles are known as humanistic-helpful, affiliative, self-actualising, competence/perfection, achievement, power, competitive, avoidance, oppositional, approval, conventional and dependent. In the Cooke and Rousseau (1988) study, the researchers obtained a reliability coefficient for the twelve scales of between .92 (affiliative) to .67 (oppositional) with the coefficients for all other scales within the range of .75 to .90. Rousseau (1990) in his subsequent research categorised these distinct culture dimensions into three broad dimensions which describe organisational values and norms known as the completion of work objectives, individual behaviour and interpersonal relationships. In order to have a direct comparison of the person and the situation, Caldwell and O'Reilly (1990) proposed the development of a common set of measures that are equally descriptive of the person and the job or organisation.

In addition to the above, O'Reilly et al. (1991) found that the types of culture individuals indicate they want are generally equivalent to the cultures organisations offer. This instrument allows for a direct comparison of the person and the situation and specific conclusions can be achieved as compared to separate sets of variables used (Caldwell and O'Reilly, 1990). O'Reilly et al. (1991) used the Q-sort method to develop a survey measure of culture known as the Organisational Culture Profile (OCP) with 54 value statements which cover generic values of individuals and organisations. The instrument enables them to assess the person-organisation fit. They developed the value statements from past research such as Caldwell and O'Reilly (1990); Deal and Kennedy

(1982) and Schein (1985) on organisational values and culture. O'Reilly et al. (1991) found that good person-organisation fit predicts job satisfaction and organisational commitment a year after fit is measured. The person-organisation fit also predicts actual turnover after two years. In addition, the said researchers were able to define nine dimensions of culture when they factor analysed their q-sort items.

In terms of the validity of such criteria of measuring culture, different authors gave different conflicting arguments on the validity of such criteria (Rousseau, 1990; Schein, 1985). This could be due to the fact that organisational culture is sometimes ambiguous, intangible and difficult to identify (Scott et al., 2003). Moreover, another possible reason could be due to the non-existence of accepted framework for researchers to measure and compare organisational cultures rigorously (Wilderom et al., 2000).

In this pilot study, the current researcher selected the 41 statements on a 7-point scale based on the instrument created by O'Reilly et al. (1991) as a measurement tool as it was found to be suitable for measuring the corresponding relationship between organisational culture and performance appraisal process. This appears to be a reliable instrument which has been used by many researchers such as Sheffey (1994) on person-organisation fit and Lieb (1999) on organisational culture-performance appraisal fit. Sheffey (1994) found the same nine dimensions as O'Reilly et al. (1991) and Cronbach's Alpha reliability coefficient for the actual values to be 90 per cent. The nine dimensions are valid as qualitative study on organisational culture also found the equivalent dimensions such as research done by Deal and Kennedy (1982) and Peters and Waterman (1982). Based on the pilot study, it was deemed appropriate that the number of items in the questionnaire be reduced to 37 items.

There are two reasons as to why the reduction of items in the instrument to study the organisational culture and performance appraisal process were carried out. Firstly, the reduction of items was carried out to increase the Cronbach's Alpha value in order to ensure a higher internal consistency. The researcher has also taken into consideration of misleading and confusing items in the questionnaire based on the feedback received from respondents and therefore decided to reduce the items. This enables a more accurate and reliable measurement.

The items reduced are items from the following dimensions that made up the measurement for organisational culture and performance appraisal process.

1. Dimension of Outcome Oriented

In this dimension of Outcome Oriented, there were 6 items. The statement number 4 in the part 1 of the questionnaire i.e. "Has low expectations for performance" and statement number 4 in the part 2 of the questionnaire i.e. "My management views me as having low expectations for performance" were deleted because the statements were confusing to the respondents.

2. Dimension of Supportiveness

In this dimension of Supportiveness, there were 7 items. The statement number 26 in the part 1 of the questionnaire i.e. "Is easy-going" and statement number 26 in part 2 of the questionnaire i.e. "My management views me as easy-going" were deleted because the statements were misleading to the respondents.

3. Dimension of Innovation

In the dimension of Innovation, there were 5 items. The statement number 31 in the part 1 of the questionnaire i.e. “Is aggressive” and statement number 31 in the part 2 of the questionnaire i.e. “My management views me as aggressive” were deleted because some of the respondents were having difficulty in interpreting the meaning of “aggressive” in the context of organisational culture.

4. Dimension of Team Oriented

In the dimension of Team Oriented, there were 4 items. The statement number 18 in the part 1 of the questionnaire i.e. “Is unpredictable” and statement number 18 in part 2 of the questionnaire i.e. “My management views me as unpredictable person” were deleted in order to ensure a higher internal consistency i.e. from 0.11 to 0.67 (Organisational Culture) and from 0.41 to 0.82 (Performance Appraisal Process). In addition, the statements were also found to be lack of clarify.

3.9 Performance Appraisal Process Measurement

In comparison with the organisational culture measurement, the respondents were asked to indicate their views on how their management views them using the common set of measures as in the organisational culture proposed by Sheffey (1994) and Lieb (1999). The purpose of using a common set of measures is to allow the study organisation-person fit. A common set of measures equally descriptive of the person and the organisation would allow for more specific conclusions than when separate sets of variables are used.

There were 37 items in this instrument and respondents were asked to indicate how strongly they agree or disagree with a series of statements on how their management views them. The 7-point scale was used ranging from 1 – 7 in which 1 denotes strongly disagree, 2: moderately disagree, 3: slightly disagree, 4: neither agree nor disagree, 5: slightly agree, 6: moderately agree and 7: strongly agree. This instrument allows a study on a person-organisation fit.

3.10 Leader-Member Exchange Measurement

For the past decades, many measures have been developed to assess leader-member exchange (LMX) (Erdogan and Liden, 2002). Among these measures, LMX-7, the seven-item measure detailed by Scandura and Graen (1984) is the most commonly adopted one based on the review by Yukl (2006). Nevertheless, many researchers such as Bauer and Green (1996), Dienesch and Liden (1986), Liden and Maslyn (1998) and Maslyn and Uhl-Bien (2001) criticised the measure used although Gerstner and Day (1997) and Graen and Uhl-Bien (1995) claimed that LMX-7 is the soundest measure of LMX. The problems associated with LMX-7 include lack of reliable psychometric support in past empirical research, the use of a double-barrelled item in the scale and different response anchors for each item. In short, there has not been a sound psychometric validation for the convergent, discriminant, and criterion-related validity of the LMX-7 scale (Liden and Maslyn, 1998; Schriesheim et al., 1999). Nevertheless, the soundness of LMX-7 was demonstrated by its significant correlations with outcome criteria.

The leader-member exchange (LMX) measurement which was developed and validated by Schriesheim et al. (1992) was used in this study to measure the quality of

the relationship between academic staff and his/her supervisor. This instrument was also found to be reliable and valid by Shull (1994). There were six items used to measure the perceived contribution, loyalty and affection which formed the overall LMX. The item one and four measures the importance of perceived contribution i.e. the importance of the academic staff's job to the supervisor and the academic staff's ability to perform the job well. The loyalty component in items two and five assesses the academic staff's support for the goals of the supervisor and the congruence between the academic staff's and supervisor's goals. The affect component in items three and six measures the academic staff rating his/her satisfaction with the supervisor's human relations abilities and technical competence.

The Likert scale was used for each item but the interpretation of scale between 1 to 5 was different for each item. The internal consistency by means of Cronbach's Alpha in the pilot study for perceived contribution was .71, loyalty was .68 and affect was .74 which suggests that they had adequate reliability. However, past researchers have indicated that the measurement of LMX has been used as a single construct (Schriesheim et al., 1992; Shull, 1994). This study also applied the similar approach because all three components constitute 'core' LMX and should be studied as one construct as recommended by Shull (1994).

3.11 Organisational Citizenship Behaviour Measurement

The OCB questionnaire developed by Lee and Allen (2002) was used in this study to measure organisational citizenship behaviour. This questionnaire is very well-tested, validated and reliable and has been used extensively by researchers. This questionnaire was also used by Finkelstein and Penner (2004) and Duff (2007) in their research on

OCB. This OCB questionnaire comprised two dimensions of OCB, namely, organisationally focused behaviours and individually focused behaviours with eight items in each dimensions. Williams and Anderson (1991) believed that it is important to distinguish OCB with respect to the target of the behaviour so that the researchers were able to explain which dimensions cause the variability between studies in the predictor and the criterion relationships.

Lee and Allen (2002) had included the elements of altruism and compliance subscales developed by Smith et al. (1983) and the scale developed by Williams and Anderson (1991) in their questionnaire. The original intention of Lee and Allen (2002) in the OCB measurement was for workers to rate their co-workers on the frequency of engaging in OCB using a 7-point scale (1=never, 7= always). Lee and Allen (2002) found that the internal consistencies were .83 (OCBI) and .88 (OCBO) which implied that the questionnaire was a reliable questionnaire and the factor analysis reinforced that the two-factor model is preferred to the one-factor model confirming an empirical distinction between OCBI and OCBO.

This questionnaire was later used by Finkelstein and Penner (2004) and Duff (2007) whereby the respondents were asked to rate their own frequency of OCB using a modified 5-point scale (1= never, 5= always). Other early researchers who used the same method of asking individuals of the frequency of each behaviour were Pond et al. (1997). The 16 items in total as per the original questionnaire created by Lee and Allen remained unchanged. The modification and its application by Finkelstein et al. (2004) and Duff (2007) were found suitable to measure individuals' self-reporting of OCB and the link to their perceptions of organisational climate and personality factors. In the research by Finkelstein et al. (2004), they obtained Cronbach's Alpha coefficients of .81

(OCBI) and .85 (OCBO) respectively whereas Duff (2007) obtained .82 for OCBI and .83 for OCBO, respectively.

In this present study, regression analysis was performed on the OCBI and the predictors as well as OCBO and the predictors. The regression analysis was also performed on the overall OCB using combined scores of OCBI and OCBO. The study also emulated previous OCB researchers who combined scores on the behavioural dimensions into a composite score (e.g., Allen and Rush, 1998; Chen et al., 1998; Deckop et al., 1999; Hui et al., 1999; Netemeyer et al., 1997). Researchers created these composites because they recognised that the behavioural dimensions of OCB could vary rather strongly and that combining the scores makes sense with respect to promoting parsimony. Moreover, LePine et al. (2002) argued that combination of OCBI and OCBO conformed to an “aggregate” model as OCB is formed as a mathematical function of the dimensions. This perspective was based on the notion that each of the dimensions would be part of the OCB construct. OCB would exist to the extent that systematic variance from each dimension (common as well as specific) would be captured and added (or perhaps multiplied) together. Based on this viewpoint, the causal arrows, even though they may not be truly causal, can be thought of as originating from the dimension and pointing toward the OCB construct.

3.12 Pilot Testing of Measurement Instrument

A pilot study was conducted in a private college in Selangor. The respondents were academic staff. The purpose of the pilot study is to enable the current researcher to identify the weaknesses of the instrument, the suitability of the instrument and to improve on the instrument.

In the pilot study, there were 77 respondents out of 100 questionnaires distributed yielding a 77 % response rate. Respondents were academic staff members consisting of professors, associate professors, principal lecturers, senior lecturers and lecturers. A total of 54.5% of the respondents were females. Most of the respondents (23.4%) belonged to the age group of between 30 to 34 years of age, while only 2.6% of the samples are between 20 to 24 years of age. About 20% were in the age group of between 25 to 29 years. There was similar percentage for the age group above 55 years of age.

The majority of the respondents (35.1%) in the pilot study have worked for more than one year but less than three years in their current institutions, while 19.5% respondents have been working in their present institution for more than three years but less than 5 years. Out of 77 respondents, 12 (15.6%) have worked for more than five years but less than ten years and a similar number of respondents (15.6%) have worked more than ten years in their present institutions. Only 11 (14.3%) of the respondents have been with their present institution for less than one year. The majority (58.4%) of the respondents have a Master's degree and 26% of the respondents have only a Bachelor's degree. Only 7.8% of the sample have a doctorate degree while the remaining 6.5% have professional qualifications and 1.3% have other qualifications. The majority of the respondents are lecturers (77.9%) followed by senior lecturers (14.3%), professors (2%), associate professors (2%) and principal lecturers (2%).

The nine dimensions of organisational culture as proposed by O'Reilly et al. (1991) and Sheffey (1994) was administered in the pilot study. Based on the questionnaire measuring the organisational culture and performance appraisal process, the first step taken was to label the organisational culture components and the performance appraisal process components as follows: 1) Outcome Oriented; 2)

Supportiveness; 3) Rewards; 4) Attention to detail; 5) Community Orientation; 6) Innovation; 7) Team Oriented; 8) Aggressiveness and 9) Decisiveness. Table 3.3 lists the items included in the OC and PA variable. The items were sorted out into the nine components (Table 3.3) based on research done by Lieb (1999).

Reliability analyses were performed on each of the nine components in order to test the internal consistency for both the OC and PA. Table 3.4 shows the results of the pilot study on reliability analysis for the Organisational Culture and Performance Appraisal Process (See Appendix D for the findings of this pilot study).

There were six items measuring the component of Outcome Oriented for both OC and PA and the Cronbach's Alpha value for OC was .8039 and .5974 for PA. However, if item 4 is deleted, the Cronbach's Alpha value for both constructs would increase to .9197 and .7517 which give a higher internal consistency. In the component Supportiveness, there were seven items measuring Supportiveness and the alpha value for OC was .8409 and PA was .7655. Since the deletion of item 26 would give a higher internal consistency of .8491 for OC and .8095 for PA, the researcher decided to drop item 26 in this research. Though the first Cronbach's Alpha value prior to the deletion was high (.8409 and .7655), the decision to delete the item 26 was taken due to the long list of items measuring the same component and confusing statement was deleted to ensure clarity.

In addition, the researcher wishes to reduce the number of questions in the actual survey while retaining the precision of the questions as too many questions might put off respondents from responding to the questionnaire. The Rewards component showed high internal consistency of Cronbach's Alpha value of .8061 for OC and .8307 for PA. Similarly the Attention to detail component for OC and PA has high Cronbach's Alpha value of .9081 and .9328 respectively. As for the Community Oriented component, the

Cronbach's Alpha value was .8431 and .8174 for both OC and PA which represent high internal consistency. The Cronbach's Alpha for Innovation component was .8215 for OC and .7566 for PA.

The researcher decided to delete item 31 since it gave a higher internal consistency for PA at Cronbach's Alpha value of .7958 as compared to .7566. Again, the researcher decided to reduce the number of questions in the questionnaire while maintaining a high internal consistency. The Team Oriented component has a low internal consistency whereby the Cronbach's Alpha value was .1143 for OC and .4194 for PA. Item 18 for both OC and PA was deleted to give a higher internal consistency and the result shows a Cronbach's Alpha value .6719 for OC and .8298 for PA. The component for Aggressiveness has a very low internal consistency whereby the Cronbach's Alpha value for OC was .2458 and .1457 for PA. Similarly, the Decisiveness component also has a very low internal consistency of Cronbach's Alpha value of .2469 for OC and .1193 for PA. The new Cronbach's Alpha value for the seven constructs to be used in the analysis are above .75, indicating that the results are very reliable for further analysis, except the Team Oriented dimension of organisational culture (Cronbach's Alpha .6719). The values denote good internal consistency estimates of reliability of the grouped items.

The reliability analyses were also performed on the measurement of the Leader-Member Exchange (LMX), Organisational Citizenship Behaviour directed towards individuals (OCBI) and Organisational Citizenship Behaviour directed towards the organisation (OCBO). The Cronbach's Alpha value of .867 for LMX, .852 for OCBI and .916 for OCBO indicated that the instruments have high internal consistency and reliable.

Table 3.3: Items included in the Pilot Study for the Organisational Culture and Performance Appraisal Components

Organisational Culture		Performance Appraisal Process	
1	<u>Outcome Oriented</u> <ul style="list-style-type: none"> • Part I, Item 4 • Part I, Item 29 • Part I, Item 32 • Part I, Item 35 • Part I, Item 38 • Part I, Item 39 		<u>Outcome Oriented</u> <ul style="list-style-type: none"> • Part II, Item 4 • Part II, Item 29 • Part II, Item 32 • Part II, Item 35 • Part II, Item 38 • Part II, Item 39
2	<u>Supportiveness</u> <ul style="list-style-type: none"> • Part I, Item 6 • Part I, Item 7 • Part I, Item 23 • Part I, Item 26 • Part I, Item 27 • Part I, Item 28 • Part I, Item 34 		<u>Supportiveness</u> <ul style="list-style-type: none"> • Part II, Item 6 • Part II, Item 7 • Part II, Item 23 • Part II, Item 26 • Part II, Item 27 • Part II, Item 28 • Part II, Item 34
3	<u>Rewards</u> <ul style="list-style-type: none"> • Part I, Item 5 • Part I, Item 8 • Part I, Item 13 • Part I, Item 17 		<u>Rewards</u> <ul style="list-style-type: none"> • Part II, Item 5 • Part II, Item 8 • Part II, Item 13 • Part II, Item 17
4	<u>Attention to detail</u> <ul style="list-style-type: none"> • Part I, Item 2 • Part I, Item 3 • Part I, Item 10 • Part I, Item 12 • Part I, Item 14 • Part I, Item 15 • Part I, Item 40 		<u>Attention to detail</u> <ul style="list-style-type: none"> • Part II, Item 2 • Part II, Item 3 • Part II, Item 10 • Part II, Item 12 • Part II, Item 14 • Part II, Item 15 • Part II, Item 40
5	<u>Community Oriented</u> <ul style="list-style-type: none"> • Part I, Item 16 • Part I, Item 37 • Part I, Item 41 		<u>Community Oriented</u> <ul style="list-style-type: none"> • Part II, Item 16 • Part II, Item 37 • Part II, Item 41
6	<u>Innovation</u> <ul style="list-style-type: none"> • Part I, Item 19 • Part I, Item 20 • Part I, Item 25 • Part I, Item 31 • Part I, Item 36 		<u>Innovation</u> <ul style="list-style-type: none"> • Part II, Item 19 • Part II, Item 20 • Part II, Item 25 • Part II, Item 31 • Part II, Item 36
7	<u>Team Oriented</u> <ul style="list-style-type: none"> • Part I, Item 1 • Part I, Item 18 • Part I, Item 30 • Part I, Item 33 		<u>Team Oriented</u> <ul style="list-style-type: none"> • Part II, Item 1 • Part II, Item 18 • Part II, Item 30 • Part II, Item 33
8	<u>Aggressiveness</u> <ul style="list-style-type: none"> • Part I, Item 9 • Part I, Item 11 • Part I, Item 24 		<u>Aggressiveness</u> <ul style="list-style-type: none"> • Part II, Item 9 • Part II, Item 11 • Part II, Item 24
9	<u>Decisiveness</u> <ul style="list-style-type: none"> • Part I, Item 21 • Part I, Item 22 		<u>Decisiveness</u> <ul style="list-style-type: none"> • Part II, Item 21 • Part II, Item 22

Table 3.4: Results of the Pilot Study on Reliability Analysis for OC & PA

Components in OC & PA (number of items)	Alpha for OC	Alpha for PA	Decision	New OC Alpha	New PA Alpha
Outcome Oriented (6)	0.8039	0.5974	Delete Q4, Part I&II	0.9197	0.7517
Supportiveness (7)	0.8409	0.7655	Delete Q26,PartI & II	0.8491	0.8095
Rewards (4)	0.8061	0.8307	Maintained	N/A	N/A
Attention to Detail (7)	0.9081	0.9328	Maintained	N/A	N/A
Community Oriented (3)	0.8431	0.8174	Maintained	N/A	N/A
Innovation (5)	0.8215	0.7566	Delete Q31,Part I&II	0.8108	0.7958
Team Oriented (4)	0.1143	0.4194	Delete Q18,Part I & II	0.6719	0.8298
Aggressiveness (3)	0.2458	0.1457	Exclude variable	N/A	N/A
Decisiveness (2)	0.2469	0.1193	Exclude variable	N/A	N/A

The findings of the pilot study show that only seven dimensions of organisational culture and performance appraisal process were considered important and this finding was consistent with the findings of Lieb (1999). In the Lieb (1999) research, the component Team Oriented and Decisiveness were not detected but in this pilot study, the component Decisiveness and Aggressiveness were not detected whereas Team Oriented component was found to be important. This difference between the finding of Lieb (1999) in United States and in this study done in Malaysia could be due to cultural differences in that employees in the United States are more individualistic whereas in Asian organisations, employees tend to be team-oriented. The regression analysis test done individually on each component found them to be insignificant to OCB. The nine dimensions proposed by O'Reilly et al. (1991) were only in theory similar to the concept of structure, strategy and control but past empirical findings found that not all nine components were present in any given study (Hofstede, 1998; Lieb,

1999). Other researchers also shared the same idea that cultural dimensions were only approximate concept and often based on the descriptions provided in the qualitative literature on culture (Deal and Kennedy, 1982; Peters and Waterman, 1982). In addition, it was said that generally no accepted framework exists that allows researchers to measure and compare organisational cultures comprehensively (Wilderom, Glunk and Maslowski, 2000). Moreover, organisational culture is sometimes ambiguous, often slippery and difficult to pin down (Scott et al., 2003). The researcher decided to include the nine components in the study. As such, the pilot study paved way for determining the salient organisational culture dimensions for use in the main study.

In addition, based on the results of the pilot study, modification was made to the questionnaire in which Part 1 and Part 2 of the questionnaire consist of 37 statements each as compared to the original questionnaire of 41 statements each. See Appendix B for the questionnaire used in the actual study. Table 3.5 shows the items used in the actual survey.

3.13 Method of Analysis

Data gathered from the respondents in the study were analysed using the Statistical Package for the Social Science (SPSS version 16). Prior to the data analysis, the data were screened for possible errors and for values that were out-of-range. The data was also filtered for possible violations to the assumptions of normality, linearity and homoscedasticity.

Validity and reliability analyses were conducted to determine the psychometric properties of questionnaire data used for this study with the aim to achieving acceptable findings (Edward and Thomas, 1993; Morgan et al., 1999). The exploratory factor

analysis (EFA) was used to assess the validity and reliability of measurement scales (Nunally and Bernstein, 1994; Hair et al., 1998).

Relying on the guidelines set up by these statisticians, a factor analysis with direct oblimin rotation was first done for all the items that represented each research variable, and this was followed by other tests, that is, Kaiser-Mayer-Olkin Test (KMO), Bartlett's test of sphericity (BTS), eigenvalue, variance explained and Cronbach's Alpha (α). The value of factor analysis for all items that represent each research variable was 0.4 and above, indicating the items met the acceptable standard of validity analysis. All research variables have exceeded the acceptable standard of Kaiser-Meyer-Olkin's value of 0.6 and were significant in Bartlett's test of sphericity, showing that the measure of sampling adequacy for each variable was acceptable. All research variables had eigenvalues larger than 1, signifying that the variables met the acceptable standard of validity analysis (Hair et al., 1998). All research variables exceeded the acceptable standard of reliability analysis of 0.70, indicating the variables met the acceptable standard of reliability analysis (Nunally and Bernstein, 1994). Variables that meet the acceptable standard of validity and reliability analyses were used in testing the hypotheses.

Descriptive statistic was used to describe the demographics variables and Cronbach's Alpha was used as the measure for internal consistency for reliability analysis. The closer the Cronbach's Alpha to 1, the higher the internal consistency reliability. Application of descriptive statistics permits for measures, which could be computed from the sample of collected data to give an estimate of responses to unit of analysis in the population. This allows the measure of central percentage distributions and standard deviation measures to gauge the variability of the respondents' profile.

Table 3.5: Items included in the Actual Study for the Organisational Culture and Performance Appraisal Components

No	Organisational Culture	Performance Appraisal Process
1	<u>Outcome Oriented</u> <ul style="list-style-type: none"> • Part I, Item 26 • Part I, Item 28 • Part I, Item 31 • Part I, Item 34 • Part I, Item 35 	<u>Outcome Oriented</u> <ul style="list-style-type: none"> • Part II, Item 26 • Part II, Item 28 • Part II, Item 31 • Part II, Item 34 • Part II, Item 35
2	<u>Supportiveness</u> <ul style="list-style-type: none"> • Part I, Item 5 • Part I, Item 6 • Part I, Item 21 • Part I, Item 24 • Part I, Item 25 • Part I, Item 30 	<u>Supportiveness</u> <ul style="list-style-type: none"> • Part II, Item 5 • Part II, Item 6 • Part II, Item 21 • Part II, Item 24 • Part II, Item 25 • Part II, Item 30
3	<u>Rewards</u> <ul style="list-style-type: none"> • Part I, Item 4 • Part I, Item 7 • Part I, Item 12 • Part I, Item 16 	<u>Rewards</u> <ul style="list-style-type: none"> • Part II, Item 4 • Part II, Item 7 • Part II, Item 12 • Part II, Item 16
4	<u>Attention to detail</u> <ul style="list-style-type: none"> • Part I, Item 2 • Part I, Item 3 • Part I, Item 9 • Part I, Item 11 • Part I, Item 13 • Part I, Item 14 • Part I, Item 36 	<u>Attention to detail</u> <ul style="list-style-type: none"> • Part II, Item 2 • Part II, Item 3 • Part II, Item 9 • Part II, Item 11 • Part II, Item 13 • Part II, Item 14 • Part II, Item 36
5	<u>Community Oriented</u> <ul style="list-style-type: none"> • Part I, Item 15 • Part I, Item 33 • Part I, Item 37 	<u>Community Oriented</u> <ul style="list-style-type: none"> • Part II, Item 15 • Part II, Item 33 • Part II, Item 37
6	<u>Innovation</u> <ul style="list-style-type: none"> • Part I, Item 17 • Part I, Item 18 • Part I, Item 23 • Part I, Item 32 	<u>Innovation</u> <ul style="list-style-type: none"> • Part II, Item 17 • Part II, Item 18 • Part II, Item 23 • Part II, Item 32
7	<u>Team Oriented</u> <ul style="list-style-type: none"> • Part I, Item 1 • Part I, Item 27 • Part I, Item 29 	<u>Team Oriented</u> <ul style="list-style-type: none"> • Part II, Item 1 • Part II, Item 27 • Part II, Item 29
8	<u>Aggressiveness</u> <ul style="list-style-type: none"> • Part I, Item 8 • Part I, Item 10 • Part I, Item 22 	<u>Aggressiveness</u> <ul style="list-style-type: none"> • Part II, Item 8 • Part II, Item 10 • Part II, Item 22
9	<u>Decisiveness</u> <ul style="list-style-type: none"> • Part I, Item 19 • Part I, Item 20 	<u>Decisiveness</u> <ul style="list-style-type: none"> • Part II, Item 19 • Part II, Item 20

Correlation analyses were performed to examine the relationship between independent variables and dependent variables. Correlation analysis shows the correlation coefficient and the degree of magnitude of the relationship between two variables. The Pearson correlations analyse, examine and determine the effect of variables in the study. Regression analysis was employed to test the research hypotheses.

A moderated multiple regression analysis (as recommended by Cohen and Cohen, 1983) was used to test the moderating effect of leader-member exchange in the relationship between organisational culture and organizational citizenship behaviour. In this model testing, potential controlling variables (i.e. respondents' characteristics) were used in the analysis in order to decrease confounding results in testing interaction hypotheses (Jaccard et al., 1990; Kleinbaum et al., 1988). Moderating effects are a type of interaction where the strength of relationship between an independent variable and a dependent variable is changed when other variables are present (Jaccard et al., 1990; Kleinbaum et al., 1988). Proof of an interaction is evident when the relationship between interacting terms (i.e., product terms) and the dependent variable is significant. The fact that the significant main effects of predictor variables and moderator variables simultaneously exist in analysis, it does not affect the moderator hypothesis and is significant to interpret the interaction-term (Baron and Kenny, 1986).

The research methodology and research instruments mentioned in this chapter were used to analyse the data in the following chapter.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents the results of analyses used to test hypotheses proposed in the study. The results of the statistical analyses presented in this chapter include the reliability analyses, validity analyses, correlation analyses and hierarchical regression analyses. First, the chapter discusses the profile of respondents in the study. Second, the chapter discusses on the results of the reliability and validity analyses as well as descriptive statistics of the variables in the study.

This is followed by the discussion on the following relationships using the correlation analyses:

- (a) organisational culture (independent variable) and performance appraisal (independent variable);
- (b) organisational culture (independent variable) and OCB directed towards individuals (dependent variable);
- (c) organisational culture (independent variable) and OCB directed towards the organisation (dependent variable).
- (d) performance appraisal (independent variable) and OCB directed towards individuals (dependent variable).
- (e) performance appraisal (independent variable) and organisational citizenship behaviour directed towards the organisation (dependent variable).

(f) inter relationship among study variables.

Next, the chapter discusses the influence of the independent variables on dependent variables using the regression analyses:

(a) organisational culture (independent variables) and OCB directed towards individuals (dependent variable);

(b) organisational culture (independent variables) and OCB directed towards the organisation (dependent variable);

(c) organisational culture (independent variables) and overall OCB (dependent variable);

(d) performance appraisal (independent variable) and OCB directed towards individuals (dependent variable);

(e) performance appraisal (independent variable) and OCB directed towards the organisation (dependent variable);

(f) performance appraisal (independent variable) and overall OCB;

(g) both organisational culture and performance appraisal on OCB directed towards individuals;

(h) both organisational culture and performance appraisal on OCB directed towards the organisation;

(i) Both organisational culture and performance appraisal on overall OCB.

This is followed by discussion on the influence of the moderating variable on dependent variables using the hierarchical regression analyses:

- (a) leader-member exchange as moderator between organisational culture and OCB directed towards individuals (dependent variable)
- (b) leader-member exchange as moderator between organisational culture and OCB directed towards the organisation (dependent variable)
- (c) leader-member exchange as moderator between organisational culture and overall OCB

Finally, this chapter states the acceptance or rejection of the hypotheses.

4.2 Respondent Profile

There were 531 respondents out of 2460 questionnaires distributed, yielding 21.6% response rate. The respondents' characteristics are summarised in Table 4.1. Respondents in the study were academic staff and most of them are holding the position of lecturer (50.5%) Following the high percentage of response, the others were senior lecturers, (24.9%), associate professors (10.5%), tutors (8.5%) while only 2.1% were professors. Among the respondents, the majority (63.8%) were not holding any administrative position in their institutions while only 2.3% of the respondents were holding the position of Dean.

In terms of gender, the majority of the respondents were females (54.3%). The age profile of the respondents consisted of eight categories. Most of the respondents (22.6%) belonged to the age group of between 30-34 years of age while only 3.4% of the respondents belonged to the age group of between 20-24 years of age.

Table 4.1: Respondent characteristics

Respondent's profile		Male (%)	Female (%)	Total No (%)
Length of service	<1yr	28 (11.5)	23 (8.0)	51(9.6)
	>1yr but <3 yrs.	78 (32.1)	93 (32.3)	171 (32.2)
	>3yrs but <5 yrs.	45 (18.5)	57 (19.8)	102 (19.2)
	>5yrs but <10yrs	59 (24.3)	79 (27.4)	138 (26)
	>10yrs	33 (13.6)	36 (12.5)	69 (13.0)
Respondent's age	20-24	3 (1.2)	15 (5.2)	18 (3.4)
	25-29	22 (9.1)	58 (20.1)	80 (15.1)
	30-34	49 (20.2)	71 (24.7)	120 (22.6)
	35-39	45 (18.5)	54 (18.8)	99 (18.6)
	40-44	33 (13.6)	32 (11.1)	65 (12.2)
	45-49	20 (8.2)	26 (9.0)	46 (8.7)
	50-54	41 (16.9)	27 (9.4)	68 (12.8)
	>55	30 (12.3)	5 (1.7)	35 (6.6)
Respondent's qualification	Bachelor degree	16 (6.6)	42 (14.6)	58 (10.9)
	Master's degree	117 (48.1)	193 (67)	310 (58.4)
	Doctoral degree	104 (42.8)	51 (17.7)	155 (29.2)
	Professional	6 (2.5)	2 (0.7)	8 (1.5)
	Others	0	0	0
Respondent's Academic Position	Professor	10 (4.1)	1 (.3)	11 (2.1)
	Assoc. Professor	42 (17.3)	14 (4.9)	56 (10.5)
	Principal Lecturer	14 (5.8)	5 (1.7)	19 (3.6)
	Senior Lecturer	53 (21.8)	79 (27.4)	132 (24.9)
	Lecturer	104 (42.8)	164 (56.9)	268 (50.5)
	Tutor	20 (8.2)	25 (8.7)	45 (8.5)
Respondent's Administrative Post	Dean	10 (4.1)	2 (.7)	12 (2.3)
	Deputy Dean	6 (2.5)	8 (2.8)	14 (2.6)
	Head of Dept./School/Centre	21 (8.6)	23 (8.0)	44 (8.3)
	Dep. Head of Dept./School/Centre	11 (4.5)	7 (2.4)	18 (3.4)
	Prog./Course Coordinator/LIC	42 (17.3)	62 (21.5)	104 (19.6)
	Not holding any admin. Post	153 (63)	186 (64.6)	339 (63.8)
Type of organisation	Private University	174 (71.6)	193 (67)	367 (69.1)
	Private University College	59 (24.3)	80 (27.8)	139 (26.2)
	Private College	10 (4.1)	15 (5.2)	25 (4.7)
	Total	243 (45.7)	288 (54.3)	531(100)

In terms of years of working experience of respondents in their present institutions, majority of them (32.2%) have worked for more than one year but less than three years in their current institutions while 26% of the respondents have worked more than five years but less than ten years in their present institutions. However, only 9.6% of the respondents have worked less than one year in their present institutions.

The majority (58.4%) of the respondents have a master's degree and 29.2% of the respondents have a doctoral degree. Only 10.9% of the respondents have only a bachelor's degree while 1.5% of the respondents have professional qualifications. The breakdown of responses across type of organisations was as follows: Private University (69.1%), Private University College (26.2%) and Private College (4.7%).

Table 4.2 shows the results of validity and reliability analyses in the study. Five variables are studied. It is noted that the variables of Organisational Culture and Performance Appraisal have high Cronbach's Alpha coefficient, (0.95 and 0.96) respectively. The other three variables, Leader-member exchange, OCB (Individual) and OCB (Organisation) clustered around Cronbach's Alpha coefficient between 0.83 to 0.88. All the Cronbach's Alpha values for the five variables exceeded the acceptable standard of reliability analysis ($\alpha > 0.70$) (Nunally and Bernstein, 1994), indicating the items have high internal consistency. Other statistical tools such as Kaiser-Mayer Olkin Test (KMO), Bartlett's Test of Sphericity, Eigen value and Factor Loading were used to examine the validity. Based on Hair et al. (1988) guidelines, these results showed that: (1) all research variables have KMO values (0.81 to 0.95), exceeded the acceptable value of 0.6, (2) all research variables were significant in Bartlett's test of sphericity, (3) all research variables had eigenvalues larger than 1, and (4) the items for each research variable exceeded factor loadings of 0.40. These statistical analyses confirm that the

measurement scales in this study further met the acceptable standard of validity and reliability analyses.

Table 4.2: Results of Reliability & Validity Analyses for Measurement Scales

Variables	No of Items	Factor Loadings	KMO	Bartlett's Test of Sphericity	Eigen value	Variance Explained (%)	Cronbach's Alpha (α)
Organisational Culture	9	.91 - .96	0.94	4901.3	6.4	71.74	0.95
Performance Appraisal	9	.92 - .97	0.95	4998.5	6.7	75.17	0.96
Leader-Member Exchange	6	.72 - .86	0.81	1166.7	3.2	54.48	0.83
OCB (Individual)	8	.88 - .91	0.90	1532.2	4.1	51.63	0.86
OCB (Organisation)	8	.55 - .84	0.901	2096.2	4.4	56.09	0.88

4.3 Descriptive Statistics of the Variables in the Study

The data is further analysed to determine the central tendency and variation. Table 4.3 shows the mean and standard deviation of independent variables and dependent variables. There are nine items in the Organisational Culture (OC). OC Outcome Oriented yielded the highest mean of 5.29, followed by a cluster of OC Reward and OC Attention to detail (both with mean value of 5.14) and OC Community (5.16), while OC Support (4.88) and OC Innovation (4.80) have the lowest value. OC Team Oriented has 5.08. Similarly, there are also nine items in the Performance Appraisal (PA). The highest mean obtained was PA Team Oriented (5.56), followed by a cluster of PA Supportiveness (5.54), PA Attention to Detail (5.51), PA Outcome Oriented (5.49), PA Reward (5.34), PA Community (5.29) and PA Innovation (5.24). The PA Aggressiveness (4.97) and PA Decision (5.03) recorded the lowest value. It is noted that the standard deviation of all the dimensions are in the small range between 1.11 to 1.26.

As for the dependent variable, OCB directed towards the organisation has a higher mean (3.68) as compared to OCB directed towards individuals (3.55), while the moderating variable, Leader-Member Exchange has a mean of 3.76. The results indicated that the data are acceptable for analyses. There is no outlier data detected.

Table 4.3: Descriptive Statistics of the Variables in the Study

Variables		Minimum	Maximum	Mean	Std. Deviation
Independent Variables	▪ <i>OC Outcome Oriented</i>	1.00	7.00	5.29	1.251
	▪ <i>OC Support</i>	1.00	7.00	4.88	1.257
	▪ <i>OC Reward</i>	1.00	7.00	5.14	1.337
	▪ <i>OC Attention to detail</i>	1.00	7.00	5.14	1.254
	▪ <i>OC Community</i>	1.00	7.00	5.16	1.243
	▪ <i>OC Innovation</i>	1.00	7.00	4.80	1.283
	▪ <i>OC Team Oriented</i>	1.00	7.00	5.08	1.326
	▪ <i>OC Aggressiveness</i>	1.00	7.00	4.71	1.106
	▪ <i>OC Decision</i>	1.00	7.00	4.91	1.180
	Overall Org. Culture	1.00	7.00	5.01	1.054
Independent Variables	▪ <i>PA Outcome Oriented</i>	1.00	7.00	5.49	0.983
	▪ <i>PA Support</i>	1.00	7.00	5.54	0.958
	▪ <i>PA Reward</i>	1.00	7.00	5.34	1.035
	▪ <i>PA Attention to detail</i>	1.00	7.00	5.51	0.984
	▪ <i>PA Community</i>	1.00	7.00	5.29	1.033
	▪ <i>PA Innovation</i>	1.00	7.00	5.24	1.003
	▪ <i>PA Team Oriented</i>	1.00	7.00	5.56	0.990
	▪ <i>PA Aggressiveness</i>	1.00	7.00	4.97	0.944
	▪ <i>PA Decision</i>	1.00	7.00	5.03	1.109
	Overall Per. Appraisal	1.00	7.00	5.33	0.869
Moderating Variable	Leader-Member Exchange	1.00	5.00	3.76	0.594
Dependent Variables	▪ <i>OCB Individual</i>	1.00	5.00	3.55	0.632
	▪ <i>OCB Organisation</i>	1.00	5.00	3.68	0.671
	Overall OCB	1.00	5.00	3.61	0.562

N: 531

4.4 Relationship between Organisational Culture and Performance Appraisal

The purpose of correlation analyses is to determine the association among the dimensions of independent variables. Correlation analysis was done between

dimensions of OC and PA and the results are shown in Table 4.4. The coefficients range from 0.268 (PA Outcome Oriented and OC Decision) to 0.872 (PA Attention to detail and PA Support) (OC Attention and OC Support). Generally, all the coefficient values are of significance difference at 0.01. For coefficient values above 0.8, the associations are noted for the following dimensions:

- 0.805 (OC Outcome and OC Attention)
- 0.808 (OC Outcome and OC Community)
- 0.801 (OC Support and OC Reward)
- 0.872 (OC Support and OC Attention)
- 0.818 (OC Support and OC Community)
- 0.810 (OC Support and OC Innovation)
- 0.878 (OC Support and OC Team)
- 0.838 (OC Reward and OC Attention)
- 0.831(OC Attention and OC Community)
- 0.811 (OC Attention and OC Innovation)
- 0.845 (OC Community and OC Innovation)
- 0.811 (OC Innovation and OC Outcome)
- 0.827 (PA Outcome and PA Support)
- 0.863 (PA Outcome and PA Attention)
- 0.844 (PA Outcome and PA Innovation)
- 0.814 (PA Outcome and PA Team)
- 0.814 (PA Reward and PA Support)
- 0.816 (PA Reward and PA Attention)
- 0.872(PA Attention and PA Support)
- 0.850 (PA Attention and PA Team)

For coefficient values below 0.3, the associations are noted for the following dimensions:

- 0.277 (OC Aggressive and PA Outcome)
- 0.284 (OC Aggressive and PA Aggressive)
- 0.285 (OC Aggressive and PA Community)
- 0.286 (OC Aggressive and PA Decision)
- 0.268 (OC Decision and PA Outcome)
- 0.284 (OC Decision and PA Support)
- 0.262 (OC Decision and PA Community)
- 0.288 (OC Decision and PA Innovation)
- 0.268 (OC Decision and PA Team)
- 0.241 (OC Decision and PA Aggressive)
- 0.288 (PA Innovation and OC Decision)
- 0.241 (PA Aggressive and OC Decision)

The significant correlation between all the dimensions of organisational culture and performance appraisal indicates the existence of the person–organisation fit as proposed by Kristoff (1996) in Western country is now found to be valid in this study in the private universities and colleges in Malaysia.

4.5 Relationship between Independent Variables and Dependent Variables

4.5.1 Relationship between Organisational Culture and OCB directed towards Individuals

In order to examine the relationship between Independent Variable and Dependent Variable, correlation analysis was conducted between each of the nine dimensions of organisational culture and the Dependent Variable (OCBI). Based on Table 4.5, it was noted that all the dimensions of organisational culture have low coefficient values with OCB directed towards individuals, clustering between 0.93 (OCBI and OC Rewards) and 0.153 (OCBI and OC Innovation). Specifically, the associations are noted for the following dimensions with OCBI:

- 0.115 (OC Outcome and OCBI)
- 0.118 (OC Supportive and OCBI)
- 0.093 (OC Rewards and OCBI)
- 0.132 (OC Attention and OCBI)
- 0.140 (OC Community and OCBI)
- 0.153 (OC Innovation and OCBI)
- 0.121 (OC Team and OCBI)
- 0.136 (OC Aggressive and OCBI)
- 0.116 (OC Decision and OCBI)

Table 4.4: Correlations analysis between dimensions of Organisational Culture and Performance Appraisal

	OC Outcome	OC Support	OC Reward	OC Attention	OC Community	OC Innovation	OC Team	OC Aggressive	OC Decision	PA Outcome	PA Support	PA Reward	PA Attention	PA Community	PA Innovation	PA Team	PA Aggressive	PA Decision
OC Outcome	1	.774**	.763**	.805**	.808**	.811**	.790**	.467**	.504**	.451**	.497**	.489**	.510**	.417**	.403**	.489**	.317**	.376**
OC Support	.774**	1	.801**	.872**	.818**	.810**	.878**	.393**	.421**	.430**	.474**	.511**	.501**	.432**	.403**	.472**	.337**	.358**
OC Reward	.763**	.801**	1	.838**	.777**	.779**	.767**	.474**	.430**	.409**	.450**	.493**	.467**	.416**	.380**	.430**	.320**	.332**
OC Attention	.805**	.872**	.838**	1	.831**	.811*	.845**	.463**	.463**	.447**	.488**	.517**	.527**	.432**	.419**	.479**	.336**	.345**
OC Community	.808**	.818**	.777**	.831**	1	.854**	.791**	.409**	.463**	.446**	.475**	.509**	.512**	.472**	.404**	.473**	.341**	.362**
OC Innovation	.811**	.810**	.779**	.811**	.854**	1	.777**	.477**	.518**	.417**	.462**	.492**	.481**	.435**	.432**	.435**	.363**	.369**
OC Team	.790**	.878**	.767**	.845**	.791**	.777**	1	.423**	.430**	.441**	.489**	.517**	.495**	.440**	.388**	.486**	.288**	.339**
OC Aggressive	.467**	.393**	.474**	.463**	.409**	.477**	.423**	1	.485**	.277**	.303**	.316**	.325**	.285**	.308**	.326**	.284**	.286**
OC Decision	.504**	.421**	.430**	.463**	.463**	.518**	.430**	.485**	1	.268**	.284**	.300**	.305**	.262**	.288**	.268**	.241**	.312**
PA Outcome	.451**	.430**	.409**	.447**	.446**	.417**	.441**	.277**	.268**	1	.827**	.780**	.863**	.777**	.844**	.814**	.630**	.641**
PA Support	.497**	.474**	.450**	.488**	.475**	.462**	.489**	.303**	.284**	.827**	1	.814**	.872**	.770**	.764**	.855**	.531**	.617**
PA Reward	.489**	.511**	.493**	.517**	.509**	.492**	.517**	.316**	.300**	.780**	.814**	1	.816**	.734**	.753**	.758**	.600**	.610**
PA Attention	.510**	.510**	.467**	.527**	.512**	.481**	.495**	.325**	.305**	.863**	.872**	.816**	1	.784**	.790**	.850**	.631**	.628**
PA Community	.417**	.432**	.416**	.432**	.472**	.435**	.440**	.285**	.262**	.777**	.770**	.734**	.784**	1	.756**	.748**	.559**	.562**
PA Innovation	.403**	.403**	.380**	.419**	.404**	.432**	.388**	.308**	.288**	.844**	.764**	.753**	.790**	.756**	1	.740**	.651**	.661**
PA Team	.489**	.472**	.430**	.479**	.473**	.435**	.486**	.326**	.268**	.814**	.855**	.758**	.850**	.748**	.740**	1	.535**	.598**
PA Aggressive	.317**	.337**	.320**	.336**	.341**	.363**	.288**	.284**	.241**	.631**	.531**	.600**	.631**	.559**	.651**	.535**	1	.631**
PA Decision	.376**	.358**	.332**	.345**	.362**	.369**	.339**	.286**	.312**	.641**	.617**	.610**	.628**	.562**	.661**	.598**	.631**	1

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

The results indicate that there is a significant positive relationship between organisational culture and OCB directed towards individuals. The correlation is significant at 0.01 level. However, based on the coefficient values, the relationships are not strongly related i.e. between coefficient 0.93 and 0.153. The low correlation between organisational culture and OCBI suggests that citizenship behaviours directed towards individual are less prevalent as compared to citizenship behaviour directed towards the organisation.

Table 4.5: Correlations between Organisational Culture and OCB directed towards
Individuals

	OC Outcome	OC Support	OC Rewards	OC Attention	OC Community	OC Innovation	OC Team	OC Aggressive	OC Decision	OCBI
OC Outcome	1	.774**	.763**	.805**	.808**	.811**	.790**	.467**	.504**	.115**
OC Supportive	.774**	1	.801**	.872**	.818**	.810**	.878**	.393**	.421**	.118**
OC Rewards	.763**	.801**	1	.838**	.777**	.779**	.767**	.474**	.430**	.093**
OC Attention	.805**	.872**	.838**	1	.831**	.811**	.845**	.463**	.463**	.132**
OC Community	.808**	.818**	.777**	.831**	1	.854**	.791**	.409**	.463**	.140**
OC Innovation	.811**	.810**	.779**	.811**	.854**	1	.777**	.477**	.518**	.153**
OC Team	.790**	.878**	.767**	.845**	.791**	.777**	1	.423**	.430**	.121**
OC Aggressive	.467**	.393**	.474**	.463**	.409**	.477**	.423**	1	.485**	.136**
OC Decision	.504**	.421**	.430**	.463**	.463**	.518**	.430**	.485**	1	.116**
OCBI	.115**	.118**	.093**	.132**	.140**	.153**	.121**	.136**	.116**	1

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

* Correlation is significant at the 0.05 level (2-tailed).

4.5.2 Relationship between Organisational Culture and OCB directed towards the Organisation

Similar analysis is conducted between each of the nine dimensions of organisational culture and the Dependent Variable (OCBO). The results of correlation analysis are presented in Table 4.6. The highest coefficient between the dimension of OC and OCBO is 0.332 (OC Community and OCBO), followed by OC Innovation and OCBO (0.331). There are four dimensions that cluster around coefficient between 0.265 and 0.287. The dimensions are OC Team and OCBO (0.265), OC Supportive and OCBO (0.277), OC Outcome and OCBO (0.283), OC Rewards and OCBO (0.277). There are two dimensions with lowest coefficients. They are OC Aggressive and OCBO (0.147) and OC Decision and OCBO (0.153). The results indicate that the organisational culture dimensions have significant relationship with the organisational citizenship behaviour directed towards the organisation.

In comparison between the relationship of the dimensions of organisational culture and OCBI and between the dimensions of organisational culture and OCBO, the relationship between dimensions of organisational culture and OCBO appears to be stronger. This suggests that academics in the private institutions of higher learning are more likely to display OCB directed towards their organisation. The result shows that the dimension of OC Community has the highest correlation with OCBO. The possible explanation of this relationship is that samples taken consist of academics where the vision and mission of the universities and colleges are community-centred.

Table 4.6: Correlations between Organisational Culture and OCB directed towards the Organisation

	OC Outcome	OC Support	OC Rewards	OC Attention	OC Community	OC Innovation	OC Team	OC Aggressive	OC Decision	OCBO
OC Outcome	1	.774**	.763**	.805**	.808**	.811**	.790**	.467**	.504**	.283**
OC Supportive	.774**	1	.801**	.872**	.818**	.810**	.878**	.393**	.421**	.277**
OC Rewards	.763**	.801**	1	.838**	.777**	.779**	.767**	.474**	.430**	.287**
OC Attention	.805**	.872**	.838**	1	.831**	.811**	.845**	.463**	.463**	.304**
OC Community	.808**	.818**	.777**	.831**	1	.854**	.791**	.409**	.463**	.332**
OC Innovation	.811**	.810**	.779**	.811**	.854**	1	.777**	.477**	.518**	.331**
OC Team	.790**	.878**	.767**	.845**	.791**	.777**	1	.423**	.430**	.265**
OC Aggressive	.467**	.393**	.474**	.463**	.409**	.477**	.423**	1	.485**	.147**
OC Decision	.504**	.421**	.430**	.463**	.463**	.518**	.430**	.485**	1	.153**
OCBO	.283**	.277**	.287**	.304**	.332**	.331**	.265**	.147**	.153**	1

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

4.5.3 Relationship between Performance Appraisal and Organisational Citizenship Behaviour directed towards Individuals

The correlation analysis is conducted to examine the relationship between the dimensions of performance appraisal (Independent Variable) and OCB directed towards Individuals. The results of the correlation analysis are presented in Table 4.7. PA Team and OCBI (0.298) received the highest coefficient, followed by PA Attention and OCBI (0.292) whereas PA Decision and OCBI (0.175) yielded the lowest coefficient. The remaining dimensions of PA clustered around the coefficient between 0.218 and to 0.279. They are PA Aggressive and OCBI (0.218), PA Rewards and OCBI (0.228), PA Innovation and OCBI (0.250), PA Outcome and

OCBI (0.259), PA Supportive and OCBI (0.270) and PA Community and OCBI (0.279). The PA Team Oriented and OCBI (0.298) received the highest coefficient suggests that the dimension of team oriented is more prevalent displayed with colleagues in the private universities and colleges in the study. The results indicate that all the dimensions namely Outcomes Oriented, Supportiveness, Rewards, Attention to detail, Community Oriented, Innovation, Team Oriented, Aggressiveness and Decisiveness are significantly related to OCB directed towards individuals.

Table 4.7: Correlations between Performance Appraisal Process and OCB directed towards Individuals

	PA Outcome	PA Support	PA Rewards	PA Attention	PA Community	PA Innovation	PA Team	PA Aggressive	PA Decision	OCBI
PA Outcome	1	.827**	.780**	.863**	.777**	.844**	.814**	.631**	.641**	.259**
PA Supportive	.827**	1	.814**	.872**	.770**	.764**	.855**	.531**	.617**	.270**
PA Rewards	.780**	.814**	1	.816**	.734**	.753**	.758**	.600**	.610**	.228**
PA Attention	.863**	.871**	.816**	1	.784**	.790**	.850**	.631**	.628**	.292**
PA Community	.777*	.770**	.734**	.784**	1	.756**	.748**	.559**	.562**	.279**
PA Innovation	.844**	.764**	.753**	.790**	.756**	1	.740**	.651**	.661**	.250**
PA Team	.814**	.855**	.758**	.850**	.748**	.740**	1	.535**	.598**	.298**
PA Aggressive	.631**	.531**	.600**	.631**	.559**	.651**	.535**	1	.631**	.218**
PA Decision	.640**	.617**	.610**	.628**	.562**	.661**	.598**	.631**	1	.175**
OCBI	.259**	.270**	.228**	.292**	.279**	.250**	.298**	.218**	.175**	1

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

4.5.4 Relationship between Performance Appraisal and Organisational Behaviour directed towards the Organisation

Similar correlation analysis is conducted to test the dimensions of Performance Appraisal and OCB directed towards the organisation. The results are presented in Table 4.8. The highest coefficient is PA Attention to detail and OCBO (0.389), followed by PA Community and OCBO (0.385). It was observed that there are five dimensions cluster around coefficient between 0.335 and 0.366. They are PA Innovation and OCBO (0.335), PA Supportive and OCBO (0.341), PA Aggressive and OCBO (0.346), PA Outcome and OCBO (0.351) and PA Team and OCBO (0.3666). It was noted that two dimensions yielded coefficients below 0.30 namely PA Rewards and OCBO (0.297) and PA Decision and OCBO (0.281). The results indicate that all the dimensions of performance appraisal are significantly correlated to OCB directed towards the organisation.

4.6 Inter correlation among study variables

The study also examines the relationship among all the variables. The results are presented in Table 4.9. The correlation analysis is used to determine the relationship among all the variables. The highest coefficient is 0.554 (Organisational culture and Performance appraisal), followed by 0.489 (OCBO and OCBI) and 0.409 (Leader-member exchange and performance appraisal). It was noted that there are four coefficients between 0.317 and 0.399. They are 0.317 (Organisational culture and OCBO), 0.332 (Leader-member exchange and OCBO), 0.394 (Performance Appraisal and OCBO) and 0.399 (Leader-member exchange and Organisational culture). The lowest coefficient is 0.146 (OCBI and Organisational culture). There

are two relationships with coefficient in the range of 0.290 and 0.294. They are 0.290 (OCBI and performance appraisal) and 0.294 (OCBI and leader-member exchange). The results indicate that all the variables are inter-correlated. The OC and OCBI are significantly correlated as well as OC and OCBO. The OC and PA are significantly correlated. Similarly, the OCBI and OCBO are also correlated. There is a significant relationship between LMX and OCBI as well as LMX and OCBO.

Table 4.8: Correlations between Performance Appraisal Process and OCB directed towards the Organisation

	PA Outcome	PA Support	PA Rewards	PA Attention	PA Community	PA Innovation	PA Team	PA Aggressive	PA Decision	OCBO
PA Outcome	1	.827**	.780**	.863**	.777**	.844**	.814**	.631**	.641**	.351**
PA Supportive	.827**	1	.814**	.871**	.770**	.764**	.855**	.531**	.617**	.341**
PA Rewards	.780**	.814**	1	.816**	.734**	.753**	.758**	.600**	.619**	.297**
PA Attention	.862**	.871**	.816**	1	.784**	.790**	.850**	.631**	.628**	.389**
PA Community	.777**	.770**	.734**	.783**	1	.756**	.748**	.559**	.562**	.385**
PA Innovation	.843**	.764**	.753**	.790**	.756**	1	.740**	.651**	.661**	.335**
PA Team	.814**	.855**	.758**	.850**	.748**	.740**	1	.535**	.598**	.366**
PA Aggressive	.630**	.531**	.600**	.631**	.559**	.650**	.535**	1	.631**	.346**
PA Decision	.640**	.617**	.610**	.628**	.562**	.660**	.598**	.631**	1	.281**
OCBO	.351**	.341**	.297**	.389**	.385**	.335**	.366**	.346**	.281**	1

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

Table 4.9: Inter-correlations among Study Variables

Variables	Org. Culture	Per. Appraisal	Leader-MX	OCBI	OCBO
Org. Culture	1	.554**	.399**	.146**	.317**
Per. Appraisal	.554**	1	.409**	.290**	.394**
Leader-MX	.399**	.409**	1	.294**	.332**
OCBI	.146**	.290**	.294**	1	.489**
OCBO	.317**	.394**	.332**	.489**	1

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

4.7 Hypotheses Testing

It is interesting to examine possible influence of independent variables on the dependent variables.

Regression analyses are used to test the following hypotheses:

H1a: The organisational culture affects organisational citizenship behaviour directed towards individuals.

H1b: The organisational culture affects organisational citizenship behaviour directed towards the organisation.

Table 4.10 shows the result of regression analysis to test whether organisational culture can predict organisational citizenship behaviour directed towards individuals. First, controlling variables were included to examine whether the results of the regression analysis are affected by the respondents' characteristics such as gender, age, qualification and length of service. In the Step 1 in the Table 4.10, the respondents' qualification ($\beta=0.103$, $p<0.05$) has a positive and significant impact on the OCB directed towards individuals. However, the relationship between gender and OCB directed towards individuals is not significant. Similar results were

obtained for the relationship between length of service and OCB directed towards individuals and the relationship between age and OCB directed individuals. Step 2 revealed that organisational culture ($\beta=8.33$, $p<0.05$) was found to be significant predictor of OCB directed towards individuals. As such, hypothesis H1a is cannot be falsified. The results indicate that 3.3% of the variance associated with organisational citizenship behaviour directed towards individuals is explained by the organisational culture (Adjusted $R^2=0.033$, $p<0.05$). However, the variance contributing to the OCB directed towards individuals is not affected by the controlling variables (gender, age, qualification and length of service).

Table 4.10: Organisational Culture and Organisational Citizenship Behaviour
Directed towards Individuals

Variable	Dependent Variable - OCBI	
	Step 1	Step 2
(Constant)	3.321*	2.931*
<u>Controlling Variables</u>		
▪ Gender	-6.64E-02	-7.11E-02
▪ Age	5.862E	4.94E-03
▪ Qualification	.103*	9.06E-03
▪ Length of Service	2.70E-02	3.12E-02
<u>Organisational Culture (IV)</u>		8.337E-02*
R Square	0.023	0.042
Adjusted R Square	0.016	0.033
F value	3.130*	4.590*

Note: Significant at * $p<0.05$

Similar analysis is conducted to examine the prediction of organisational culture on OCB directed towards the organisation. Step 1 in Table 4.11 shows that the controlling variable i.e. age of the respondents ($\beta=0.048$, $p<0.05$) and qualification ($\beta=0.137$, $p<0.05$) have a positive and significant impact on the OCB directed towards the organisation. However, the relationship between gender and OCBO is not significant. Similarly, the relationship between length of service and OCBO is not significant. Step 2 in Table 4.11 shows that the respondents' age ($\beta=4.536$, $p<0.05$) and qualification ($\beta=0.119$, $p<0.05$), have a positive and significant impact on OCB directed towards the organisation. Nevertheless, the gender and length of service are not significant to affect the OCB directed towards the organisation. The organisational culture ($\beta=0.194$, $p<0.05$) was found to have a significant relationship to predict the OCB directed towards the organisation. Thus, hypothesis H1b is supported. The impact of the organisational culture on OCB directed towards the organisation is positive. This indicates that a higher organisational culture may lead to higher OCB directed towards the organisation. Hierarchical regression analysis indicates that 16.4% of the variance associated with organisational citizenship behaviour directed towards the organisation can be explained by the organisational culture (Adjusted $R^2=0.164$, $p<0.05$). It is noted that the variance is also affected by respondents' age and qualification.

Table 4.11: Organisational Culture and Organisational Citizenship Behaviour
Directed towards the Organisation

Variable	Dependent Variable – OCBO	
	Step 1	Step 2
(Constant)	3.199*	2.287*
<u>Controlling Variables</u>		
▪ Gender	-8.99E-02	-1.09E-01
▪ Age	0.04804*	4.536-02*
▪ Qualification	.137*	.119*
▪ Length of Service	3.50E-02	4.11E-02
<u>Organisational Culture (IV)</u>		.194*
R Square	0.076	0.172
Adjusted R Square	0.069	0.164
F value	10.797*	21.671*

Note: Significant at * $p < 0.05$

A further analysis is conducted to test the prediction of the organisational culture on the overall OCB. Step 1 in Table 4.12 revealed that respondents' qualification ($\beta=0.120$, $p < 0.05$) has a significant relationship on overall OCB. Step 2 also revealed that respondents' qualification ($\beta=0.105$, $p < 0.05$) has a significant impact on the overall OCB. The organisational culture ($\beta=0.139$, $p < 0.05$) was found to be significant predictor of overall OCB. The result indicates that 12.2% of the variance of the overall OCB is partly contributed by the organisational culture and respondents' qualification. The results indicate that organisational culture predicts the overall citizenship behaviour of academic staff. The adjusted R Square value of .122 (R Square value of 0.131) obtained in this study is considered low as compared to a study done by Mohant and Rath (2012) where the R Square value was reported to be 0.55. The dissimilarity between this research and the previous research by

Mohant and Rath (2012) was due to the strong conformity to culture. The study was conducted in three diverse organisations namely IT, manufacturing and banking organisations (Mohant and Rath, 2012). It was reported that each of these organisations values their culture and attach high significance to it. Thus, conformity to culture in these organisations was high where for instance, in manufacturing organisation, it was observed that the conformity to culture was very high in which there was uniformity in pay and privileges, equal opportunities and job security which resulted in overall better score in organisational citizenship behaviour. In the current study, the respondents are from eight diverse private higher education institutions and conformity to culture is weak which could be a possible explanation as to why the R Square value is low in this study.

Table 4.12: Organisational Culture and Overall Organisational Citizenship Behaviour

Variable	Dependent Variable – Overall OCB	
	Step 1	Step 2
(Constant)	3.260*	2.609*
<u>Controlling Variables</u>		
▪ Gender	-7.81E-02	-9.02E-02
▪ Age	2.70E-02	2.52E-02
▪ Qualification	.120*	.105*
▪ Length of Service	3.10E-02	3.62E-02
<u>Organisational Culture (IV)</u>		.139*
R Square	0.061	0.131
Adjusted R Square	0.054	0.122
F value	8.525*	15.6367*

Note: Significant at * p<0.05

Table 4.13 and Table 4.14 show the results of the following hypotheses:

H2a: The performance appraisal process has an effect on organisational citizenship behaviour directed towards individuals.

H2b: The performance appraisal process has an effect on organisational citizenship behaviour directed towards the organisation.

A regression analysis is also performed to examine whether performance appraisal can predict organisational citizenship behaviour directed towards individuals. Step 1 in the Table 4.13 shows that respondents' qualification ($\beta=0.103, p<0.05$) is significant to influence OCBI whereas gender, age and length of service are found as not significant. Step 2 of the Table 4.13 shows that performance appraisal ($\beta=0.206, p<0.05$) is significant to predict the OCBI. As such, hypothesis H2a is supported. The respondents' qualification ($\beta=9.72, p<0.05$) is also found to be significant to influence OCBI. The performance appraisal and respondents' qualification significantly contributed a variance of 9.9% towards OCBI (Adjusted $R^2=0.099, p<0.05$).

Similar analysis is conducted to determine whether performance appraisal can predict organisational citizenship behaviour directed towards the organisation. Step 1 in the Table 4.14 shows that controlling variables i.e. age ($\beta=0.04, p<0.05$) and qualification ($\beta=0.137, p<0.05$) have a significant influence on the OCBO. Similar significant relationship with OCBO was found in Step 2 i.e. age ($\beta=3.82, p<0.05$), qualification ($\beta=0.127, p<0.05$) and length of service ($\beta=4.64, p<0.05$). The performance appraisal ($\beta=0.290, p<0.05$) has a positive and significant relationship to predict OCBO. As such, hypothesis H1b is supported. It is observed that the

performance appraisal together with other controlling variables (age, qualification and length of service) contributed 21.3% of the variance towards OCBO.

Table 4.13 : Performance Appraisal and Organisational Citizenship Behaviour Directed towards Individuals

Variable	Dependent Variable – OCBI	
	Step 1	Step 2
(Constant)	3.321*	2.228
<u>Controlling Variables</u>		
▪ Gender	-6.64E-02	-7.17E-02
▪ Age	5.86E-03	1.18E-03
▪ Qualification	.103*	9.723E-02*
▪ Length of Service	2.70E-02	3.79E-02
<u>Performance Appraisal (IV)</u>		0.206*
R Square	0.023	0.107
Adjusted R Square	0.016	0.099
F value	3.130*	12.441*

Note: Significant at * $p < 0.05$

A further analysis is carried out to determine whether performance appraisal predict overall organisational citizenship behaviour. In Step 1 in the Table 4.15, respondents' qualification ($\beta=0.120$, $p < 0.05$) has a significant relationship to influence overall OCB. In Step 2, the controlling variables of qualification ($\beta=0.112$, $p < 0.05$) and length of service ($\beta=4.215$, $p < 0.05$) are found to have a positive and significant relationship to influence overall OCB. It is noted that performance appraisal ($\beta=0.248$, $p < 0.05$) is significant to affect the overall OCB. The variance contributed by the performance appraisal and the controlling variables (qualification

and length of service) towards overall OCB is 20.7%. The Adjusted R Square value obtained in this study is 0.207 (R Square value 0.214). The result indicates that the R Square value in this study is high as compared to the previous study by Ahmed et al. (2011) where the R Square value obtained in the study was only 0.011. The possible explanation of the variation in the R Square value can be attributed to the perceived fairness in performance appraisal where the perceived fairness of the appraisal process can influence the citizenship behaviour of employees.

Table 4.14 : Performance Appraisal and Organisational Citizenship Behaviour
Directed towards Organisation

Variable	Dependent Variable – OCBO	
	Step 1	Step 2
(Constant)	3.199*	1.679*
<u>Controlling Variables</u>		
▪ Gender	-8.99E-02	-9.13E-02
▪ Age	0.04804*	3.824E-02*
▪ Qualification	.137*	.127*
▪ Length of Service	3.50E-02	4.646E-02*
<u>Performance Appraisal (IV)</u>		.290*
R Square	0.076	0.221
Adjusted R Square	0.069	0.213
F value	10.797*	29.317*

Note: Significant at * p<0.05

Table 4.15 : Performance Appraisal and Overall Organisational Citizenship Behaviour

Variable	Dependent Variable – Overall OCB	
	Step 1	Step 2
(Constant)	3.260*	1.953*
<u>Controlling Variables</u>		
▪ Gender	-7.81E-02	-8.15E-03
▪ Age	2.70E-02	1.97E-02
▪ Qualification	.120*	.112*
▪ Length of Service	3.10E-02	4.215E-02*
<u>Performance Appraisal (IV)</u>		.248*
R Square	0.061	0.214
Adjusted R Square	0.054	0.207
F value	8.525*	28.21

Note: Significant at * p<0.05

The results of the following hypotheses are explained below:

H3a: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards individuals.

H3b: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards the organisation.

Table 4.16 shows the result of the regression analysis to examine whether with the presence of both organisational culture and performance appraisal, each of

them has an effect on the OCBI. The controlling variables such as gender, age, qualification and length of service were used in all the three models (Model 1, Model 2 and Model 3) in Table 4.16. All the Models show that respondents' qualifications have a significant relationship with OCBI. Model 1 ($\beta=0.00906$, $p<0.05$), Model 2($\beta=9.723$, $p<0.05$) and Model 3($\beta=9.601$, $p<0.05$). In the Model 3 (OC+PA), the result reveals that only performance appraisal ($\beta=0.220$, $p<0.05$) is significant to predict the OCBI. As such, hypothesis H3a is falsified. The performance appraisal together with the respondent's qualification contributes 9.9% of the variance of the dependent variable (OCBI).

Table 4.16: OC+ PA relationship on OCB directed towards Individuals

Variable	Model 1 (OC Alone)	Model 2 (PA Alone)	Model 3 (OC+PA)
(Constant)	2.931*	2.228*	2.237*
<u>Controlling Variables</u>			
▪ Gender	-7.11E-02	-7.17E-02	-6.59E-02
▪ Age	4.94E-03	1.18E-03	8.06E-04
▪ Qualification	0.00906*	9.723E-02*	9.601E-02*
▪ Length of Service	3.12E-02	3.79E-02	4.23E-02
<u>Organisational Culture</u>	8.337E-02*		-1.95E-02
<u>Performance Appraisal</u>		.206*	.220*
R Square	0.042	0.107	0.109
Adjusted R Square	0.033	0.099	0.099
F value	4.590*	12.441*	10.471*

Dependent Variable: OCBI

Note: Significant at * $p<0.05$

Similar analysis is carried out to determine whether with the presence of both organisational culture and performance appraisal, each of them has an effect on the OCBO. The results are presented in Table 4.17.

Table 4.17: OC+ PA relationship on OCB directed towards the Organisation

Variable	Model 1 (OC Alone)	Model 2 (PA Alone)	Model 3 (OC+PA)
(Constant)	2.287*	1.679*	1.562*
<u>Controlling Variables</u>			
▪ Gender	-1.09E-01	-9.13E-02	-9.64E-02
▪ Age	4.536-02*	3.824E-02*	3.922E-02*
▪ Qualification	.119*	.127*	.124*
▪ Length of Service	4.11E-02	4.646E-02*	5.169E-02*
<u>Organisational Culture</u>	.194*		.234*
<u>Performance Appraisal</u>		.290*	8.124E-02*
R Square	0.172	0.221	0.237
Adjusted R Square	0.164	0.213	0.228
F value	21.671*	29.317*	26.4*

Dependent Variable: OCBO

Note: Significant at * p<0.05

First, controlling variables i.e. gender, age, qualification and length of service were entered into all the three models (Model 1, Model 2 and Model 3) to determine whether any of the controlling variables have effect on the dependent variable (OCBO). The results show that age, qualification and length of service have significant influence on OCBO for all the Model 1, Model 2 and Model 3. Model 1 and 2 show the influence of each independent variable on OCBO i.e. organisational

culture ($\beta=0.194$, $p<0.05$) and performance appraisal ($\beta=0.290$, $p<0.05$) on OCBO. Each independent variable when tested on its own has a significant effect on OCBO. In Model 3 (OC+PA), with the presence of both organisational culture ($\beta=0.234$, $p<0.05$) and performance appraisal ($\beta=8.124$, $p<0.05$), each of them has a significant influence on OCBO. Thus, the hypothesis H3b cannot be falsified. The variance contributed by the independent variables is 22.8%. However, the respondents' age ($\beta=3.922$, $p<0.05$), qualification ($\beta=0.124$, $p<0.05$) and length of service ($\beta=5.169$, $p<0.05$) have significant effect to influence the OCBO.

A further analysis is carried out to examine the presence of both organisational culture and performance appraisal on the overall OCB. The results are presented in Table 4.18. Based on study, respondents' qualifications have significant effect on overall OCB as stated in all the three models (Model 1, Model 2 and Model 3). The beta coefficients of respondents' qualification for each model are as follows: (1) Model 1 ($\beta=0.105$, $p<0.05$), (2) Model 2 ($\beta=0.112$, $p<0.05$) and (3) Model 3 ($\beta=0.110$, $p<0.05$). In Model 1, organisational culture alone ($\beta=0.139$, $p<0.05$), has a significant effect on overall OCB. Similarly, in Model 2, performance appraisal alone ($\beta=0.248$, $p<0.05$), has a significant relationship with overall OCB. However, in Model 3, with the presence of both organisational culture and performance appraisal, only performance appraisal ($\beta=0.227$, $p<0.05$) has a significant relationship to predict overall OCB which contributes 21.2% to the variance of the overall OCB. The overall OCB is the aggregate of the OCBI and OCBO. The variance contributed by the OC and PA amounting to 21.2% is affected by the respondents' qualification and length of service. It is noted that the variance of the overall OCB is not relatively high for the fact that the variance of OCBI contributed by OC+PA is only 9.9% (See Table 4.16) whereas variance of OCBO contributed by

OC+PA is 22.8% (See Table 4.17). As such, the computation of aggregate of overall OCB resulted in a low variance of 21.2% (See Table 4.18).

Table 4.18: OC+ PA relationship on overall OCB

Variable	Model 1 (OC Alone)	Model 2 (PA Alone)	Model 3 (OC+PA)
(Constant)	2.609*	1.953*	1.899*
<u>Controlling Variables</u>			
▪ Gender	-9.02E-02	-8.15E-02	-8.12E-02
▪ Age	2.52E-02	1.97E-02	2.00E-02
▪ Qualification	.105*	.112*	.110*
▪ Length of Service	3.62E-02	4.215E-02*	4.700E-02*
<u>Organisational Culture</u>	.139*		3.09E-02
<u>Performance Appraisal</u>		.248*	.227*
R Square	0.131	0.214	0.221
Adjusted R Square	0.122	0.207	0.212
F value	15.6367*	28.210*	24.169*

Dependent Variable: Overall OCB

Note: Significant at * $p < 0.05$

In this study, the adjusted R Square value is 0.212 (R Square value of 0.221). The adjusted R Square value is slightly low. This observation was based on a comparison with similar study conducted in Malaysia. In the study by Khan and Zabid (2012) in a private higher education institution in Malaysia, they obtained R Square value of 0.375. It was observed that the R Square value in their research was higher as compared to this study (R Square value of 0.221) because of the inclusion of variables namely organisational culture, leadership style, organisational justice

and organisational commitment as independent variables to influence OCB. It was also observed that the number of respondents (50 respondents) was low in the study conducted by Khan and Zabid (2012) which can be a possible explanation as to why the R Square value obtained in the study of Khan and Zabid (2012) was slightly higher than the R Square value obtained in this study.

4.8 Testing for Moderating Effects

A moderator variable may reduce or enhance the direction of the relationship between a predictor variable and a dependent variable (Lindley and Walker, 1993). The moderating effect is generally expressed as an interaction between predictor and moderator variable (Aldwin, 1994; Baron and Kenny, 1986; Holmbeck, 1997). Cohen and Cohen (1983) recommended the use of moderated multiple regression analysis to test the interaction effect. The method employs the development of multiplicative term, which is use to encompass the interaction effect as well as to calculate two R^2 s, whereby one is for the equation which includes only main effects (main-effect model) whereas the other is for a three-term equation (product-term model) which includes both the main and interaction effects.

This method may separate the component parts of the product term from the term itself to account for the complex combination of variance due to main and interaction effects. If the change in R^2 (ΔR^2) for the interaction term is statistically significant, it is said to have a moderating effect, and the moderator hypothesis is supported (Aldwin, 1994; Baron and Kenny, 1986; Holmbeck, 1997).

The results of the following hypotheses are shown in the Table 4.19 and Table 4.20 whereas Table 4.21 presents the result of the overall OCB.

H4a: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards individuals.

H4b: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards the organisation.

A hierarchical regression analysis is carried out to determine whether leader-member exchange moderates the relationship between organisational culture and OCBI. Table 4.19 presents the result of the hierarchical regression analysis. In Step 1, control variables (gender, age, qualification and length of service) were entered together with the independent variable (organisational culture). Result indicates that organisational culture ($\beta=0.8.337$, $p<0.05$) has significant relationship with dependent variable, OCBI. Moreover, the controlling variable i.e. respondents' qualification ($\beta=0.009$, $p<0.05$) has a significant relationship with OCBI. In Step 2, control variables, organisational culture and leader-member exchange were entered. The leader-member exchange ($\beta=0.280$, $p<0.05$), has a significant relationship with OCBI. However, the relationship is not influenced by any of the controlling variables. In Step 3, the control variables, independent variables and two-way interaction (organisational culture \times leader-member exchange) were entered. The results indicate that the interaction-term ($\beta=5.07$, $p<0.05$), is not significant. The result shows that only 9.2% of the variance of the OCBI can be explained by the variables in Step 3. The leader-member exchange does not significantly moderate

the relationship between organisational culture and OCBI. Thus hypothesis H4a is rejected.

Table 4.19: Results of Hierarchical Regression Analysis Regressing LMX as Moderator between OC and OCB directed towards Individuals

Variable	Step 1	Step 2	Step 3
(Constant)	2.931*	2.230*	3.106*
<u>Controlling Variables</u>			
▪ Gender	-7.11E-02	-5.80E-02	-5.38E-02
▪ Age	4.94E-03	6.21E-03	4.89E-03
▪ Qualification	0.00906*	6.70E-02	6.61E-02
▪ Length of Service	3.12E-02	2.62E-02	2.32E-02
<u>Independent Variable – Organisational Culture</u>	8.337E-02*	2.10E-02	-1.63E-01
<u>Moderating Variable – Leader Member Exchange</u>		.280*	3.82E-02
<u>Interaction Terms – OC*LMX</u>			5.07E-02
R Square	0.042	0.1	0.104
Adjusted R Square	0.033	0.090	0.092
R Square Change	0.042	0.1	0.104
F value	4.590*	9.645*	8.627*

Dependent Variable: OCBI

Note: Significant at * p<0.05

A similar analysis is carried out to determine whether leader-member exchange moderates the relationship between organisational culture and OCBO. Table 4.20 presents the result of the hierarchical regression analysis. In Step 1, age and qualification are found to be significant, yielded beta coefficients of ($\beta=4.536$,

$p<0.05$) and ($\beta=0.119$, $p<0.05$) respectively. Similar results were obtained for Step 2 with age ($\beta=0.4.646$, $p<0.05$) and qualification ($\beta=9.869$, $p<0.05$). In Step 1, organisational culture ($\beta=0.194$, $p<0.05$) has a significant relationship with OCBO. However, in Step 2, both organisational culture ($\beta=0.141$, $p<0.05$) and leader-member exchange ($\beta=0.242$, $p<0.05$) have a significant relationship with OCBO. In Step 3, the control variables independent variables and two-way interaction (organisational culture \times leader-member exchange) were entered. The results indicate that the interaction term ($\beta=6.922$, $p<0.05$) is significant to influence the OCBO. The variance contributed to the OCBO by variables in Table 4.20 is 20.7%. Thus, hypothesis H4b is accepted. The result infers that the leader-member exchange is significant to moderate the relationship between organisational culture and organisational citizenship behaviour directed towards the organisation.

Table 4.20: Results of Hierarchical Regression Analysis Regressing LMX as Moderator between OC and OCB directed towards the Organisation

Variable	Step 1	Step 2	Step 3
(Constant)	2.287*	1.683*	2.879*
<u>Controlling Variables</u>			
▪ Gender	-1.09E-01	-9.80E-02	-9.23E-02
▪ Age	4.536E-02*	4.646E-02*	4.47E-02
▪ Qualification	.119*	9.869E-02*	9.74E-02
▪ Length of Service	4.11E-02	3.68E-02	3.26E-02
<u>Independent Variable – Organisational Culture</u>	.194*	.141*	-0.111
<u>Moderating Variable – Leader Member Exchange</u>		.242*	-8.90E-02
<u>Interaction Terms – OC*LMX</u>			6.922E-02*

‘Table 4.20, continued’

R Square	0.172	0.211	0.217
Adjusted R Square	0.164	0.202	0.207
R Square Change	0.172	0.211	0.217
F value	21.671*	23.091*	20.565*

Dependent Variable: OCBO

Note: Significant at * $p < 0.05$

A further analysis is conducted to determine whether leader-member exchange moderates the relationship between organisational culture and the overall OCBO. The results of the hierarchical regression analysis are presented in Table 4.21. In all the three Steps (Step1, Step 2 and Step 3) in Table 4.21, qualification has significant relationship with the overall OCB. In Step 1, the organisational culture ($\beta=0.139$, $p<0.05$) significantly influences the overall OCB. Similarly, in Step 2, the organisational culture ($\beta=0.8.079$, $p<0.05$) and leader-member exchange ($\beta=0.261$, $p<0.05$) have a significant relationship to influence the overall OCB. However, controlling variables i.e. age ($\beta=2.633$, $p<0.05$) and qualification ($\beta=8.283$, $p<0.05$) are also found to have a significant effect on the overall OCB. In Step 3, the control variables, independent variables and two-way interaction (organisational culture \times leader-member exchange) were entered. The results indicate that the interaction-term ($\beta=5.994$, $p<0.05$) is significant to influence the OCBO. The variance contributed to the overall OCB by the variables in Table 4.21 is 19.1%. The results indicate that the leader-member exchange is significant to moderate the relationship between organisational culture and the overall organisational citizenship behaviour. The adjusted R Square obtained in this study for the overall OCB was 0.191. The adjusted R Square obtained in this study is consistent with the finding in the study

done by Shull (1994) where the past researcher examined the effect of leader-member exchange relations on organisational citizenship behaviour. The adjusted R Square was 0.19 (Shull, 1994). This indicates that past research on the role of leader-member exchange in influencing organisational citizenship behaviour in the Western country has been empirically tested in the Malaysian context and that the finding is consistent with the study done in the Western country.

Table 4.21: Results of Hierarchical Regression Analysis Regressing LMX as Moderator between OC and Overall OCB

Variable	Step 1	Step 2	Step 3
(Constant)	2.609*	1.957*	2.993*
<u>Controlling Variables</u>			
Gender	-9.02E-02	-7.80E-02	-7.31E-02
Age	2.52E-02	2.633E-02*	2.48E-02
Qualification	.105*	8.283E-02*	8.174E-02*
Length of Service	3.62E-02	3.15E-02	2.79E-02
<u>Independent Variable – Organisational Culture</u>	.139*	8.079E-02*	-1.37E-01
<u>Moderating Variable – Leader Member Exchange</u>		.261*	-2.54E-02
<u>Interaction Terms - OC*LMX</u>			5.994E-02*
R Square	0.131	0.194	0.202
Adjusted R Square	0.122	0.185	0.191
R Square Change	0.131	0.194	0.202
F value	15.6367*	20.875*	18.693*

Dependent Variable: Overall OCB

Note: Significant at * p<0.05

The regression analyses show that hypothesis H1a and H1b are supported. As for the hypothesis H2a and hypothesis H2b, both are also supported based on the results of the regression analyses. However, based on the regression analysis performed on the hypothesis H3a, this hypothesis is rejected. As for hypothesis H3b, this hypothesis is supported. The results of the hierarchical regression analysis performed on the role of leader-member exchange as a moderator show that the hypothesis H4a is rejected whereas hypothesis H4b is supported.

The findings of the statistical analyses are discussed in detail in the next chapter which include past research findings, comparison and explanation of the results.

CHAPTER 5

ANALYSIS

5.1 Introduction

This chapter contains the interpretation of the results. The purpose of this chapter is to discuss the findings of the research. The findings of the research are compared and contrasted with previous studies.

5.2 Relationships among Variables

The general purpose of this study is to investigate how academic staff engagement of organisational citizenship behaviours is affected by the organisational factors. As a whole, results of this study support that organisational context i.e. organisational culture and performance appraisal can influence the organisational citizenship behaviour.

In the aim to achieve the objectives of this study of determining the magnitude of the relationship between the variables in the study, correlation analyses were conducted. The descriptors developed by Davis (1971) were used to interpret the magnitude of the findings presented as correlation coefficients as follows:

.70 or higher indicated very strong association

.50 - .69 indicated substantial association

.30 - .49 indicated moderate association

.10 - .29 indicated low association

.01 - .09 indicated negligible association.

5.2.1 Organisational culture and performance appraisal

As previously mentioned in the earlier chapter, a number of significant relationships were observed among the variables in this study. Most importantly, there were significant correlations between the organisational culture and performance appraisal. This study found that the organisational culture dimensions were directly reflected in the performance appraisal dimensions. Specifically, in terms of the magnitude of such relationships, the correlation analysis indicates that seven out of nine organisational culture dimensions have moderate associations with dimensions of performance appraisal. They are dimensions of Outcome Oriented ($r=0.451$), Supportiveness ($r=0.474$), Rewards Oriented ($r=0.493$), Community Oriented ($r=0.472$), Innovation ($r=0.432$) and Team Oriented ($r=0.486$) and Decisiveness ($r=0.312$). The OC dimension of Attention to detail ($r=0.527$) shows a substantial association whereas dimension of Aggressiveness (0.284) shows a low association.

The implication of this suggests that performance appraisal can be used as validating the culture of the organisation. Organisational values can be reinforced through the performance appraisal system whereby employees are expected to conform and behave according to the organisational values.

5.2.2 Organisational culture and OCB directed towards individuals

In the study of the relationship between organisational culture and OCBI, the dimensions of organisational culture were positively correlated with OCBI although

the relationship was not strong i.e. between coefficients 0.93 and 0.153 indicated low association. Specifically, the OC Rewards ($r=0.93$) was found to have the lowest correlation with OCBI. The low association between OC Rewards and OCBI suggests that culture dimension of Rewards is more prevalent towards OCBO rather than OCBI because based on social exchange theory; employees tend to reciprocate in exchange for favourable treatment.

5.2.3 Organisational culture and OCB directed towards the organisation

In the study to determine the relationship between organisational culture and OCBO, three dimensions indicate moderate associations with the OCBO. They are Attention to detail ($r=0.304$), Community Oriented ($r=0.332$) and Innovation ($r=0.331$). The analysis also reveals that four dimensions of organisational culture show a low association with the OCBO. The dimensions are Outcome Oriented ($r=0.283$), Supportiveness ($r=0.277$), Rewards Oriented ($r=0.287$) and Team Oriented ($r=0.265$). The dimension of Aggressiveness ($r=0.147$) and Decisiveness ($r=0.153$) indicate the low association with the OCBO.

5.2.4 Performance appraisal and OCB directed towards individuals

In the study of the relationship between performance appraisal and OCBI, the highest dimension of PA obtained in the correlation analysis is PA Team Oriented ($r = 0.298$) whereas the lowest dimension obtained is PA Decisiveness ($r = 0.175$). This suggests that team-oriented activities are more prevalent displayed with colleagues rather than towards the organisation. The magnitude of the relationship

indicates that all nine dimensions have low associations ($r < 0.30$) with the OCBI. The dimensions are as follows: Outcome Oriented ($r = 0.259$), Supportiveness ($r = 0.270$), Rewards Oriented ($r = 0.228$), Attention to detail ($r = 0.292$), Community Oriented ($r = 0.279$), Innovation ($r = 0.250$), Aggressiveness ($r = 0.218$) and Decisiveness ($r = 0.175$).

5.2.5 Performance appraisal and OCB directed towards the organisation

In the study of the relationship between performance appraisal and OCBO, generally, the dimensions of performance appraisal have a higher association with OCBO as compared with OCBI. Seven dimensions of performance appraisal indicate moderate relationship with OCBO whereas only two dimensions indicate low associations with OCBO. In comparison, all dimensions of performance appraisal indicate low association with OCBI. The following are dimensions with moderate associations with OCBO: Outcome Oriented ($r = 0.351$), Supportiveness ($r = 0.341$), Attention to detail ($r = 0.389$), Community Oriented ($r = 0.385$), Innovation ($r = 0.335$), Team Oriented ($r = 0.366$) and Aggressiveness ($r = 0.346$). The remaining two dimensions indicate low associations with OCBO. They are Rewards Oriented ($r = 0.297$) and Decisiveness ($r = 0.281$). In the study of relationship between performance appraisal and OCBO, the dimension PA Attention to detail ($r = 0.389$) indicates the highest correlation with OCBO. The result is expected because respondents in this study consist of academics where the nature of academics' job requires them to pay attention to detail. Academics work revolved around teaching, setting of examination papers, marking of students' scripts and doing research and publication. Such work requires academics to be meticulous and pay attention to

detail. There is a possibility that dimension “Attention to detail” is embedded in the institutions culture and validated by the appraisal process. In appraising the academics work performance, institutions expect academics to pay attention to detail in ensuring that work carried out is of acceptable standards to reflect the job requirements of an academic.

Based on the analysis, all the PA dimensions recorded a higher correlation with OCBO (between $r=0.281$ to $r=0.389$) as compared to the relationship between PA dimensions and OCBI (between $r=0.175$ to $r=0.298$). The results indicate that the characteristics of the respondents influence the results. The distinctive characteristics of academic staff are elaborated in Chapter Two of Literature Review where generally, academics tend to work individually. Academics performance is not dependent on another co-worker. Since academics tend to work alone, an academic needs to adopt a work culture that requires him to be meticulous, community minded and outcome-oriented. Such work cultures are found in the present research. The empirical finding of this study confirms the theoretical assumption that characteristics of academics can influence the OCB either directed towards individuals or the organisation. The study shows that the relationship between PA and citizenship behaviour tend to favour citizenship behaviours directed towards the institution rather than towards colleagues in the institution.

As this research is in the field of organisational behaviour and human resource management, expectancy theory is one of the motivation theories explaining human behaviour in an organisation. The expectancy theory originated by Vroom (1964) deals with mental processes pertaining to choice on how an individual undergoes to make choices. This study suggests that respondents make choices to show discretionary behaviour more towards the organisation rather than

on individuals. As can be seen in Table 4.17 under Model 3, the variance contributed by the OC+PA on the OCBO is 22.8% as opposed to a variance of 9.9% for OCBI. Moreover, in the present study, the individual choices are also influenced by the individuals' backgrounds such as age, qualification and length of service with the institution. The respondents' age, qualification and length of service are found to be significant in the study. As an implication, an organisation needs to relate rewards directly to expected performance. There should be a proper performance appraisal tool to evaluate performance of employees to ensure that rewards are given to deserving employees and to avoid demotivation.

5.2.6 Inter-relationship among study variables.

The correlation analysis has been conducted to study the relationship of all variables in the present research. The results indicate that all the variables are positively and significantly related. The magnitudes of the association of the relationship are as follows:

OC and PA($r=0.554$): indicate a substantial association

OC and LMX ($r=0.399$): indicate a moderate association

OC and OCBI ($r=0.146$): indicate a low association

OC and OCBO ($r=0.317$): indicate a moderate association

PA and LMX ($r=0.409$): indicate a moderate association

PA and OCBI ($r=0.290$): indicate a low association

PA and OCBO ($r=0.394$): indicate a moderate association

LMX and OCBI ($r=0.294$): indicate a low association

LMX and OCBO ($r=0.332$): indicate a moderate association

OCBI and OCBO ($r=0.489$): indicate a moderate association

The results indicate that all the variables have acceptable (substantial and moderate) association which is not too high association which may have an influence on the results of the regression analysis. The association between the LMX and OCB supports the view of Unnikammu et al. (2006) that LMX has a positive relationship with OCB. A positive association between LMX and OCB was expected because OCB helps to fulfil the reciprocity obligations of followers (Ali et al., 2008). LMX is also significantly correlated with OC as well as significantly correlated with PA. The patterns of correlation among dimensions of OC and PA are consistent with the research finding of Lieb (1999). The correlation relationship between OC and OCB supported the finding of Appelbaum et al. (2004).

5.3 Hypothesis H1a

H1a: The organisational culture affects organisational citizenship behaviour directed towards individuals.

The first hypothesis (H1a) tested if the organisational culture can affect the organisational citizenship behaviour directed towards individual. This study has found that organisational culture ($\beta=8.337$, $p<0.05$) can affect the organisational citizenship behaviour directed towards individual. However, in terms of determining

controlling variables which can affect the result of this study, prior to statistical testing of the relationship between organisational culture and organisational citizenship behaviour directed towards individual, it was found that respondents' qualification ($\beta=0.103$, $p<0.05$) can affect the organisational citizenship behaviour directed towards individuals. However, when the relationship between organisational culture and organisational citizenship behaviour directed towards individuals is tested, the results found that controlling variables i.e. gender, age, qualification and length of service do not affect the result of this study. The organisational culture only contributes 3.3% of the variance towards OCBI.

In comparison of the relationship between organisational culture and OCBO and the relationship between organisational culture and OCBI, organisational culture (variance of 16.4%) has a higher prediction on the OCBO as compared to OCBI (variance of 3.3%). Such result is expected as earlier correlation analysis indicates a stronger relationship between organisational culture and OCBO($r=0.317$) as compared to organisational culture and OCBI($r=0.146$).

In the analysis of the controlling variables that can influence the citizenship behaviour, the study indicates that controlling variables such as gender, age, qualification and length of service do not have significant influence on the OCBI. However, age ($\beta=4.536$, $p<0.05$) and qualification ($\beta=0.119$, $p<0.05$) of respondents have positive and significant influence on the OCBO. This implies that extra roles behaviour is affected by the respondents' age and qualification where employees who are older and more qualified, the likelihood for the OCBO to be increased.

5.4 Hypothesis H1b

H1b: The organisational culture affects organisational citizenship behaviour directed towards the organisation.

In the hypothesis (H1b) to test whether organisational culture can affect the organisational citizenship behaviour directed towards organisation, this study has found that organisational culture can influence organisational citizenship behaviour directed towards organisation. The magnitude of the influence is greater as compared to organisational citizenship behaviour directed towards individual in which the variance contributing to the organisational citizenship behaviour directed towards organisation is 16.4% as compared to organisational citizenship behaviour directed towards individual of 3.3%. This study indicates that respondents' age ($\beta=0.048$, $p<0.05$) and qualification ($\beta=0.137$, $p<0.05$) can affect the results of this study as these variables have been found to be significant. In terms of the overall aggregate of the organisational citizenship behaviour, the study has found that organisational culture ($\beta=0.139$, $p<0.05$) predicts overall organisational citizenship behaviour of academic staff. However, the respondents' qualification ($\beta=0.105$, $p<0.05$) has a bearing on the result. This implies that the decision to display employees' citizenship behaviour can be influenced by the background of the respondents such as in this study, academic staff who are highly educated and qualified can influence the citizenship behaviour though organisational contextual factor such as culture has a significant influence on employees' decision to display citizenship behaviour.

One of the objectives of this research is to examine the relationship between organisational culture and organisational citizenship behaviour. As expected, there is a direct relationship between the two and the second predicted that the leader-member exchange would moderate this relationship. The findings among a sample of academic staff members in the private universities and colleges in Malaysia have shown that the direct relationship between organisational culture and organisational citizenship behaviour is significant. This finding also supports the finding by Cohen and Keren (2010) on a sample of Israel teachers on the relationship between organisational culture and organisational citizenship behaviour. However, the difference between Cohen and Karen (2010) results and this finding is that this research further subdivides the organisational citizenship behaviour into OCB directed towards individual and OCB directed towards organisation. The finding of this research is more comprehensive as this research examines which directions of OCB are more prevalently affected by the organisational culture. The results have shown that organisational culture has accounted for a large amount of variance (16.4%) of OCB directed towards organisation than OCB directed towards individual. The regression analysis has shown only 3.3% of variance is contributed by organisational culture on citizenship behaviour directed towards individuals.

5.5 Hypothesis H2a

H2a: The performance appraisal process has an effect on organisational citizenship behaviour directed towards individuals.

The second hypothesis (H2a) has tested if the performance appraisal has an effect on organisational citizenship behaviour directed towards individual and

organisation. This study has found that performance appraisal ($\beta=0.206$, $p<0.05$) has an influence on the OCBI. Nevertheless, the result of this study also finds that the respondents' qualification ($\beta=9.723$, $p<0.05$) has a significant influence on the OCBI. The performance appraisal accounted for 9.9% of the variance in the OCBI. The variance is also affected by the controlling variable such as respondents' qualification which is found as significant. The earlier result of correlation test has indicated that the organisational culture ($r=0.554$) is correlated with the performance appraisal. In the regression analysis, performance appraisal is found as significant to predict the OCBI. The results suggest that culture in the organisation is emphasised in the performance appraisal and to be rewarded where employees expect the organisational culture to be reflected in the performance appraisal. As a result, performance appraisal predicts organisational citizenship behaviour towards individual when elements such as helpfulness towards co-workers are emphasised in the organisational culture which manifest into the appraisal. Employees tend to demonstrate behaviours that are favourable to them as the appraisal is seen as a tool for rewards in return for conforming to certain performance expectations in the organisation. Such a view is supported by past researchers such as Caldwell et al. (1990) and Lieb (1999) where organisational culture has also been found to be interacted with the performance appraisal and predicts outcome variables.

5.6 Hypothesis H2b

H2b: The performance appraisal process has an effect on organisational citizenship behaviour directed towards organisation.

In the hypothesis (H2b) which tests whether performance appraisal has an effect on organisational citizenship behaviour directed towards organisation, the result of the study has found that the performance appraisal ($\beta=0.290$, $p<0.05$) has an effect on OCBO. The result of this study is affected by the respondents' age ($\beta=3.824$, $p<0.05$), qualification ($\beta=0.127$, $p<0.05$) and length of service ($\beta=4.646$, $p<0.05$). These variables have been found to be significant in influencing the OCBO and together with the performance appraisal; these variables contribute 21.3% of the variance towards OCBO. In the testing of the hypothesis of performance appraisal as an independent variable against the overall organisational citizenship behaviour as the dependent variable, the study has found that the performance appraisal ($\beta=0.248$, $p<0.05$) has an effect on the overall organisational citizenship behaviour.

The respondents' qualification ($\beta=0.112$, $p<0.05$) and length of service ($\beta=4.215$, $p<0.05$) have been found to be significant and have an influence towards overall OCB. The performance appraisal together with the respondents' qualification and length of service contributes 20.7% of the variance of the overall OCB. The finding of this study is also consistent with the study done by Teh et al. (2012). In the present study, academics are asked on the perception on how the management views them in a list of statements. Based on the literature review, Koys (1988) explains that employees' commitment towards their organisation is on the perception of how employees' views on the human resource practices which are perceived as fair treatment of employees which have a bearing on attracting and retaining good employees in the organisation.

In this study, the performance appraisal has been found to be significant to predict organisational citizenship behaviour towards the organisation. The possible explanation of the significant relationship between the performance appraisal and the organisational citizenship behaviour can be due to perceived fairness of appraisal.

Perception of fairness of the appraisal can influence the organisational citizenship behaviour. On the basis of literature review, employees are more willing to manifest OCB when they perceive fairness in the appraisal process or when the appraisal process is viewed favourably by employees (Becton et al., 2007). Ahmed et al. (2011) in their study to examine perceived fairness of appraisal and OCB have found a significant relationship between both variables. While concentrating on employees' behaviours that can strengthen and contribute to organisational success, Katz (1964) identifies the employee's citizenship behaviour that is necessary for the overall effectiveness of any organization system. Nevertheless, the perceived fairness can be affected by a number of factors as gender, age, subjectivity in comparisons of the evaluation process, employees' education background and length of service with the organisation. As expected, the result of the study has pointed out that the age, qualifications and length of service of academics in the private higher institutions of higher education have a significant relationship on the dependent variable of OCB towards the organisation. The findings have confirmed the findings of past research findings such as Tizner et al. (2001), Chirico et al. (2004) and Fox et al. (2005). Moreover, proposition brought by Schwab and Heneman II (1978) more than three decades ago that age can influence the perception of the appraisal system was found to be valid in the presence study. The finding of this study is consistent with the previous research where age was said to have an influence on the

perception of the fairness of the appraisal system. The findings of this research undeniably are a useful addition to the current body of knowledge.

5.7 Hypothesis H3a

H3a: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards individuals.

The third hypothesis (H3a) tests whether the presence of both the organisational culture and performance appraisal, each has an effect on organisational citizenship behaviour directed towards individuals. The result of the test hypothesis has found that performance appraisal ($\beta=0.220$, $p<0.05$) is significant and has an effect on the OCBI. However, organisational culture has been found as not significant to affect OCBI.

The results of the study have indicated a negative value for the organisational culture ($\beta=-1.95$, $p<0.05$). Negative values indicate a relationship between x and y such that as values for x increase, values for y decrease. The implication of this study is that with the presence of both the organisational culture and performance appraisal in an organisation, performance appraisal has a significant positive effect on OCBI whereas organisational culture has a negative correlation. In other words, the result suggests that the higher the organisational culture presence in an organisation, the less likely for the employees to demonstrate the organisational citizenship behaviour directed towards individuals. This can be explained that organisational culture could be manifested in the form of behaviour expected in the workplace. Such conformity of the expected behaviour is monitored via the

appraisal where tendency of showing discretionary behaviours would be directed towards organisation rather than on individuals or colleagues. The discretionary behaviour towards the organisation is observed by the superiors/management of the organisation. As a result, employees tend to conform to the norms and values expected on them which include citizenship behaviour in the organisation in reciprocal for perceived good appraisal by the organisation. The fundamental basic theory governed such behaviour lies with the expectancy theory where individuals may decide to behave or act in a certain way because individuals are motivated to select a specific behaviour that gives the individuals the desired outcome. In a nut shell, the motivation of the behaviour selection is based on the desirability of the outcomes.

Secondly, strong organisational culture tends to place more emphasis on affection and values towards an organisation rather than on individual members in the organisation. As such, this explanation explains the relationship between variables of organisational culture and performance appraisal when both of them are present simultaneously and how each of them affects the organisational citizenship behaviour directed towards individuals. The significance levels given for each independent variable indicate whether that particular independent variable is a significant predictor of the dependent variable, over and above the other independent variables. As a result of this, an independent variable that is a significant predictor of a dependent variable in simple linear regression may not be significant in multiple regression (i.e. when other independent variables are added into the equation). This could happen because the variance that the first independent variable shares with the dependent variable could overlap with the variance that is shared between the second independent variable and the dependent variable. Consequently, the first

independent variable is no longer uniquely predictive and thus would not show up as being significant in the multiple regressions. Therefore, it is possible to get a highly significant R^2 , but have none of the independent variables being significant.

5.8 Hypothesis H3b

H3b: With the presence of both the organisational culture and the performance appraisal process, each of them has an effect on organisational citizenship behaviour directed towards organisation.

In the test hypothesis (H3b) to determine whether the presence of both the organisational culture and performance appraisal, each has an effect on organisational citizenship behaviour directed towards organisation, the results indicate that each organisational culture and performance appraisal predicts the citizenship behaviour directed towards organisation. The result is expected because the stronger organisational culture which correlates with the performance appraisal, it is more likely for employees to demonstrate citizenship behaviour directed towards organisation. The finding is in congruence with the postulations of the psychological contract theory whereby workers are more willing to go beyond their normal work duty if workers perceive that their organisation has the ability to and/or is willing to fulfil its own side of the contract. One potential explanation for the strong significant positive relationship found between stronger organisational culture and performance appraisal which can enhance the potential for organisational citizenship behaviour is that the employees tend to behave in a way that perceive favourably by the organisation in which extra role behaviour is one of the behaviours which enables employees to be evaluated favourably by the organisation.

In comparison with the organisational citizenship behaviour directed towards individuals, the variance of organisational citizenship behaviour directed towards the organisation contributed by both organisational culture and performance appraisal is higher with variance of 22.8% as compared to 9.9% for citizenship behaviour directed towards individuals. In the test hypothesis to find out whether each organisational culture and performance appraisal has an effect on overall organisational citizenship behaviour, the results show that only performance appraisal has a significant effect on overall citizenship behaviour. The result suggests that performance appraisal system can be considered as validating the culture of the organisation which can influence the citizenship behaviour. Nevertheless, the respondents' qualification and length of service can affect the result as both variables are found to be significant. The results of this research have conformed to the previous research findings that a high level of person-organisational fit influence employees' willingness to contribute to their organisation. Past researchers such as Silverthorn (2004), Cable and DeRue (2002), Kristof (1996), Bretz and Judge (1994) and Chatman (1989) have found a positive correlation between person-organisation fit and extra-role behaviour, employee satisfaction, employee commitment and employee identification. Moreover, a high person-organisation fit is strongly associated with willingness to stay in the institution and doing extra work which is organisational behaviour characteristic and such citizenship behaviour can be influenced by personal traits like determination and conscientiousness (Organ and Ryan, 1995).

The significant relationship of performance appraisal and organisational culture detected in this study suggests that person-organisation fit can predict the extra role behaviour towards institution. Such a relationship is evident when the

correlation analysis has found that the dimensions of organisational culture and performance appraisal have been correlated. Such findings are expected because past research by Cable and DeRue (2002) has showed similar results i.e. a significant positive correlation has been found between person-organisation fit and organisational identification. The rationale explanation is that when an employee feels that the institution's values fit with his or her values, he or she blends in with the institution's mission, objectives and culture.

Such an explanation has also been accepted by a number of researchers such as Miller et al. (2000) and Kreiner and Ashforth (2004). Miller et al. (2000) explain that when an employee believes that he is part of the organisation, he considers the organisation's vision, mission, values and objectives as his and more willing to go all out for the organisation while Kreiner and Ashforth (2004) have found that employee defines his own identity based on the perceived identity of his organisation. The theory behind such behaviours can be attributed to Tajfel and Turner (1985) where they mention that common social identity diminishes individual traits such as self-image and individual behaves in a certain way by belonging to a group in order to satisfy his desires to define and preserve his own social identity.

5.9 Hypothesis H4a

H4a: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards individual.

The fourth hypothesis (H4a) tests whether leader-member exchange moderates the relationship between organisational citizenship behaviour directed towards individual. The result of the test hypothesis on organisational citizenship directed towards individuals has found that leader-member exchange does not moderate the relationship between organisational culture and organisational citizenship behaviour directed towards individuals. The interaction-term of organisational culture and leader-member exchange has been found as not significant to predict the OCB directed towards individuals.

The possible explanation for this result is that based on the day-to-day work of a typical academic staff, his work revolves around teaching, interaction with students, setting of examination papers and marking of assignments. Though research and publication can be argued as important tasks of an academic staff, however, in reality, a research by Arokiasamy et al. (2009) have found that research and publication in private universities and colleges in Malaysia are limited and concentrated only as a teaching university or college. In terms of interaction with other members in the university or college for work purposes, an individual academic staff interaction with co-workers is lesser. As such, this explains why leader-member exchange is not significant to moderate the relationship between organisational culture and OCBI.

In short, the decision to display citizenship behaviour can be conditioned by the nature of work done by the respondents in this study. This is supported by Farh et al. (2004) whereby they suggest that some form of organisational citizenship behaviour such as keeping the workplace clean may be more appropriate to nonprofessional positions, but not to professionals. The behaviour of helping co-workers would seem appropriate to those who work closely with others, but not to

those who work in isolation in the field. In this case, the respondents are academic staff where their work nature requires them to conduct lectures individually and thus, less involvement with co-workers. This result supports the view of Boudreau and Ramstad (2003) that what is considered to be salient forms of OCB may depend on how the job is defined, where the job falls in the value chain, and its expected relationship to outsiders. From the theoretical perspective based on the nature of the job of academic staff, academic staff members are less likely to exhibit OCBI (Liu and Fellows, 2008).

5.10 Hypothesis H4b

H4b: The leader-member exchange moderates the relationship between organisational culture and organisational citizenship behaviour directed towards the organisation.

In the test hypothesis (H4b) analysing the leader-member exchange as moderator between organisational culture and organisational citizenship behaviour directed towards the organisation, the result indicates that leader-member exchange ($\beta=6.922$, $p<0.05$) moderates the relationship between organisational culture and OCBO. This result suggests that employees choose to direct their citizenship behaviour towards the organisation when employees enjoy a good working relationship with superiors. However, the quality of the relationship between superior and subordinates does not influence employees to perform extra role behaviours towards their co-workers. On the basis of equity theory, it could be possible that academic staff in the private higher education industry exhibit extra

role behaviour towards the institutions or universities for a return for a fair pay and benefits from the management (Moorman, 1991).

In this study, the results have indicated that LMX ($\beta=6.922$, $p<0.05$) as a moderating variable is found to be significant to affect the relationship between organisational culture and OCBO. However, such a result is not seen in the OCBI. The explanation for such findings is rooted back to the relationship between OCBs and rewards which has been studied by many researchers (Allen and Rush, 1998; Borman, White and Dorsey, 1995; Hui, Lam and Law, 2000; Johnson, 2001; Kiker and Motowidlo, 1999). Past findings have pointed out that OCBs are positively related to overall evaluations and reward recommendations (Allen and Rush, 1998). It is found that employees who demonstrate OCB match the good employee prototype (Cardy and Dobbins, 1994). As a result, such employees are assessed more positively by evaluators and in some instances, extra role behaviours exhibit by employees may give more positive impressions and favourable assessments than others. Based on such a rationale, the extra role behaviours may benefit the organisation more directly than interpersonally focused organisational citizenship behaviours. As such, citizenship behaviour directed towards the organisation may be more rewarded than citizenship behaviour directed towards co-workers or individuals (Moon and Marinova, 2003). The basis of such assumption is that organisationally-focused citizenship behaviours may be more visible to members of the organisation and noticed more by superior officers, and therefore rewarded.

In the test hypothesis to find out whether leader-member exchange moderates the overall organisational citizenship behaviour, result indicates that the leader-member exchange ($\beta=5.994$, $p<0.05$) acts as moderator to influence overall organisational citizenship behaviour. This finding supports previous research

addressing the connection between LMX and OCB where positive correlations have been found between both (Podsakoff, MacKenzie, Paine, and Bachrach, 2000). Correlations between LMX and OCB have always been computed with composite scores in past research though both LMX and OCB have been proposed to comprise several sub-factors.

Despite the direct effect of organisational culture on organisational citizenship behaviour, the findings of the moderating effect strongly support the explanation that organisational culture is strongly related to leader-member exchange and such perceptions are strongly related to organizational citizenship behaviour. This research finding further advances the finding by Cohen and Keren (2010) in the sense that this research not only examines the direct effect of organisational culture but further examine the effect of OCBI and OCBO. The findings contribute to enrich the literature on OCB which has been one of the first to examine the leader-member exchange role as moderator to affects the relationship between organisational culture and OCB. Past literature focuses on the role of the leader or the supervisor in eliciting high levels of OCB from subordinates (Podsakoff et al., 2000). Nevertheless, this research examines the role of leader in another perspective i.e. on the interaction between leader and subordinate which is known as leader-member exchange. The effect of leader-member exchange is significant to predict the organisational citizenship behaviour directed towards organisation. Thus, the stronger the relationship between leader and member, the more likely that such a relationship can predict organisational citizenship behaviour towards the organisation. This finding strengthens the importance of increasing good working relationship between employees and superiors which can lead to OCB, thus, the finding makes an important conceptual contribution.

The next chapter summarises major research findings and discuss the implication of the results in terms of theoretical, robustness of the research methodology and practical implications. The next chapter also discusses on the limitations of the research and suggestions for future research.

CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter recapitulates the objectives and methodology of the study, summarises the major findings and examines the implications of these findings in terms of contribution to knowledge enhancement and professional practices. This chapter also offers recommendations for future research in related areas of organisational citizenship behaviour. In addition, this chapter also discusses on the limitations of the study. In short, this chapter concludes and summarises the overall research findings and contributions.

6.2 Objectives and Methodology of the Research

The goal of this study has been to investigate how academic staff engagement of organisational citizenship behaviour is affected by the organisational contextual factors i.e. organisational culture and performance appraisal. In addition, the present research aims to examine the role of leader-member exchange as moderator between organisational culture and organisational citizenship behaviour. Specifically, this study examines the following:

- a) determine whether organisational culture would affect organisational citizenship behaviour of academic staff;

- b) identify whether the performance appraisal process has an effect on organisational citizenship behaviour of academic staff;
- c) analyse the influence of the presence of both the organisational culture and the performance appraisal process towards organisational citizenship behaviour of academic staff;
- d) analyse the role of the leader-member exchange in moderating the relationship between organisational culture and organisational citizenship behaviour.

This study is based primarily on the person-organisation fit (Chapman, 1986) in which the fit between organisational culture and performance appraisal is adopted based on the method used by Lieb (1999). The organisational culture dimensions are based on O'Reilly et al. (1991) which are widely accepted in the study of organisational culture. The measurement of leader-member exchange is adopted from Neider et al. (1992) and further proven to be reliable and valid by Shull (1994). With regard to the measurement of organisational citizenship behaviour, the measurement is a well-known and generally accepted instrument which has been used by past researchers such as Lee and Allen (2002), Finkelstein and Penner (2004) and Duff (2007). There is a question which has been considered in great detail in this present research as to whether qualitative or quantitative method is to be used. Nevertheless, based on the review of literature, the research methodology applied is quantitative research. Quantitative research is the most appropriate method in this study where the emphasis of the study is on organisational culture and OCB of many institutions of higher learning in Malaysia and not on the description of one organisation's own unit of culture. Quantitative method has been chosen in view of the many advantages such as allowing the ease of cross-sectional

assessments and comparisons and enabling the replicability of the assessment by different researchers. The quantitative method also provides a common frame of reference for interpreting the data particularly where there are large numbers of organisations and respondents involved in the study. Therefore, the quantitative method has been chosen as the most appropriate method without the need to apply qualitative method as the focus is not to probe the type of culture which exists in one particular institution.

In terms of the methodology applied, careful consideration has been taken which includes a study within the same industry i.e. private higher education industry in Malaysia and characteristics of the respondents who are academic staff in private institutions of higher learning where the sampling procedure has met the acceptable statistical standard with 531 respondents from eight institutions of higher learning comprising four private universities, two institutions with the university college status and two private colleges in the state of Selangor and Federal Territory of Kuala Lumpur Malaysia.

6.3 Summary of Major Findings

This study validates the theoretical dimensions of organisational culture as proposed by O'Reilly et al. (1991) that the nine dimensions of organisational culture do exist in the private higher education industry in Malaysia. This implies that the theoretical dimensions originated in Western country is now tested empirically in the Asian context, particularly in Malaysia and found to be valid and applicable. This study provides initial empirical support for the existence of universal aspects of

organisational citizenship behaviour in a non-Western context, particularly in South East Asia and more precisely in Malaysia.

The dimensions of the organisational culture and performance appraisal process have been analysed using the statistical analysis tool of SPSS software version 16 and they have been found to be correlated. Nine out of nine theoretical dimensions proposed by O'Reilly et al. (1991) have been found to be significant in this study. This is accepted and consistent with the previous study done by Lieb (1999) except that in the study by Lieb (1999), the dimensions of Team Oriented and Decisiveness have been found as not significant. This could be due to cultural differences between United States of America where the past study was conducted in which generally in Western culture, people tend to be individualistic as opposed to Eastern culture such as Malaysia where people tend to work in a team and decision-making process are largely rely on the management as opposed to more empowerment in Western culture. In summary, this study has found that there is a fit between organisational culture and performance appraisal. This finding is supported by theoretical frameworks derived from O'Reilly and Chatman (1986), Cable and DeRue (2002), and Netemeyer et al. (1997), who propose that strong value congruence between people and their organisations predict a higher likelihood of citizenship behaviours. Chatman (1991) assert that P-O fit focuses on how a person's values, when they come in contact with an organisation's value system, affect that person's behaviour.

The results of the study on the relationship of organisational culture and OCB have found that the organisational culture can predict the organisational citizenship behaviour both directed towards individuals and the organisation. The findings are consistent with the past research which suggests that organisational

culture can improve the organisational citizenship behaviour (Appelbaum et al., 2004).

The research outcomes have shown that the performance appraisal has an effect on OCB of academics both towards individuals and the organisation. The results concur with the suggestion by Organ (1988) that the importance attached to citizenship behaviours by managers in their evaluations of employee performance as perceived by employees may indeed influence citizenship behaviour. The results suggest that academics in the private universities and colleges in Malaysia demonstrate citizenship behaviour with the perception that such behaviours can lead to good evaluation by their superiors.

The research results have indicated that with the presence of both organisational culture and performance appraisal, only performance appraisal alone has a significant positive impact on the OCB directed towards individuals whereas organisational culture is not significant and has a negative relationship. In the test of dependent variable of OCB directed towards the organisation, both organisational culture and performance appraisal are positively significant to influence OCB directed towards the organisation. The results suggest that the higher the organisational culture presence in an organisation, the less likely for the employees to demonstrate the organisational citizenship behaviour directed towards individuals. The possible explanation for the result is that the higher the organisational culture, the higher emphasis would be placed on the importance of the organisation. In addition, the nature of job of academics, where task performance are not dependent on another co-workers, thus, citizenship behaviour of academics tends to incline towards their institution rather than on their co-workers in the university.

The results of this study do not identify a significant moderating relationship of LMX between organisational culture and organisational citizenship behaviour directed towards individuals. It is possible that the outcome for this hypothesis is due to the theoretical basis of OCB whereby predominantly based on social exchange theory (Van Dyne et al., 1994). Podsakoff and MacKenzie (1993) argue that employees will reciprocate positive, fair treatment from their superiors by demonstrating OCB towards the organisation and not towards co-workers. On the other hand, the result that leader-member exchange moderates the relationship between organisational culture and OCB directed towards the organisation is expected. The results show that social exchange theory originated from Western country is found to be correct when tested empirically in the Asian context.

The respondents' gender, age, qualification and length of service have been used as control variables in this research. For each regression analysis, these variables have been entered into the regression model in order to examine the unique influence of the variables. The respondents' qualification and length of service are found to have significant positive effects on the overall organisational citizenship behaviour in the private universities and colleges in Malaysia. The findings suggest that academics of the private universities and colleges who are highly educated academicians are more likely to demonstrate extra role behaviours or show affection towards their own institution. This finding is also consistent with past research finding where labour market and occupational characteristics can influence OCB (Hodson, 2002). Based on past research by Wharton and Baron (1987), organisations which built around jobs that are highly autonomous such as in this case, academics may exhibit greater OCB as an accommodation to the management needs of highly autonomous and skilled workers. On the other hand, labour forces

that are composed significantly of women or minorities may allow the exercise of poor OCB because of the more limited options of minority and female employees. The citizenship behaviours are adjusted according to situation demands (Pelled et al., 1999). Therefore, in this research, academics' characteristics as knowledge workers and highly intellectual are given greater participation with the universities and due to heightened expectations, tend to reciprocate by demonstrating citizenship behaviour towards the institutions. Meanwhile, the findings also suggest that the greater the length of service, academics are more likely to show citizenship behaviour towards their universities or colleges as their involvement and participation with the universities or colleges are deeper and longer period of service where employees may develop affection towards their own universities/colleges and contributes towards citizenship behaviour.

6.4 Implications of Major Findings

This study provides significant impacts on three major aspects: theoretical contribution, robustness of research methodology, and contribution to the human resource practitioners and policy makers.

In terms of theoretical contribution, the finding of this research on the person-organisation fit of the organisational culture and performance appraisal has enriched the literature on the person-organisation fit whereby in the past, O'Reilly et al. (1991) have found that very little research has been conducted on such a relationship. The finding of the fit between organisational culture and performance appraisal which can predict organisational citizenship behaviour has been tested empirically. The unique contribution of this study is that the focus is not only on

organisational culture alone but includes the combination of performance appraisal process which significantly predicts the organisational citizenship behaviour of academic staff in private universities and colleges in Malaysia.

The finding may enable future researchers to further develop empirical research based on the person-organisation fit whereby other organisational outcomes such as organisational effectiveness and organisational commitment can be considered.

A contribution is made to the literature as this study examines the relationship of organisational culture and performance appraisal towards organisational outcomes of citizenship behaviour, which have not been studied by other researchers. Previous studies on the impact of performance appraisal and organisational culture towards organisational outcomes have been on organisation commitment, job satisfaction and turnover intent (Mohamed and Robert, 2008).

The finding of this research fills the gap in the literature whereby the workers' characteristics such as academics as knowledge workers should from henceforth be acknowledged as an important element which can predict the organisational citizenship behaviour in the workplace. Past researchers have not paid important consideration in this factor as they have assumed theoretically that there is no difference between OCB directed towards individuals and OCB directed towards the organisation for academic staff.

The result of this study has an implication to the body of knowledge in which the result indicates that the leader-member exchange acts as moderator to influence organisational citizenship behaviour. This research has responded to the calls by other researchers such as Gelfand et al. (2007) and Podsakoff et al. (2009) who

suggest for investigation on moderating variables of culture which affect on OCB. Gelfand et al. (2007) note that “antecedents of OCBs vary across cultures” and the authors provide specific examples of primary studies substantiating conditions under which the relationship between predictors and citizenship has been accentuated or attenuated as a function of various culture-based aspects. Podsakoff et al. (2009) on a similar ground, state that future research should focus on the potential impact of cross-cultural contexts on the relationships between OCBs and their consequences.

The findings of this study have added another dimension to the body of knowledge in which this research has not only included organisational culture dimensions in models predicting organisational citizenship behaviour but establishing a positive relationship between leader-member exchange and OCB. The significant relationship of LMX as a moderating effect between OC and OCB suggests that employees’ perception of their leaders as one of the reference points or ‘cue’ of organisational culture in the organisation, in which employees are more willing to demonstrate OCBs if employees perceive leaders as providing organisational support to them. This finding supports past research findings of Rhoades and Eisenberger (2002); Riggle et al. (2009) which have established a positive relationship between perceived organisational support and OCBs across studies by proposing that cultural dimensions could potentially act as contingencies. Another possible explanation to support that LMX moderates the relationship between OC and OCB could be that employees have a good trust on their managers and co-workers and enjoy good working relationship in the workplace which can predict citizenship behaviour. Such finding has also been reported by Altuntas and Baykal (2010) where they have found that employees have a higher than average level of trust in their managers and co-workers and employees trust more in their

managers and co-workers than their institutions. The study further indicates that the organisational trust the staff have in their institutions, managers and co-workers have influenced' the organisational citizenship behaviours of conscientiousness, civic, virtue, altruism and courtesy. Nevertheless, Chiaburu et al. (2011) report that divergences in results of these studies from across the world need to be taken into account and the role of cultural values should be explicated theoretically and tested empirically.

With regard to practical contributions, the findings of this study may enable human resources practitioners to take into consideration of the importance of interrelationship of organisational culture and performance appraisal process in designing an effective appraisal system. The human resources practitioners need to consider matching the dimensions of organisational culture and performance appraisal in order to induce positive OCB organisational outcomes. The study also has potential to make an important contribution to managerial practice of higher education institutions in Malaysia by providing fundamental information on specific aspects of performance appraisal process, which has an effect on OCB, thereby identifying ways to generate organisational outcomes more effectively. This relates to the weightage on the importance of dimensions of the appraisal process which help policy makers in deciding or modifying the criteria of institutional audit which is an important criterion in evaluating the performance of academic staff in private higher education institutions with the ultimate aim of boosting the performance of private higher institutions in Malaysia.

As raised in the past literature review in Chapter Two on the dilemma faced by universities and colleges in the appraisal of academic staff, the finding that performance appraisal has a significant effect on OCB is a major finding for the

higher education sector. The dilemma was raised by Barry et al. (2001), Holley and Oliver (2000) and Henson (1994) on the purpose of academics appraisal as to whether appraisal for academic was for aims of control or commitment. The views shared by the above mentioned authors that appraisal of academics based on contribution to the universities or colleges as unacceptable because assessment of academic staff is infringement of academic freedom, restricts creativity and self-development. Such perspectives is now need to be re-examined in view of this new research findings where performance appraisal plays a role to influence citizenship behaviour of academics and that citizenship behaviours of academics are important for the success of the universities or colleges. As a managerial implication, the private universities and colleges need to consider important fundamental information on specific aspects of performance appraisal process of academics which has an effect on organisation citizenship behaviour.

In addition, the research on educational organisations make an important contribution and provide insight comparison for future researchers and alternative perspective especially in the context of private higher education institutions in Malaysia where research on OCB is non-existence in the private higher education sector in Malaysia and that relatively very few research were done on OCB of academics in other part of the world.

In addressing the gap in the research on performance appraisal as stated in the Chapter Two, the findings that with inclusion of organisational culture and performance appraisal variables, each of them has a positive and significant relationship to predict OCB. This research shows that organisational culture can interact and mix with the appraisal dimensions to predict citizenship behaviour in institutions. This finding added another perspective of studying performance

appraisal whereby organisational contextual factor such as organisational culture can influence organisational outcomes of citizenship behaviours. Previously, research done have been mainly concentrated on rating accuracy to social and motivational factors and employees' attitudes (Fletcher, 2001; Cawley et al., 1998).

The quality of the relationship between superior and subordinates does not influence employees to perform extra role behaviours towards their co-workers but on the organisation. The practical implication of this pattern of relationship is that the possibility of organisational citizenship behaviour can be predicted from the manipulation of the organisational environment. Similar pattern has also been found in the study done in the banking sector on variables of growth prospects and organisational citizenship behaviour in South Western Nigeria (Okurame, 2012). Organisations may need to find ways to improve on the quality of the relationship between superior and subordinates such as improving communication and team building activities which can enable superior-subordinates to have a better working relationship which can lead to organisational citizenship behaviour. Human resources practitioners should design effective training programmes to improve the relationship between superior and subordinates.

Since the study has found that qualification and length of service play a role in influencing the citizenship behaviour of academics, human resources practitioners should find ways to retain academics within the organisation. A loyal staff can contribute to citizenship behaviour. Academic staff members who are highly qualified may be attracted to move to another institution if there are no constant efforts to retain good academics. Human resources practitioners should provide a good career development and career pathway to retain talents within the organisation. Besides, the human resources practices such as compensation and

appraisal process must be perceived as fair by the academics. Since academics are regarded as employees with high intellectual and that they can influence the citizenship behaviour directed towards the institution, more open communication between management and staff should be carried out.

In addition, management of the private institutions should practise transparency in the decision making process. Moreover, as a managerial implication, universities or colleges should engage academics in consultative management decision making concerning the direction of the institution by getting the academics to be more involved in the university activities. Such moves enable academics to contribute towards improving productivity where high level of organisational citizenship behaviour in institutions can serve as foundation for academics' commitment to the institution. Such moves have also been shared by other researchers who mention that OCBs are important for organisational effectiveness where employees take pride in work and for giving extra effort to achieve organisational goals (Leana and Van Buren, 1999; Mowday, 1998).

With regard to the age of the respondents to influence the perception of the appraisal, it is interesting to note that the result indicated that the age of respondents' has a positive and significant influence on the OCB directed towards organisation and overall aggregate of the OCB dimensions. However, the result reveals that age does not significantly influence the OCB directed towards individuals. This suggests that the perceived fairness may to a certain extent related to the age of respondents. When employees perceived that they are treated or evaluated fairly whether the system or the process, there is a tendency for employees to reciprocate by displaying the discretionary behaviour towards organisation. The findings of this research are useful for the private universities and colleges to increase the commitment of

citizenship behaviour of the academics in the private higher education industry in Malaysia by practicing the perceived fairness in the performance appraisal system.

With respect to the robustness of the research methodology, the data gathered have been analysed using the Statistical Package for Social Science (SPSS version 16) where the instruments have met the acceptable standard of validity and reliability analysis. Hence, this may lead to the production of accurate and reliable findings.

6.5 Study Limitations and Suggestion for Future Research

The conclusion drawn from the results of this study should consider the following limitations. Firstly, this study was a cross-sectional research design where the data were taken one time within the duration of this study. In this sense, this research design did not capture the developmental issues (e.g., intra-individual change and restrictions of making inference to participants) and/or causal connections between variables of interest.

Since this study involved the perceptions of employees and was administered using self-administered questionnaire, there are possibilities of biasness either against or in favour of the organisation. In addition, there is a possibility that respondents do not have accurate information about the organisation and there maybe misinterpretation of the questionnaire. Although the study instruments have been found to be valid and reliable measures, this may not entirely rule out some under or over reporting by respondents.

A few research areas can be further explored as a result of this study. The scope of this study can be extended to differentiate the responses between supporting staff in private institutions of higher learning and academic staff. This would enable cross-level comparisons of the organisation's culture and performance appraisal. This would also enable future researchers to investigate the culture gap within the organisation. Secondly, the organisational and personal characteristics as a potential variable that can influence organisational citizenship behaviour needs to be further explored. Since the result of this study has indicated that the unique characteristics of academic staff who are categorised as knowledge workers where they are working individually as opposed to factory workers where team work is important, using these organisational and personal characteristics may provide meaningful perspectives for understanding of how individual similarities and differences affect employees decision to perform citizenship behaviour.

The cross-sectional research design has a number of shortcomings. Thus, other research designs such as longitudinal studies should be used as a procedure for collecting data and describing the patterns of change and the direction and magnitude of causal relationships between variables of interest. The comparison between public institutions of higher learning and private institutions of higher learning can also be considered for future research to enable researchers to have a better understanding of the effect of the organisational culture and performance appraisal because the values, system and culture in public institutions of higher learning as compared to private higher education institutions are very much different.

In this study, self-ratings of OCB have been used in the research. Nevertheless, there is a belief that self-ratings of OCB have been associated with

biasness where individuals tend to present themselves in a way that makes them appear positive (Schnake, 1991). Contrary to such believe, self-ratings of OCB are commonly used by many researchers. A growing number of researchers such as Carmeli and Freund (2002) and Kuehn and Al-Busaidi (2002) have utilised self-ratings of OCB and found that such self-ratings are effective. However, other researchers such as Organ and Konovsky (1989) suggest that the use of superior-ratings is more appropriated in the study of OCB. As a suggestion for future research, the measure of employee citizenship behaviour from more than one source may enable future researchers to gain a better perspective of employees' citizenship behaviour in the workplace. This may involve the use of a combination of superior-ratings together with self-ratings to mitigate the concern raised by Schnake (1991) on employees' biasness. This is also consistent with suggestions by Allen et al. (2000) that the overall level of OCB is likely best captured by rating from multiple sources.

In order to establish a more rigorous understanding of the causal relationship among organisational culture, performance appraisal, leader-member exchange and OCBs, future researchers should cover more societal cultures in which future research can be undertaken in other geographical areas taking into consideration of national culture whereby future researchers can consider core commonly-used national culture measurement known as Hofstede's dimensions (Hofstede, 2001; Taras et al., 2010; Taras et al., 2011).

The findings from this research are useful for both scholars and practitioners. Scholars can use the findings for future research and to enrich the literature on organisational citizenship behaviour. As for practitioners, they can use the findings for managerial decisions and policy changes which promote organisational

citizenship behaviour with the ultimate aim in making organisations more competitive and effective.

The findings of this study contribute to the theoretical development of a conceptual model by bridging the gap in the literature especially the role of leader-member exchange as a moderator between the relationship of organisational culture and organisational citizenship behaviour. This research has met the objectives of investigating how academic staff engagement of organisational citizenship behaviours are affected by the organisational contextual factors of organisational culture, performance appraisal and leader-member exchange in private institutions of higher learning in Malaysia.