

Evaluating Relationship between Training and Development and Organizational
Citizenship Behaviour (OCB) in Sarawak Islamic Agencies

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DECLARATION

I hereby declare that the research project is based on my original work except for quotations and citations that have been duly acknowledged. I also declare it has not been previously or concurrently submitted for any other degree at Universiti Tun Abdul Razak (UNIRAZAK) or other institution.



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Abstract of the project paper submitted to the Senate of Universiti Tun Abdul Razak in partial fulfilment of the requirements for the Master of Business Administration

**Evaluating Relationship between Training and Development and Organizational
Citizenship Behaviour (OCB) in Sarawak Islamic Agencies**

By

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The purpose of this study is providing an empirical evidences on relationship between training and development and organizational citizenship behavior (OCB). A questionnaire was used to collect data. A total of 129 respondents participated in the study. The respondents from this study were employees from Sarawak Islamic Agencies. Data analysis involved the computation of descriptive statistics, regression analysis, reliability analysis and correlation analysis. The results of the study revealed that all three constructs of training and development, and organizational citizenship behavior were statistically significant. Organizational citizenship behavior, according to the research, encourages the successful running of any business while also contributing to its overall success. As a result, in order for firms to sustain their success, study on how to promote organizational citizenship behavior is required. Finally, the study states the limitations discovered and recommend the further research to generalize the context.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Public sectors wages amount amongst the highest public funds spending in Malaysia. In 2019 there were 1.7 million public servants and receive fierce criticisms from both the public and the business communities on service quality as well as perception of integrity issues. Research Based View (RBV) is approach to competitive advantages in deploying valuable tangible and intangible resources. These advantages however needed to be protected via organizational ability to change and utmost commitment from employees (Lok and Crawford, 2001). Organizational Citizenship Behavior is the construct that largely associated with organizational commitment . (Upadhyay, Davis, Gautam, Dick & Wagner, 2004). According to Western & Wilson (2000) Training and development plans of individuals supports the organizational objectives provided the organizational direction is lucid. A government servant is needed to be self-motivated more so that the performance level of employees is improved to the level of duties that has strategically fit to the employees being assigned. (Rahayu, Rasid, Tannady. (2019). The civil servants are constantly trained on competency programs at public training institutes, or through the Public Sector e-Learning (Chief Secretary to the Government Datuk Seri Dr Ismail Bakar, 2019). Civil servants require high service quality, and as such training and development needed to be robust, due to both the importance but also responsibility that the government has on delivering utmost quality service to public. Civil servants carry out policies set by the leaders of the government so as to deliver benefits to the society (Zabri Mohamad, et al, 2016). Therefore, a lot to be discovered on the results and outcome of government investment on human capital development of government servant.

Training has become the jargon in the robustly competitive business climate. In 1982, W. Edwards Deming, the father of Total Quality Management mentioned about training twice in the 14 points of Total Quality Management that is training and retraining. Key factor in differentiating one organization to another is the

human capital , hence those investing effective T&D programs for its human capital have more tendency to gain short and long term benefits. T&D essentially must be carried at all organizational level and those skills whether gained or trained may erode after some time and some may be obsolete over a period of time and has to be replenished (Nishtha and Amit (2010). The very survival of organizations in the modern days much depending on its human resource quality, and as such that those highly trained and motivated are considered as building blocks of the much sought success.

1.2 Problem Statement

Dennis Organ coin with the organizational citizenship concept in the 1980s and it is about employee behavior within different types of organizations. The concept had been evolving and turned into an important area of study due to the emphasis on team-based work as well as autonomous work in traditional hierarchies of a work place (LePine et al., 2002). Hence, the idea of organizational citizenship behaviour (OCB) had taken notice of researchers on the necessities of employee roles and responsibilities within the organization's social system. Organizations and their OCB can be fundamentally important both on macro as well as micro level, with respect to the dynamics of organizations.

In the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) world, there are many organizations that has been plagued by poor performance issues and thus not achieving goals due poor commitment in the organization. Beck and Wilson (2000) suggested that low commitment levels of employees also linked to high truancy, grunts and complaints, poor attendance, lack of regards on physical assets as well as disregard of responsibility towards delivery to customers as well as stakeholders.

VUCA acronyms is synonymous to changing environment at the all levels ie socio-politics, economy, technology, trends etc . As such there is a need for organizations to be working under very fluid and dynamics environment. (Lee, Dendrick, & Smith, 1991). Furthermore, it is a necessity for organizations to

invest more resources on human asset, those who are willing the champion a change, regardless of formal job requirements (Drach-Zahavy & Somech , 2004)

Current contemporary studies had shown that the perception of employees on HRM (Human Resource Management) had impacted positively on the Organizational Citizenship Behaviour (Lin, Chen, & Chen, 2016; Lam, Chen, & Takeuchi, 2009; Alfes, Shantz, Truss, & Soane, 2013; Cesário & Magalhães, 2017). Furthermore, every practice of HRM can increase the OCB in an organization as well. (Begum et al.,2014). The fact that matter is Training and Development (TD) improve wages level, increase essential skills, augment performance as well as perception of happiness in doing job, leading to great improvement of individual effort at work (Felstead, Gallie, Green, & Zhou, 2010). Besides, Training and Development also shown great influence on OCB (K. Ahmad, 2011; N. O. A. Ahmed, 2016). Not only that, TD affects the behaviors, attitude and aptitude of staff (N. O. A. Ahmed, 2016; Koon, Liew & Krishnan 2017; Tang & Tang, 2012).

A study on OCB has never been conducted among Islamic Agencies in Malaysia and it needs to be done to find out the level of citizenship of the employee organization. This is because, the employees in this organization bear a great responsibility to provide services to ummah. Their services are important to improve the socio economic well - being of the Muslim community as well as enhance adherence to the religious text i.e. Al-Quran, sunnah and the consensus of the scholars.

In addition, the government has provided a high budget to enable employees to attend training and courses to increase knowledge, improve skills and make improvements on employee behavior and attitudes in order to improve the quality of services in line with customer demand in these challenging times. However, studies on the effects and impact of these trainings and courses are rarely done and they need to be done to ensure that their objectives are achieved.

Organisational commitment

Organisational commitment (OC) is known to be the most popular area of study which happens to be the antecedents to OCB, shed light to the study of relationship between organization and its employees (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Saraih et al. (2017) reported that OC is also imperative in studying employees commitment in the organization. Employees who are committed to their job, can fortify other behavioral traits like OCB. Interestingly, studies had highlighted that employees are not actually volunteers, because they already have the willingness to act. It is also because OC nudge their willingness to help peers, knowing their organizations treat them well due to exhibiting this behavior (Friedman, Carmeli, & Dutton, 2018; Graso, Camps, Strah, & Brebels, 2019). Studying the OC within the context of formal organizational rewards system for performance is important because OC is associated with behavioral orientation that has little or no anticipation of rewards (Claudia, 2018). Hence it is crucial development when researchers had recognized connection between OC and OCB and there are even more studies emerging on relationship between the two (Matsuyama, 2006; Suifan, 2015)

1.3 Research Objectives

TND is considered a main function of Human Resource Management practices within an organization. It is vital for the growth and development of an employee's knowledge, skills, abilities needed to accomplish current or future jobs. The assumption is that employee attitudes and perceptions of training and development, namely; training motivation, perceived training support (from colleagues and supervisors) and perceived training benefits play crucial roles in fostering and encouraging organizational citizenship behavior. Although this study recognize that training and development is an influencer of organizational citizenship behavior; its main focus is to study the impact that employees' attitudes and perceptions of training and development have on the organizational citizenship behavior. Thus, the purpose of this study is to investigate the relationship of (i) training motivation (ii) perceived training support (from

colleagues and supervisors) and (iii) perceived training benefits have on organizational citizenship behavior.

1.4 Research Questions

The research questions include the following:

1. Do Sarawak Islamic Agencies public officers' training motivation have an impact organizational citizenship behavior?
2. Do Sarawak Islamic Agencies public officers' perceived training support have an impact on organizational citizenship behavior?
3. Do Sarawak Islamic Agencies public officers' perceive training benefits have an impact on organizational citizenship behavior?

1.5 The Significance of the Study

This study is an effort to contribute to the body of knowledge, knowingly when there is none been done so far on the relationship between training and development and organizational citizenship behavior in Sarawak Islamic Agencies. So this is the motivation to carry out the research on this context. The applied nature of the study presents realistic outcomes and results and provides a platform to examine further on the area of OCB in public sectors. Albeit large amount of funds had been utilized for TD in public sectors, there is little to no evidence of attitudes and interpretation of TD by public officers that link to OCB traits. It is anticipated that results of this study shall provide insights and further understanding of TD and OCB, in light of offering realistic conclusions and recommendations. It is therefore a high possibility that recommendations and conclusions of the research will provide some ideas in formulating or improving current strategies, action plan and initiatives as well as interventions to prevent lack of commitment and to nurture the much desired OCB in public sectors. Katz and Kahn (1978) had been the pioneer study in the organizational citizenship and its importance to organizations. Organizational citizenship is a desired outcome due to the benefits it brings, become so valuable to organizations because of the

impact on competitive advantage and performance (Nemeth and Staw 1989). Thus the study has significance in any organization of any types both public and private sectors, on how to improve organizational citizenship behaviors towards better resource management as well as to achieve the organizational effectiveness and efficiency .

1.6 The organization of the study

This research was divided into five chapters. The first chapter includes the Background of the study, Problem Statement, Research questions, Research objectives, Significance of the study and The Organization of the study. Chapter 2 is a review of related literatures from the reputable search engine of journals (theoretical and empirical). Chapter 3 is the research methodology (research design, the population of the study, sampling techniques, sample size, data collection instruments, the data collection procedures, and ends with data analysis approach). Chapter 4 is about the presentation of the results as well as the discussion of the findings. Finally, the fifth chapter is concentrating on the summary of the major findings, conclusion, and recommendations based on the study results. There are questionnaires to be utilized as research instrument in this study. In summary, the first group of research questions in this study concentrates on perceived training motivation i.e the level of motivation of employees to achieve desired results of the TD. The second group of questions focus on the perceive training support that employees had from the management. The third group of questions touches on the perception of employees on the benefits of the training that they will enjoy, intrinsically as well as externally.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review the literature on TND, organizational commitment and organizational citizenship behavior.

Training and Development

Training and development are not new in areas of management but never lost its importance, even more so in the current era. It is countlessly mentioned in books by the management gurus of past and current era such as Peter Drucker, Andrew Grove , Edward Deming and Jack Welch , in their own words, as the nucleus of organization by continual improvement of employees' competency and organizational competitiveness. The TD activities involve transferring knowledge and skills to employees which are required for them to do their job and subsequently not lost focus on the long term nature of developing them beyond the current job and their own belief of capability. In other words, TD unleashes and harness potentials of employees but there are investment of time, energy and money for this purpose. Garavan (1993) mentioned that trainings, simply a pragmatic approach to increase skills. Human resource development, from Khayat (1998) opinion is the only way to achieve competitiveness as well as effectiveness with the trained workforce. It is also said that training enhances and improves the employees and managers relationship (Kallenberg and Moody, 1994). Therefore, there is a trend that organizations are spending more resources as an investment to achieve excellence in organizations (Antonacopoulou, 2000). Training and development able to deliver to staff, the right skills, knowledge and thus ability to perform well (Davis and Smith, 2002). TD, in a nutshell, therefore present leverage to organizations to optimize performance of their employees.

Strategically, training and development is an endeavor of resources for learning of competencies that mattered for the job , such as the knowledge, skills and behaviors crucial for carrying out daily activities ; but also imperative to be ready

for future jobs, positions and careers (Noe, 2013). The evolution of training and development concept both stem from two different school of thoughts, the unified T&D terms as well as two separate but linked terms. Ensour and Kharabsheh (2015) suggests the terms of ‘training’ and ‘development’ more often than not , appearing together, however it is also used interchangeably. Aguinis and Kraiger (2009) defined training as “a systematic approach to learning “ , and second part mentioned “development to improve individual, team, and organizational effectiveness”. On the other hand, Herman Aguinis and Kurt Kraiger (2009) explained that development is “activities leading to the acquiring of new knowledge or skills” and add the final part “for purpose of personal growth”. The fast pace of information and communication technology of today had stressed the importance of education and training never before, because the way problems present themselves are more complicated than ever. Enhancing employees’ ability on problem solving , efficient performance, increase or create competitive advantages and ultimately achieve the goals , firms must provide training activities for knowledge, skills and attitude (Jacobs & Washington, 2003).

Training Motivation

Motivation level is core element in Theory of Planned Behavior which is used to predict the intention of each person to engage in specific behavior. Training Motivation refers to “the motivation level towards participation and involvement in training and development related activities” (Bartlett, 2001). Cheng (2001) had reported that learning and training motivation and knowledge transfer has positive causal relationship with OCB. In US, where US Navy recruits were chosen as respondents, OCB was linked to readiness to participate in training (Salas, Cannon-Bowers, Tannenbaum and Mathieu 1991). Hence, motivation and mindsets were imperative and perform major responsibility in whether or not training is effective in organizations. Employees, with high degree of involvement in the work have higher chance to be encouraged to be taught new skills. It's because their engagement is tied to the intrinsic character of their motivation, i.e., they perceive it as a way to better their skill levels, job performance, and

personality-worth. (Schmit and Noe, 1986) .Zajac and Mathieu (1990) linked job satisfaction and motivation to OCB. Therefore OCB is seeded by motivated employees.

Perceived Benefits of Training

There are three types of benefits identified by Nordhaug (1989) that employees obtained from training which are career, personal as well as job-related benefits. Career benefits exists to understand career objectives therefore how to reach career objectives and seizing opportunity. Personal-related benefits of training, on the other hand, relates to psychological, political, and social outcomes which to some degree relates to career and work. Finally, job-related benefits, depending on individuals, are their perception that training will leverage their performance improvement in their own work setting.

Other benefits of training to employees and to the organization as a whole is inarguably shown in many studies. Confidence level, openness to change as well as peer support become enhanced (Donovan, Hannigan and Crowe, 2001). Furthermore, as a result of training, motivation level of employees to achieve improved performance is also enhanced further. Training, and the perceived benefits together will in turn influence the participation and commitment with regards to training. Buckley and Caple (2009) summarized that TD activities warrants employees achievement of both extrinsic and intrinsic job satisfaction. Intrinsic one is the ability to perform a current task whilst using a new set of skills. Extrinsic is an employee's achievement that warrants obtaining the rewards ie salary raise and incentives, also potential opportunity for job promotions and career advancement. Organizational benefits however also include reduction of absenteeism, turnover, better quality service as well as better performance of employess(Buckley & Caple, 2009).

Perceived Training Support

Perceived supports concept stems from two theories, The perceived organizational theory and the social support theory. Social Support theory explained about perception of individuals how others support, care and help in some ways. According to Newman et al., (2011) social support stems from three distinct group, work colleagues , immediate supervisors and family and friends. Therefore, it is theorized that social support assists in augmenting an organization's efficiency (Allen & Meyer, 1990). Perceived Organizational Support is defined as "an employee's perception of how his or her company values and appreciates his or her work and cares about his or her well-being." (Huntington, Eisenberger, Hutchison & Sowa, 1986 p.501). Multiple research has verified that organizational support derives employees feel good, well-being as well as organizational performance. Office support also can be originated from either supervisors, colleagues and the organization itself .Collectively, perceived training support affects the level of motivation and readiness to participate in any type of training related activities. The better the perception of degree of the support ; the higher probability that employees to partake in training programs (Noe & Wilk, 1993).

Perceived Training Support from Colleagues

Perceived training support from colleagues point of view has somewhat marginal attention from researchers compared to that of perceived training support from supervisors (Wang, 2008). Nevertheless, perception of colleague support impacted the employees' perception of support within organizations (Newman et al., 2011). Noe (1986) highlighted that colleague support is hypothesized to have an effect on the training transfer and subsequently to the employee's motivation level in participating any training programs. Organizational Commitment (OC) also being recognized to have impacted by colleagues support (Newman et al., 2011).

Perceived Training Support from Supervisors

The degree and mode of contact and communication of employees with their supervisors found to affect employees behavior (Rhoades & Eisenberger, 2002). Tannenbaum, Mathieu, Salas and Cannon-Bowers (1991) suggested that key element in either facilitating or obstructing the application of the gained skills from the training programs on the job is management and supervisor support. It is crucial that managers must be able to facilitate in terms of the necessary support i.e. equipment relevant to the task given, opportunities for training and development opportunities. On the other hand, supervisors' role in providing the right environment that can result an effective training and belongingness promotes the behaviour that exhibit high degree of commitment. Finally, employees job satisfaction and well-being is strongly correlated with support from management, supervisor and organization (Arora & Bhagat, 2016)

Organizational Citizenship Behavior

Organ (1988: 4) first coin the idea of OCB as “Individual action that is discretionary, not directly or explicitly rewarded by the formal incentive system, and that enhances the organization's effective functioning in the group.” OCB traits, such as self-motivated to help a peer to learn a new skill or voluntarily feeding information that directly or indirectly solve or avoid a particular problem, those are initiated by employees towards betterment of the organization, even those actions has no self-interest motivation that benefits the individual. Organizational effectiveness is therefore increased with the accumulation, or aggregation, of these type of behaviors amongst people and across time (Organ and Konovsky, 1989). In a meta-analysis of 168 studies, Podsakoff et al. (2009) reported that OCBs are linked to individual results such as performance ratings of managerial employees and reward based allocation and organizational outcomes such as efficiency and productivity as well as customer satisfaction. According to Chattopadhyay (2017), when individuals go above and beyond their job descriptions, their efforts lead to organizational greatness.

Organ (1988) had classified 5 dimensions of citizenship behavior: courtesy, altruism, sportsmanship, conscientiousness and civic virtue. Altruism explained as self-motivated behaviors that resulted in helping of another person within an organization on a work related problem or task. Courtesy is about engagement of individual with intention to prevent possible problems faced by colleagues. Conscientiousness refers to employees performing a certain task that is beyond his/her minimum required expectation. Sportsmanship refers to the degree of an employee's readiness to endure difficulties and inconveniences at work without being offended or complaining. Civic virtue refers to ability to get involve with the politics life of an organization, the readiness to participate in organizational management and governance and willingly to act out of best interest of an organization. Organ (1990) added two more dimension later in his OCB model that is peacekeeping and cheerleading.

5 Dimensions of Organizational Citizenship Behavior

1. Altruism

One of the essential elements of OCB has been identified as helpful behaviour, which is described as willingly assisting others with, or preventing the emergence of, work-related difficulties. (Anderson and Williams, 1991). The most widely used metric in this category is Smith, Near's and Organ (1983) measure of altruism. A happy emotional state at work, according to George (1991), is linked to employees' want to serve others (the altruism dimension of citizenship behaviour) and so plays a significant role in OCB. George and Brief (1992) advanced the notion that a cheerful mood is consistently connected with helping behaviours based on this premise.

2. Civic Virtue

An employee's willingness to attend in meetings, engage in policy debates, and keep the company's best interests in mind, even at tremendous personal expense, demonstrates civic virtue.

Many studies on civic virtue in OCB have been conducted (Quinones and Avery, 2002; Van Dyne and LePine, 1998; Morrison and Robinson, 1995). It follows Organ's (1988) initial classification of citizenship as multidimensional. Understanding the determinants of civic virtue since prosocial behaviors created on employee creativity and active involvement are becoming increasingly crucial to continuing organizational effectiveness, citizenship behavior is critical given the dynamic character of the competitive ecosystem.

3. Sportsmanship

"Willingness to accept the unavoidable difficulties and impositions of work without complaining" is how sportsmanship is characterized (Organ, 1990). Organizational loyalty and compliance are related to sportsmanship. Organizational loyalty entails promoting the organization to outsiders, safeguarding it from external pressures, and remaining dedicated to it irrespective of the circumstances. Organizational compliance, also known as generalized compliance, refers to a person's obedience to and conformity with organizational procedures, guidelines, and processes, regardless of who is watching.

4. Conscientious

Paying attention to the specifics and adhering to rules, regulations, and processes can be regarded as being conscientious. Consistent work schedules are maintained by conscientious staff, which increases the service's reliability (Parasuraman, Berry and Zeithaml, 1991).

As long as it is not part of an employee's formal job description, providing ideas that improve customer service qualifies as civic virtue (Hammer and Champy, 1993).

5. Courtesy

These are supportive behaviors, similar to altruism. Unlike charity, however, politeness behaviors are not directed at a single person.

Rather, they are more generic in nature, with the goal of preventing prospective difficulties. An employee, for example, might come across a piece of knowledge that isn't really relevant to him or her, but is relevant to other coworkers, and thus pass it on to them. In a recent meta-analysis of the past fifteen years of organisational citizenship research, Bachrach, Podsakoff, Mackenzie and Paine (2000) revealed the extent to which a collection of variables influenced various dimensions of OCB. OCB was linked to task-related characteristics such as intrinsically rewarding activities, task routinization, and task feedback.. Although there has not been much empirical attention paid to the correlations between other task-related variables (such as training) and OCB, Podsakoff et al. (2000)'s meta-analysis shows that this is a worthwhile topic of research, which is why it was studied in this study.

Factors Affecting Organizational Citizenship Behavior

Organizational citizenship behavior of employees influenced by multiple factors namely individual, organizational and social factors. Individual factor refers to unique personality of an individual. As Owens and Valesky(2011) and Yuki(2010) explained that type of personality also affected his behavior toward their job and organization. Podsakoff et al., (2009) confirms that personality influence attitude towards organization. This further verified by Feather and Rauther (2004) as suggested that attitude towards work of an individual also moderates their organizational citizenship behavior.

Factors that influence the display of OCB is organizational policy, leadership and work environment . These factors can improve the display of organizational citizenship behavior and hence should be carefully strategized. Adebayo et al. (2017) suggested that self-efficacy , the confidence of an individual to complete a task successfully has great influence on subordinates ability to display OCB. This confirmed by Bashir et al. (2012) when he mentioned that organizational determination is one of the factors of display of OCB amongst staffs. Multiple studies had shared the importance of work environment as very crucial to employee's performance (Owens and Valesky, 2011; Yukl, 2010;

Madhukar and Sharma, 2017; Permarupan et al., 2013;). Social factors also can be an influencer of display of OCB as suggested by Adebayo (2018). Factors he specifically mentioned was cultural and religious factors. Furthermore , social factors also improves employees' attitude towards their job and can be instrumental to their performance (Park et al., 2013; Jolodar, 2012).

2.2 Theoretical Foundation

Maslow's Hierarchy of Need Theory

The Hierarchy of Needs Theory explains the motivation behind one actions and behaviors at workplace. Maslow's conceptualization of human needs probably the most referred and popular amongst practitioners and researchers alike best explaining motivation of human . Esteem and self-actualization are two uppermost level that mostly at play here. The motivation to work as explained by Maslow's famous theory perhaps illuminate the field of organizational behavior and management science, especially to that of attitudes and behaviors of employees on their job and also motivation behind them. Abraham Maslow was a clinical psychologist who established the theory using his knowledge and experience observing his patients. He added that if needs are not met according to the ascending order of the hierarchy they will likely to somewhat dysfunctional or functioning below the standards of a healthy individuals. His idea is fundamental in the study of organizational behavior field and facilitates the strategy formulation of attaining organizational effectiveness.

The five types of needs namely Physiological Needs, Security and Safety Needs, Social Needs, Self Esteem and Self Actualization in hierarchical manner. Unless lower level needs are not filled, it is such that the individual will not be functioning at the optimum level and once each level has been fulfilled, the ascending order of the needs shall be the motivation factor that influence behavior of the person in study. In other words, each needs may never be fully met, however if it is almost filled , that needs will no longer be able to effectively motivate the person. Hence the next level of needs must be attended to (Robbins 2001)

Greenberg and Baron (2003) said that the five needs established by Maslow also in line with the three needs of Alderfers ERG Theory , with the only difference that Maslow theory corresponds to ascending order of the needs where by Alderfers Theory does not follow the order, even can be stimulated in any order. Thus the Alderfers Theory is much simpler in practise.

Maslow's needs theory greatest contribution to the science of organizational behavior perhaps the practical and pragmatic approach of it at every organizations (Greenberg & Baron 2003. The rationale of the theory can be applied by managers in creating strategies to motivate their subordinates in achieving the highest level of needs that is self-actualization.

Leadership Theory

Civilizations were at the apex of its era due to great leadership amongst other things. Great wars were fought and won by influential and ingenious leaders who possessed the leadership traits. Perhaps there is an incentive to make a great story to put a name to a glorious feat, explained the fact leadership has always been a topic of interest by historians, philosophers , human scientist and academicians whom had, therefore over time researched it (Awan & Mahmood, 2010). The multidimensional nature of leadership made it difficult to be given a simplistic yet straightforward universal definition that explains it well and adequately. Alonderiene and Majauskaite (2016) explained leadership as a way to influence people to attain specific target and goals. In academia , leadership theories evolved and took quite a long time to develop. 20th century social scientist coins the idea of the Great Man theory which encompasses unique leadership qualities that made a leader. Subsequently, leadership theory was criticized due to the nature of Great Man theory that leaders are born and not made and then other theories and concepts start to surface such as leadership style, team leader, contingency leader , situational leader and path goal theories of leadership (Beyer,2012). Many other leadership theory has also came up such as authentic, visionary, servant, distributed and shared (Beyer , 2012) Leadership styles and their effect on innovative work behavior were amongst others, focus of

the researchers of modern social science. Transformational, transactional, and laissez-faire styles were the most cited theories of leadership of recent times (Webb, 2008). However, there is lack of available empirical research of leadership traits which impacted upon work and organizational behavior.

Leadership and Organizational Citizenship Behavior (OCB)

Leaders, in order to be effective needs to attain organizational effectiveness as well to further his agenda. In OCB study, desired employees behaviors and attitudes should be set by leaders to meet their organizational goals. Particularly transformational and transactional leadership styles were positively enhancing OCB and also employees propensity to respond well to relational and transformational leaders (Michel & Tews, 2016). Leadership is imperative across all types of organizations with respect to OCB (Bottomley et al., 2016). Transformational leadership, for example has been crucial for the OCB of industrial organizations (Lee et al., 2013). For example, transformational style is linked to behaviors such as assisting new workers at work, improving work processes, additional hours , corporate and departmental events contributions, and contributing on suggestions for improvement (Bambale, 2014).

Leaders will guide the employees in the direction of enhancing their job (Piccolo & Colquitt, 2006). Lin (2013) has emphasized the roles of leaders to promote and stimulate robust OCB then only organizations can enjoy the advantages and benefits with wonderful effects. Causal relationship between leadership and OCB had been identified in manufacturing and banking sectors that can improve performance (Irshad & Hashmi, 2014; Li & Wu, 2015). Transformational leadership has been a stronger influencing factor on OCB than that of transactional leadership (Khaola & Sephelane, 2013). Transactional leaders, use common objectives as a stimulative, however transformational leaders challenged the status quo and exceeding expectations as bottom lines (MacKenzie et al., 2001), and lassiez-faire leadership on the other hand had no clear relationship on OCB. According to MacKenzie et al. (2001), transactional leadership had positive causal relationship with OCB. There are vast literatures

that has research and discussed innovational behaviors and citizenship behaviors respectively however there is a lack of empirical study that has established any relationship between creative work behavior and OCB of knowledge workers. It is crucial however that for business leaders to focus its effort on the OCB to avoid turnover of high performing staffs. In obtaining success, concerted efforts must be also organized to optimize innovative behavior of knowledge workers, in turn enhances the innovation and creativity among the members and also organizational productivity (Rita et al., 2018).

2.3 Empirical Research

A study in Bangladesh on the effect of TD on organizational citizenship behavior in banking sector. Dhaka's 31 commercial banks were study, and it was reported that strong positive impact of TD practice and OCB. Therefore, human resource practitioners and managers alike to enhance on training and development and putting adequate focus to design workable and effective training and development practice. (Rubel & Rahman, 2018). In this aspect, TD must be optimize to gain better results of desired OCB.

2.4 Conceptual Framework

The research framework for the study was designed based on the examination of literature, the research purpose, and the research questions. (See Figure 1). This study examined three independent variables; training motivation, perceived training support and perceived training benefits and their relationship with organizational citizenship behavior.

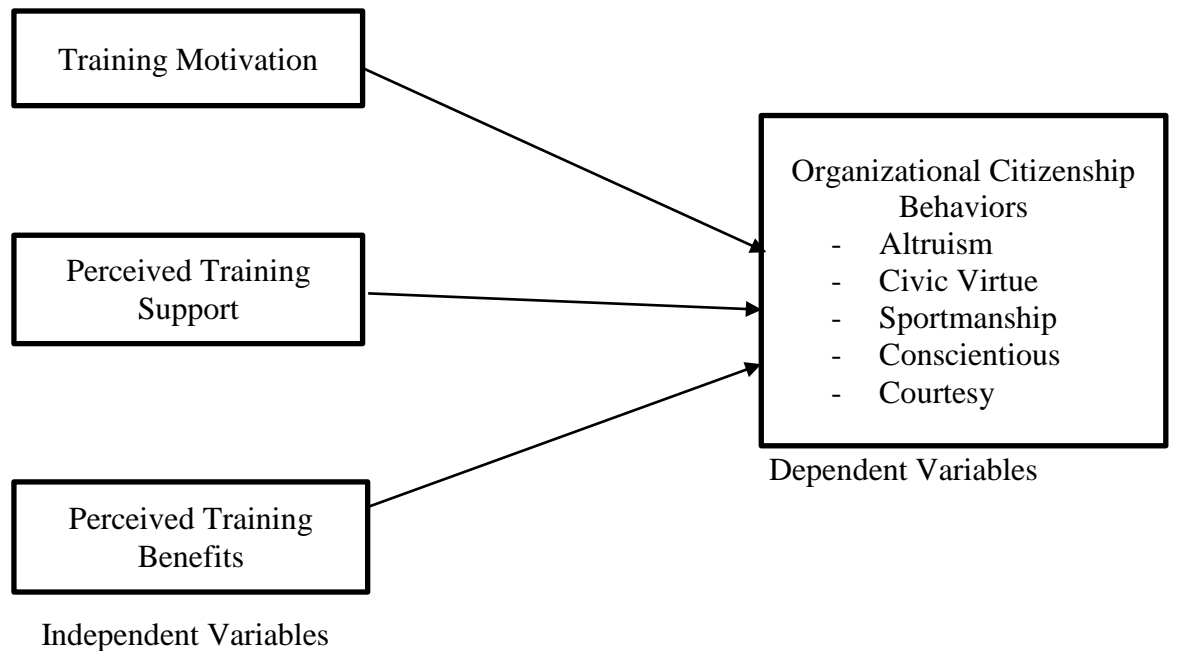


Figure 1 : Conceptual Framework

Source: Ahmad, K. (2011)

2.5 Hypothesis Development

Based on the presented literature, the research questions and the research purpose, the following hypotheses were formulated:

H1 : Training motivation is positively related to organizational citizenship behavior

H2 : Perceived training support is positively related to organizational citizenship behavior

H3 : Perceived training benefit is positively related to organizational citizenship behavior

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The research idea was grounded on the researcher's interest on work environments within public sectors, particularly in Sarawak Islamic Agencies in Kuching. Fundamental topics like training and development, training motivation and perceptions of training and development, and organizational citizenship behavior were of huge interest as they are all essential in an organization, inclusive of public sectors. The lack of research on organizational citizenship behavior also contributed to the development of the research topic and the proposed framework. The research population was selected based convenience of researcher's own work environment, particularly in Sarawak Islamic Agencies. Hence the research topic was developed to measure Sarawak Islamic Agencies Officers' attitudes and perception of training and development and how this affects their Organizational Citizenship Behaviour to the agencies.

3.2 Research Design

Creswell (2014) listed three type of design approach, namely qualitative, quantitative and mixed mode of both qualitative and quantitative. It is simple to contrast qualitative and quantitative approach that is qualitative is open-ended questions, while quantitative is using numbers and closed-ended questions. For the purpose of this study, a quantitative deductive approach design was selected to study the relationship among the independent and dependent variables as set in the conceptual framework. Quantitative data methods allow the collection of information pertinent to participants' backgrounds, attitudes, etc. (Neuman, 2014). The fact that quantitative can precisely obtain respondents answers using close ended objectives or Likert scale which is the main reason to choose this method. The motivation of using quantitative also due to the size of the target sample population for this study of which this method is effective and fit for use.

The use of Google forms which can be distributed via text messages, social media, emails addresses and also via researcher's network, is the best most cost effective platforms and mediums to enhance effectiveness of distributions to target population. Random stratified samplings were used, to cover all staffs of all levels of Islamic Agencies in Sarawak. All information collected is shared to handful of management team for their perusal, of which permission to carry out this research to be obtained beforehand.

3.3 Study Population and Sampling Procedures

Sarawak Islamic Agencies is made up of a total of 5 agencies. These agencies are made up of departments which are also comprised of units and sections. The overall sector employs numerous officers to serve in different capacities within the different departments and units. These officers are known as Public Officers and were identified as the target sample population for this study. A public officer is any person who is holding or acting in a public office within the Sarawak Government. The population of the study is approximately 500 officers, who is full time staff, permanent with and without pension and contract. The adopted measurements were established as valid and reliable in view of their wide use by other studies. These measurements were used for the formulation of the research instrument; a self-reported survey questionnaire. The research instrument was inclusive of questions and had five sections; A) The demographic section; (B) Organizational citizenship behavior, C) Training Motivation, D) Perceived Training Support and D) Perceived Training Benefits. The demographic section was inclusive of questions pertaining to participant's gender, age, education level, marital status, tenure, employment status, position title and pay scale. The questionnaire adopted the use of a 5 point Likert scale. The 5-point Likert scale are 1) Strongly Agree, 2) Agree,, 3) Neutral 4) Disagree, 5) Strongly Disagree, (Likert, 1932) is commonly applied in many empirical studies, for it is fairly easy to develop and a highly dependable approach to measurement (P Tarka, 2017). Likert scales (named after their creator, American social scientist Rensis Likert) are quite popular because they are one of the most dependable

ways to measure opinions, perceptions, and behaviors. One great thing about the Likert scale is that it can help to prevent some of the common drawbacks of survey design, like creating overly broad questions that respondents could find too hard to think about. This could lead them to get frustrated and start responding too instantly treating the quality of the data.

3.4 Research Instrument

This was a quantitative study, and the data was gathered by a questionnaire survey. The items in the questionnaire were derived from a number of previous research. This was done to confirm the scale's content validity. All items were rated on a 5-point Likert scale, with 1 equaling "strongly agree" and 5 equaling "strongly disagree. This study used Cronbach's alpha (α) to determine the reliability of variables. The α -values were considered as acceptable, in which Organizational Citizenship Behaviour = 0.813, Training Motivation = 0.931, Perceived Training Support = 0.871, Perceived Training Benefits = 0.826. Please refer Table below.

Table 3.1: Questionnaire and Cronbach's alpha

Construct	Total	Reference	Cronbach's alpha (α)
OCB	13 questions	Khalid et. al. (2009)	0.813
Training Motivation	10 questions		0.931
Perceived Training Support	8 questions	Janel Chan (2018)	0.871
Perceived Training Benefits	10 questions		0.826

3.5 Data Collection Method

This study is a qualitative study using primary data. The primary data will be done through a survey by using questionnaire. Employees from 5 Islamic Agencies were distributed questionnaires via official email, and was asked to

complete the survey via Google Form (e-form). A questionnaire will be consisting of 2 parts. Part 1 will be the personal information of the respondents, like age, gender, education level, position level, tenure, marital status, employment status, and pay scale. While, part 2 will included questions based on the three variables (training motivation, perceived training support and perceived training benefits). Data analysis is a process to interpret a large amount of collected data to make use of it (Kawulich, 2004). Data analysis referring to quantitative methods of data process and information summarizing. In this study, quantitative method will be used to compare the relationship of each variables to the relationship of organizational citizenship behavior. SPSS (Statistical package for the social sciences) were used as the statistical software for data analysis.

3.6 Operationalization and Measurement

The conceptual model used in this study is clear about what variables to explore and how each variable affects the study's outcomes. The research will be focused on this clear conceptual and hypothesis development, avoiding waste of time and going beyond the boundaries of the research investigation.

3.6.1 Independent Variables

Training motivation: To measure training motivation, the 4 - item scale from Tharenou and Conroy (1994) was used. It had a reported Cronbach's alpha of 0.87 and a 5- point Likert scale ranging from 1 "strongly agree" to 5 "strongly disagree". Perceived training support: Perceived training support is inclusive of two dimensions, those being perceived training support from colleagues from Noe and Wilk (1993) with 3 items and a Cronbach's alpha of 0.83; and perceived training support from supervisors from Noe and Schmitt (1986) consisting of 6 items and a Cronbach's alpha of 0.96. These items also used a 5-point Likert scale ranging from 1 "strongly agree" to 5 "strongly disagree".

Perceived training benefits: Perceived training benefits was measured using Noe and Wilk's (1993) 5 item scale with a reported Cronbach's alpha of 0.82. It applied the use of a 5- point Likert scale ranging from 1 "strongly agree" to 5

“strongly disagree”. The previous studies Cronbach Alpha for the three independent variables were above 0.8 and considered good for internal reliability and consistency.

3.7 Data Analysis Techniques

Once the data from the final survey questionnaire was collected, it was exported to excel and then analyzed using SPSS 27. Statistical techniques used to analyze the data include; Descriptive statistics, Regression Analysis, Reliability analysis and Correlation analysis.

3.7.1 Descriptive Statistics

Healey (2014) expounded that descriptive statistics aid to clearly and accurately summarize numerical data and information collected in the research process. The data representation can be depicted in table forms for ease of reference (Neuman, 2014). For the purpose of this study, executing a descriptive analysis will offer a clearer overview and picture on the sample population. Demographic data like; gender, age, relationship status, education qualification, position, service status, current pay scale, and numbers of years working status will yield descriptive statistics data. Frequencies, percentages, means and standard deviation are a few of the forms in which the data will be presented.

3.7.2 Reliability Analysis

According to Nunnaly (1978) the reliability of a variable is founded on the acceptable Cronbach’s alpha of ≥ 0.7 . Reliability analysis is a form of evaluating the quality of the measurements (scales) used in the research (Kothari, 2004). A reliability analysis was executed in an effort to assess the validity of the measurement/scales for Training Motivation, Perceived Training Support, Perceived Training Benefits, Organizational Citizenship Behaviors.

3.7.3 Correlation Analysis

This type of analysis studies the strength of the relationship or association of two variables. It indicates both the strength and direction of the relationship between the variables (Bryman & Cramer, 2002). In this study, the following correlations were executed; I. Extent of correlation between the proposed independent variables (Training Motivation, Perceived Training Support and Perceived Training Benefits) with the dependent variable Organizational citizenship behavior.

3.7.4 Multicollinearity Test

The multicollinearity testing also proposed to ensure independence of each independent variables. The results of VIF (Variance Inflation Factor) will be decision whether or not multicollinearity exist as follows :

1. VIF between 1-10 , there is no multicollinearity
2. VIF is less than 1 or more than 10, there is multicollinearity.

The multicollinearity test is further verified using heteroskedasticity check using SPSS to ensure linear regression model is applicable to the framework.

CHAPTER 4

RESULT AND DISCUSSION

4.1 Introduction

In this chapter, the data that researcher received from the feedback done by the respondent's shall be analyzed using SPSS after tabulated outcomes from Google form. Due to the constraint from Covid19 Movement Control Order in South Zone (as a Red Zone), in Kuching , the researcher have to do questionnaires through email and Whatsapp for the respondent to fill in the form. Approval was sought from the Head of Department to distribute the questionnaires for all staff as this involves the official working time as well as secrecy policy of the department. A convenience sampling method was employed in this investigation.

The questionnaires were distributed to at least 300 staff at four organization of Sarawak Islamic Agencies. The target respondents are staffs from Support group until management and professional level. A total of 129 questionnaires were returned and used for the final analysis. This represents an overall 43 percent. For generalizability, sampling calculator raosoft.com was used and set at 95% confidence level, the recommended size of sample, 218 was not met. The questionnaire was distributed into five sections. Section A was created to gather demographic information from respondents in order to interpret the results in a meaningful way. Gender, age, relationship status, education qualification, position, service status, salary scale, and tenure are all covered in this section. Section B contained 13 general statements regarding OCB, Section C is regarding Training Motivation which is contained 10 questions, Section D is Perceived Training Support which is contained 8 questions and Section E is Perceived Training Benefits contained 10 questions.

4.2 Respondent Profile and Pattern

The graph below shows a detailed respondent profile and which includes gender, age, relationship status, education qualification, position, service status, pay scale, and

tenure. From 129 respondent, most of them are female which represent 54.3% and male which represent 45.7%. Most of the respondent between the ages 36- 40 years which represent 23.3%. This follows by the ages 31- 35 years representing 20.2%, ages 26- 30 years representing 18.6%, ages above 51 years were 13.2%, ages 41- 45 years were 12.4%, ages 25 and less representing 7% and the smallest is ages 46- 50 years representing 5.4% of total respondents. In terms of their relationship status, the majority of the respondents are married which is 76.7%, followed by single which is 17.1% and others were 6.2%. In terms of academic qualification, 41.9% of respondents has degree, followed by 33.3% has diploma , 22.5% obtain secondary school and the smallest is Master Degree were 2.3%. For the job position of respondents, Support I (Grade 1 – 26) were 38%, Managerial/ Professional (Grade 41 and above) were 35.7% and Support II (Grade 27 – 40) were 26.4%. For the current pay scale, 32.6% of respondent's with the pay scale of RM2001 to RM3000, 25.6% of respondent's with the pay scale RM3001to RM4000, 14.0% of respondent's with the pay scale of RM4001 to RM5000, 11.6% of respondent's with the pay scale of RM5001 to RM6000, 11.6% of respondent's with the pay scale of RM1001 toRM2000 and 4.7% of respondent's with the pay scale of above RM6001. For the numbers of years of working in the organization, 50.4% of respondents had working above 10 years, 30.2% had working for 5 to10 Years, 18.6% had working for 2 to 5 years and 0.8% had working for 1 year and less. A profile of the respondents is presented in Table 1.

Table 1: Profile of the Respondents

Respondents's Profile		Frequency	Percentage (%)
Gender	Female	70	54.3
	Male	59	45.7
Age	25 and less	9	7.0
	26-30 Years	24	18.6
	31-35 Years	26	20.2
	36-40 Years	30	23.3
	41-45 Years	16	12.4

	46-50 Years	7	5.4
	51 years and above	17	13.2
Marital Status	Married	99	76.7
	Single	22	17.1
	Others	8	6.2
Education Level	Secondary school	29	22.5
	Diploma	43	33.3
	Degree	54	41.9
	Master/ Degree	3	2.3
Job Position	Managerial/ Professional	46	35.7
	Support Grade I	49	38.0
	Support Grade II	34	26.4
Service status	Permanent	41	31.8
	JBC/ Permanent with pension	64	49.6
	Contract of Service	24	18.6
Pay Scale	RM1000-RM2000	15	11.6
	RM2001-RM3000	42	32.6
	RM3001-RM4000	33	25.6
	RM4001-RM5000	18	14.0
	RM5001-RM6000	15	11.6
	RM6001 and above	6	4.7
Years of Service	1 year and less	1	.8
	2-5 years	24	18.6
	5-10 years	39	30.2
	Above 10 years	65	50.4
Total		129	100.0

Table 2: ANOVA for Section A (For OCB)

Respondents's Profile		Frequency	Mean	Sig
Gender	Female	70	2.246	0.833
	Male	59	2.227	
Age	25 and less	9	2.214	
	26-30 Years	24	2.266	
	31-35 Years	26	2.331	
	36-40 Years	30	2.279	

	41-45 Years	16	2.168	
	46-50 Years	7	1.857	
	51 years and above	17	2.213	0.513
Marital Status	Married	99	2.245	
	Single	22	2.231	
	Others	8	2.163	0.911
Education Level	Secondary school	29	2.369	
	Diploma	43	2.199	
	Degree	54	2.199	
	Master/ Degree	3	2.205	0.492
Job Position	Managerial/ Professional	46	2.152	
	Support Grade I	49	2.330	
	Support Grade II	34	2.219	0.239
Service status	Permanent	41	2.205	
	JBC/ Permanent without pension	64	2.299	
	Contract of Service	24	2.128	0.341
Pay Scale	RM1001-RM2000	15	2.323	
	RM2001-RM3000	42	2.359	
	RM3001-RM4000	33	2.110	
	RM4001-RM5000	18	2.171	
	RM5001-RM6000	15	2.292	
	RM6001 and above	6	1.936	
Years of Service	1 year and less	1	2.385	
	2-5 years	24	2.135	
	5-10 years	39	2.306	
	Above 10 years	65	2.232	0.635
Total		129		

The above table are presenting ANOVA for Section A. All variables are considered insignificant ($p > 0.05$) so can be regarded no confounders influencing the relationship between independent and dependent variables in the hypothesis testing.

For gender, it is observed that male has lower OCB score than female (2.227 vs 2.246, lower is better) and for age, it is observed that group 46-50 years old has the lowest value of 1.857. On the other hand, marital status under 'others' (divorced) were found to be lowest value of OCB. Diploma and degree holders are considered better scoring in OCB

(2.199 each) and managerial/professional group stands out for OCB scoring (2.152). Contract of service group scored the lowest in OCB score (2.128, lower is better) and pay scale of RM6001 and above being more OCB (1.936) followed by RM3001 to 4000 group (2.110). Lastly for years of service, it is found that the 2 to 5 years group was showing the lowest value of OCB (2.135).

Descriptive Analysis for Each Variables

This analysis measured using 5-point Likert scale ranging from Strongly Agree (1) to Strongly Disagree (5).

According to Table 3, item “I donotabusetherightsofothers’ had the lowest mean score (M= 1.68) and the other hand, item “I attend meetings that are not mandatory, but are considered important’ had the highest mean score (M= 2.70).

Table 3: Descriptive Statistics of OCB

	Mean	Variance	SD
I donotabusetherightsof others.	1.689922	0.809351	0.899639
I do not alwaysfindfault with whatthe organization is ...	1.713178	0.846778	0.920205
I do not consume a lotof time complainingabout trivial ..	1.725581	0.690044	0.830689
I read and keep up with organizationannouncements, ...	1.844961	0.6164	0.785112
I try to avoid creatingproblemsforco-workers.	1.891473	1.39438	1.180839
I obey organization rules and regulationsevenwhenno one ...	1.899225	0.966328	0.98302
I willinglyhelpotherswhohaveworkrelated problems.	1.930233	0.659157	0.811885
I helpotherswhohaveheavyworkloads.	2.046512	0.74782	0.864766
Daily tasks are commensurate with the salary received	2.341085	0.835877	0.914263
I attendfunctionsthatarenotrequired, but help the ..	2.465116	1.047602	1.023524
My attendance at work is above the norm	2.465116	0.891352	0.944114
I attendmeetingsthatarenotmandatory, but are considered ...	2.705426	1.178173	1.085437

Table 4 : Descriptive Statistics of Training Motivation

	Mean	Variance	SD
Learning new things is important to me	1.604651	0.631541	0.794695
I am always motivated to learn new things	1.697674	0.650073	0.806271
I get excited when I think about trying to use my new ..	1.736434	0.664365	0.815086
I will try to learn as much as I can during the course	1.775194	0.70688	0.840761
This course will help me develop skills that are useful for a	1.899225	0.778828	0.882512
I am confident in my ability to use newly learned skills on ..	1.96124	0.756298	0.869654
What is taught in training closely matches my job ..	1.968992	0.811531	0.90085
Before the training I had a good understanding of how it ..	2.178295	0.71015	0.842704
I do not feel tense about learning the course materials	2.271318	0.808624	0.899235
My co-workers are open to changing the way they do things	2.472868	0.923086	0.960774

According to Table 4, item “Learningnewthingsisimportanttome’ had the lowest mean score (M= 1.60) and the other hand, item “Myco-workersareopentochanging the way they do things’ had the highest mean score (M= 2.47).

Table 5: Descriptive Statistics of Perceived Training Support

	Mean	Variance	SD
Participation in trainingprogramswill increase my chances	1.79845	0.61531	0.784417
I am willing to invest effort to improve skills...	1.837209	0.68423	0.827182
Participation in training programs will help my personal ...	1.844961	0.600775	0.775097
I try to learn as much as I can from training programs..	1.875969	0.687621	0.829229
I am usually motivated to learn the skills emphasized in	1.976744	0.741642	0.861187
My manager/supervisor is supportive of my efforts to	2.007752	0.804627	0.89701
I feel comfortable discussing my skill weakness with my ...	2.271318	0.824249	0.907882
More experienced co-workers are usually reluctant to give ..	3.627907	1.297965	1.139283

Table 5 illustrates the descriptive analysis for the Perceived Training Support. Item “Participationintrainingprogramswillincreasemychancesofperforming better” had the lowest mean score (M= 1.79) and the other hand, item “More experienced co-workers are usually reluctant to give advice’ had the highest mean score (M= 3.62).

Table 6: Descriptive Statistics of Perceived Training Benefits

	Mean	Variance	SD
Participation in training programs will help me network	1.837209	0.606105	0.778527
Participation in training programs will help me	1.852713	0.5797	0.76138
Participation in training programs will help me	1.922481	0.603319	0.776736
Participation in training programs will give me a better idea	1.937984	0.699249	0.836211
...			
Participation in training programs will lead to more respect	1.968992	0.827156	0.909481
...			
Participation in a training program will help me keep abreast	1.992248	0.695252	0.833818
.....			
Participation in training programs will increase my chances	2.418605	1.042151	1.020858
...			
Participation in training programs will help me obtain a ...	3.209302	0.979288	0.98959
Participation in training programs will result in having to do	3.356589	1.371851	1.17126
.....			
Participation in training programs will give me a needed	3.55814	1.139172	1.06732

Table 6 illustrates the descriptive analysis for the Perceived Training Benefit. Item “Participation in training programs will help me network with other employees.” had the lowest mean score (M= 1.83) and the other hand, item “Participation in training programs will give me a needed break from my job.’ had the highest mean score (M=3.55)

4.3 Factor Analysis and Reliability Analysis of the Instruments

4.3.1 Mean, Standard Deviation and Correlation Analysis

The mean scores (M), standard deviation values (SD) and Pearson correlation coefficients (r) of the variables were presented in Table 6. It found that Training Motivation (TM) obtained the lowest mean score (M = 1.96; SD = 0.67), followed by Perceived Training Support (PTS) with M = 2.16 (SD = 0.64), and Perceived Training Benefits (PTB) scored the highest mean value (M = 2.41; SD = 0.57). Meanwhile, the mean score of Organizational Citizenship Behaviour (OCB) among the Islamic Agencies staff was 2.24 (SD = 0.52).

Table 7: Means, standard deviations and correlation coefficients.

	M	SD	TM	PTS	PTB	OCB
TM	1.96	.67	1			
PTS	2.16	.64	.838**	1		
PTB	2.41	.57	.529**	.670**	1	
OCB	2.24	.52	.751**	.685**	.513**	1

** - significant at $p < 0.05$

Pearson correlation was used in this study to identify the strength of correlation and direction amongst two variables. (Zou, Silverman & Tuncali 2003) (Table 7). The r-values shown that each independent variables to OCB were positively and significantly correlated. All independent variables (i.e.: TM,PTS and PTB) were found to be = significantly correlated the dependent variable and the relationship was positive (i.e.: OCB). TM and OCB had the highest of all the r-values (0.751; p -value < 0.01) while PTB and OCB was computed to have the least r-value (0.513; p -value < 0.01). The results also showed that the r-values of all pairings of independent variables were far below 0.90, indicating that there were no concerns with multicollinearity. (Pallant, 2011).

4.4 Hypothesis Testing

4.4.1 Simple linear regression analysis

The findings of hypothesis testing are presented in this section. For that reason, a multiple linear regression analysis was executed for that purpose (Table 7). It is critical to guarantee that multicollinearity was not a problem especially during analysis of multiple regressions. It was discovered that multicollinearity did not exist based on the r-values in Table 7. The small variation inflation factor (VIF) values (10) (Table 8) and big tolerance values (> 0.10) confirmed this (Pallant, 2011). As a result, multiple linear regressions analysis was chosen to evaluate the hypotheses.

Table 8: Simple Linear Regressions Results.

Variable	Beta (β)	T	Sig.	Tolerance	VIF
TM	0.574	5.737	0.00	0.295	3.389
PTS	0.555	0.693	0.00	0.226	4.430
PTB	0.466	1.730	0.00	0.548	1.826
R ²		0.58			
F-statistics		58.538 (Sig. 0.00)			
Dependent variable		Organizational Citizenship Behaviour			

Based on Table 8, The model was statistically significant at 0.00, according to the F-statistic (58.538). The three independent variables (TM, PTS and PTB) explained the variances of dependent variable (OCB) as much as 58% ($R^2 = 0.58$) and other factors accounted for 42%. Moreover, in ascertaining the correlation of TM, PTS and PTB on OCB (H1 to H3); it showed that TM ($\beta = 0.574$; p-value < 0.05), PTS ($\beta = 0.555$; p-value < 0.05) and PTB ($\beta = 0.466$; p-value < 0.05) positively influenced OCB. Moreover, TM was the most significant factor (0.574) with significant (p-value < 0.05). PTB and PTS comes second (0.555) and third (0.466) that explains OCB. In short, H1, H2 and H3 hypotheses was supported.

Table 9: Summary of Hypotheses Testing Results.

Hypotheses	Results
H1 : Training motivation is positively related to OCB	Supported
H2 : Perceived training support is positively related to OCB	Supported
H3 : Perceived training benefit is positively related to OCB	Supported

4.5 Discussion

The purpose of this research was to evaluate the relationship between training motivation, perceived training support and perceived training benefits and organizational citizenship behavior within the Sarawak Islamic Agencies. Since organizational citizenship behaviour (OCB) is seen as a key factor in boosting efficiency, (Rahman & Chowdhuri, 2018; Yang et al., 2016 ;Bizri, 2018; Chelagat, , & Chepkwony & Kemboi , 2015) and has been discovered to be linked to organizational effectiveness. (Organ, Podsakoff, & MacKenzie, 2006), the findings of data analysis supported that the three dimensions of the training and development positively influencing OCB. As Organ - the father of OCB describes it, OCB as behaviors not wholly or explicitly recognized by formal reward system, this finding supports Rubel and Rahman (2018) data from banking sector in Bangladesh. Training Motivation (TM) dimensions of training and development has strong positive correlation to OCB (R squared=0.564, $p < 0.05$). Besides, the linear relationship OCB, $Y = 1.114 + 0.574 * TM$ explains a significant and positive effect of the relationship between TM and OCB.

Second dimension is Perceived Training Support (PTS), which also has strong positive correlation to OCB (Rsquared = 0.469, $p < 0.05$) . The linear relationship to OCB explained by $Y = 1.042 + PTS * 0.555$ and followed by third dimension of training and development which is Perceived Training Benefits (PTB) (Rsquared = 0.263, $p < 0.05$) explained by linear relationship $Y = 1.116 + PTB * 0.466$.

Therefore, the study may infer that HRM training and development methods have a considerable effect on OCB, and the nature of the link between them is favourable. This investigation's findings are comparable to those of Ahmed's earlier investigations (2016), Turnley & Bolino (2003), Ahmad (2011), Krishnan et al. (2017), Noor et al. (2013), & Singh & Narang (2012), Tang & Tang (2012) and Memon et al. (2017). In his study examining the relationship between T&D and OCB in the digital world, Ahmad (2011) discovered that OCB is substantially connected with training environment, training support and training motivation to learn, , and the advantages obtained from training.

According to Turnley & Bolino (2003), training programs aimed at developing relationships among employees or between supervisors and subordinates are likely to improve organizational citizenship. Employers must focus on T&D programs to ensure that their staff have positive attitudes and actions. (Narang & Singh, 2012). While measuring the influence of HRM practices on OCB in Sudan's finance sector, it was discovered that T&D practices and OCB had a moderately good association. (N. O. A. Ahmed, 2016). Training was found to have a positive relationship with understanding of the importance of diversity, social cohesion, and educating individual and organizational performance, implying that training would aid in the development of an understanding of the importance of social cohesion, diversity and contribute to educating individual and organizational performance. (A. N. M. Noor et al., 2013). Furthermore, HRM strategies such as training and development have a favorable influence on employees' service-oriented OCB (Krishnan et al., 2017). Training satisfaction was explored as a interpreter of OCB and turnover intention. Employee training satisfaction had a strong favourable influence on OCB and a harmful impact on employee turnover intention, according to Memon et al. (2017).

CHAPTER 5

CONCLUSION

5.1 Recap of major finding

The sample of population suggests that this research is female dominated (54.3%). The study from Mathieu and Zajac (1990) steered towards studying the relationship between gender and commitment. Their results indicated that females are more committed than males. About 70% of the respondents are under the age of 40, indicating that this study is mostly focused on Generation Y, who are predominantly married (76.7 percent). On the other hand, demographics analysis for OCB scores (lower the better) are from male, 46-50 years old , divorcee , contract of service and managerial/professional group (also translates to higher pay group). Age is positively connected with commitment, according to Mowday et al. (1982) and Meyer and Allen (1990). Meyer et al. (1993) found that age had a favorable relationship with perseverance commitment. Meyer and Allen (1984) showed in a previous study that senior employees are more dedicated to their employers. Shortest tenure (2 to 5 years) also showed lowest value of OCB. Meyer et al. (1993) found that tenure is a significant antecedent of organizational commitment among student nurses, indicating that there is a link between tenure and commitment. Tenure is a latent predictor of organizational commitment, according to Mathieu and Zajac (1990). The higher the level of commitment, the longer an employee remains with a company. Similarly, Ahmad and Bakar (2003) discovered a link between organizational tenancy and affective commitment.

It was observed also that observing rights of others (OCB) showed how the employees generally behave. On the other hand, learning new things (TM), interest in performing better (PTS) and gain networking (PTB) showed lowest mean score which provide insights of what elements in the training and development to be weighed as important. Coefficient Beta for TM also highest (0.574), secondly very close is PTS (0.555) and followed by PTB (0.466) to show that TM and PTS has most influence towards OCB .

All three hypotheses testing showed that positive correlation and significantly influencing Organizational Citizenship Behavior thus answering the research questions. No multicollinearity and heteroskedasticity problem were detected.

5.2 Implication of the study

Public service in Islamic Agencies play a very important role for the population of the Muslim community. Training and development, according to this study, will have a substantial impact on the development of organizational citizenship behavior in employees. According to Ahmad, 2011 all four training variables, namely support for training, motivation to learn, training environment, and training benefits, were found to be strongly positively linked with the total OCB scores. Organizations with more equitable access to training and development programmes are more likely to boost employee commitment, which improves their OCB (Bartlett & Kang, 2004). When employees are given training and development opportunities, according to Dysvik and Kuvaas (2008), this can lead to employee engagement, which appears to deliver an effective OCB through their voluntary behaviors.

5.3 Limitation of the study

This study was restricted to a targeted population within Sarawak Islamic Agencies only. The results of this study probably cannot be generalized as a full representation (Janel Chan, 2018) of all public service in Sarawak Islamic Agencies due to small sample of 129 respondents. Therefore, the study's outcomes may not be representative of the entire population. Secondly, the questionnaire was distributed during Movement Control Order, whereby staff are required to Work From Home, which places them in a situation that is not conducive to responding. Thirdly, the presence of common master bias in data collecting via self-reported survey questionnaires affects study outcomes. The focus of this study was to evaluate the relationship between training and development and organizational citizenship behaviour. As a result, other factors

and elements are outside the scope of this research, posing a constraint. This study is unable to measure the concept of *ihsan* (compassion) and *ikhlas* (sincerity) among employees in Islamic Agencies, which is the main responsibility of Islamic agencies is to provide services for the betterment of ummah. Since the study is conducted in work settings, there are also limitations of time to respond to the questionnaires and given short duration, little that researcher can do to increase the respond rate.

5.4 Recommendation for Future Research

Considering this study's delimited and particular focus on the Sarawak Islamic Agencies, the results and findings are conditional to this context. Therefore, a similar study could be necessary on other Islamic Agencies in other states, Islamic Non-Governmental Organizations, or any other agencies with similar characteristics to Islamic Agencies would be fascinating. Furthermore, when doing a comparable study, a bigger sample population could be explored. This study focused on all Islamic public officers within the sector, future studies could possibly focus on particular groups or specific service status or job position. Future research also can be done on other aspects of HRM for example HR planning, Recruitment and Selection, Communication, Compensation, Performance Management, Employee Retention, Employee Career Management and Employee Relations on OCB. Finally, further research can be carried out to find the correlation between OCB and potential antecedents such as employee characteristics, perception of fairness, leadership style and psychological metrics

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APPENDICES



INFORMATION SHEET FOR QUESTIONNAIRE

**EVALUATING RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT
AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) IN SARAWAK
ISLAMIC AGENCIES**

I am a postgraduate student from Universiti Tun Abdul Razak, Kuala Lumpur. I would really appreciate if you could take your time to answer the attached questions. This questionnaire has several statements with answer choices already provided. There are no right and wrong answers. Only your personal opinion matters. The information obtained from this questionnaire is confidential and for academic research purposes only.

Please mark your answer by selecting only on the option of each statement. This study would like to draw conclusions about *Evaluating Relationship between Training and Development and Organizational Citizenship Behavior (OCB) in Sarawak Islamic Agencies*.

All of your information obtained in this study will be kept and handled confidentially, following established laws and / or regulations. When publishing or presenting the results of the study, your identity will not be disclosed. Your answers are important to the success of this study. Thank you for your cooperation.

Nur Annisa Abdullah

M19711097

MBA Candidate

Section A

1. What is your gender?

Female

Male

2. What is your age range?

25 and less

26- 30 Years

31- 35 Years

36- 40 Years

41- 45 Years

46- 50 Years

51- years and above

3. What is your current relationship status?

Married

Single

Other _____

4. What is your current (highest) education level?

Secondary school

Diploma

Degree

Master Degree

Other

5. What is your position

- Pengurusan dan Profesional
- Pelaksana I
- Pelaksana II

6. What is your Current Employment Status?

- Permanent
- JBC / JBC
- Contract of Service

7. Approximate number of years working in the organization?

- 1 year and less
- 2-5 Years
- 5-10 Years
- 10 Years and above

8. What is your current Pay scale?

- RM1001 – RM2000
- RM2001 – RM3000
- RM3001 – RM4000
- RM4001 – RM5000
- RM5001 – RM6000
- RM6001 and above

Section B: Organizational Citizenship Behavior

Please read each statement carefully and respond with the answer that best suits your current work situation. Use the below scale to indicate the degree of your agreement or disagreement with each statement that best represents your point of view.

The scale ranges from

1= Strongly Agree(SA)

2= Agree (A)

3= Neutral (N)

4= Disagree

5= Strongly Disagree (SD)

No.	Item	SA (1)	A (2)	N (3)	D (4)	SD (5)
1	I help others who have heavy workloads.					
2	Daily tasks are commensurate with the salary received					
3	I do not consume a lot of time complaining about trivial matters					
4	I try to avoid creating problems for co-workers.					
5	I attend meetings that are not mandatory, but are considered important					
6	I am always ready to lend a helping hand to those around me					
7	I attend functions that are not required, but help the organization image.					
8	I read and keep up with organization announcements, memos, and so on.					
9	I do not abuse the rights of others.					
10	I willingly help others who have work related problems.					

11	My attendance at work is above the norm					
12	I do not always find fault with what the organization is doing.					
13	I obey organizaion rules and regulations even when no one is watching.					

Section C: Training Motivation

Please read each statement carefully and respond with the answer that best suits your current work situation. Use the below scale to indicate the degree of your agreement or disagreement with each statement that best represents your point of view.

The scale ranges from

1= Strongly Agree(SA)
2= Agree (A)
3= Neutral (N)
4= Disagree
5= Strongly Disagree (SD)

No	Item	SA (1)	A (2)	N (3)	D (4)	SD (5)
1	I am always motivated to learn new things					
2	Before the training I had a good understanding of how it would fit my job related development					
3	Learning new things is important to me					
4	I get excited when I think about trying to use my new learning on my job.					
5	I am confident in my ability to use newly learned skills on the job					

6	What is taught in training closely matches my job requirements					
7	This course will help me develop skills that are useful for a range of similar jobs					
8	I will try to learn as much as I can during the course					
9	I do not feel tense about learning the course materials					
10	My co-workers are open to changing the way they do things					

Section D: Perceived Training Support

Please read each statement carefully and respond with the answer that best suits your current work situation. Use the below scale to indicate the degree of your agreement or disagreement with each statement that best represents your point of view.

The scale ranges from

1= Strongly Agree(SA)

2= Agree (A)

3= Neutral (N)

4= Disagree

5= Strongly Disagree (SD)

No	Item	SA (1)	A (2)	N (3)	D (4)	SD (5)
1	I try to learn as much as I can from training programs					
2	I am usually motivated to learn the skills emphasized in training programs					

3	I am willing to invest effort to improve skills and competences related to my current job					
4	More experienced co-workers are usually reluctant to give advice					
5	I feel comfortable discussing my skill weakness with my manager					
6	My manager/supervisor is supportive of my efforts to acquire new knowledge and skills					
7	Participation in training programs will help my personal developing					
8	Participation in training programs will increase my chances of performing better					

Section E: Perceived Training Benefits

Please read each statement carefully and respond with the answer that best suits your current work situation. Use the below scale to indicate the degree of your agreement or disagreement with each statement that best represents your point of view.

The scale ranges from

1= Strongly Agree(SA)

2= Agree (A)

3= Neutral (N)

4= Disagree

5= Strongly Disagree (SD)

No	Item	SA (1)	A (2)	N (3)	D (4)	SD (5)
1	Participation in training programs will help me network with other employees.					
2	Participation in training programs will help me perform my job better					
3	Participation in training programs will lead to more respect for my peers.					
4	Participation in training programs will increase my chances of getting a promotion.					
5	Participation in training programs will help me reach my career objective.					
6	Participation in training programs will give me a better idea of the career path I want to pursue.					
7	Participation in training programs will result in having to do extra work without being rewarded for it.					
8	Participation in training programs will help me obtain a salary increase.					

9	Participation in training programs will give me a needed break from my job.					
10	Participation in a training program will help me keep abreast of procedures related to my assignment.					

APPENDIX B - SPSS DATA OUTPUT

MEAN AND STANDARD DEVIATION FOR EACH VARIABLE

	OCB Score	TM score	PTS Score	PTB Score	
mean	2.24	1.96		2.16	2.41
stddev	0.52	0.67		0.64	0.57

ANOVA OF SECTION A

Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	70	2.246	.505	.060	2.126	2.367
2	59	2.227	.531	.069	2.088	2.365
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.308	4.692
2	1.385	4.231
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.012	1	.012	.045	.833
Within Groups	33.965	127	.267		
Total	33.977	128			

Age

Descriptives

OCB Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	9	2.214	.440	.147	1.876	2.552
2	24	2.266	.415	.085	2.091	2.441
3	26	2.331	.733	.144	2.035	2.628
4	30	2.279	.534	.097	2.080	2.479
5	16	2.168	.370	.092	1.971	2.365
6	7	1.857	.432	.163	1.458	2.256
7	17	2.213	.371	.090	2.022	2.404
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.462	2.846
2	1.462	3.077
3	1.462	4.692
4	1.308	4.231
5	1.538	3.000
6	1.385	2.462
7	1.462	2.692
Total	1.309	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.406	6	.234	.878	.513

Within Groups	32.570	122	.267		
Total	33.977	128			

Position

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	46	2.152	.512	.076	2.000	2.304
2	49	2.330	.506	.0723	2.184	2.475
3	34	2.219	.526	.090	2.036	2.403
Total	129	2.237	.515	.0454	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.308	4.231
2	1.462	4.692
3	1.385	3.615
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.762	2	.381	1.446	.239
Within Groups	33.214	126	.264		
Total	33.977	128			

Salary Scale

OCB Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound

1	15	2.323	.487	.126	2.054	2.593
2	42	2.359	.585	.090	2.177	2.541
3	33	2.110	.357	.062	1.983	2.236
4	18	2.171	.724	.171	1.811	2.531
5	15	2.292	.302	.078	2.125	2.460
6	6	1.936	.281	.115	1.641	2.231
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.615	3.615
2	1.462	4.692
3	1.385	2.692
4	1.307	4.231
5	1.846	3.000
6	1.462	2.154
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.940	5	.388	1.490	.198
Within Groups	32.036	123	.260		
Total	33.977	128			

Marriage Status

Descriptives

OCB Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	99	2.245	.542	.0545	2.137	2.353
2	22	2.231	.465	.099	2.025	2.437
3	8	2.163	.295	.104	1.917	2.410
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.308	4.692
2	1.462	3.077
3	1.769	2.615
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.050	2	.025	.093	.911
Within Groups	33.927	126	.269		
Total	33.977	128			

Service Status

Descriptives

OCB Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound

					Lower Bound	Upper Bound
1	41	2.205	.502	.079	2.046	2.363
2	64	2.299	.562	.070	2.159	2.440
3	24	2.128	.386	.079	1.965	2.291
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.385	3.615
2	1.308	4.692
3	1.462	3.077
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.576	2	.288	1.086	.341
Within Groups	33.401	126	.265		
Total	33.977	128			

Educational Level

Descriptives

OCB Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	29	2.369	.452	.084	2.197	2.541
2	43	2.199	.556	.085	2.028	2.370
3	54	2.199	.525	.071	2.056	2.343
4	3	2.205	.160	.092	1.807	2.603
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	1.615	3.615
2	1.308	4.231
3	1.385	4.692
4	2.077	2.385
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.646	3	.215	.807	.492
Within Groups	33.331	125	.267		
Total	33.977	128			

In-Service Duration

Descriptives

OCB Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
1	1	2.385
2	24	2.135	.409716059 981848	.084	1.962	2.308
3	39	2.306	.518870674 200584	.083	2.138	2.474
4	65	2.232	.550935914 911666	.068	2.095	2.368
Total	129	2.237	.515	.045	2.148	2.327

Descriptives

OCB Score

	Minimum	Maximum
1	2.385	2.385
2	1.462	2.846
3	1.462	3.615
4	1.308	4.692
Total	1.308	4.692

ANOVA

OCB Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.459	3	.153	.571	.635
Within Groups	33.518	125	.268		
Total	33.977	128			

Cronbach's Alpha

OCB : Reliability Statistics

Cronbach's Alpha	N of Items
.813	13

Training Motivation : Reliability Statistics

Cronbach's Alpha	N of Items
.931	10

**Perceived Training
Support : Reliability
Statistics**

Cronbach's Alpha	N of Items
.871	8

**Perceived Training
Benefits : Reliability
Statistics**

Cronbach's Alpha	N of Items
.826	10

Pearson Product Moment Correlations

		OCB Score	TM score	PTS Score	PTB Score
OCB Score	Pearson Correlation	1	.751**	.685**	.513**
	Sig. (2-tailed)		.000	.000	.000
	N	129	129	129	129
TM score	Pearson Correlation	.751**	1	.838**	.529**
	Sig. (2-tailed)	.000		.000	.000
	N	129	129	129	129
PTS Score	Pearson Correlation	.685**	.838**	1	.670**
	Sig. (2-tailed)	.000	.000		.000
	N	129	129	129	129
PTB Score	Pearson Correlation	.513**	.529**	.670**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	129	129	129	129

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

Simple Linear Regression (SLR)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751^a	.564	.560	.341591099 661189

a. Predictors: (Constant), TM score

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.158	1	19.158	164.184	.000^b
	Residual	14.819	127	.117		
	Total	33.977	128			

a. Dependent Variable: OCB Score

b. Predictors: (Constant), TM score

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.114	.093		12.019	.000
	TM score	.574	.045	.751	12.813	.000

a. Dependent Variable: OCB Score

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685^a	.469	.465	.376770837 861532

a. Predictors: (Constant), PTS Score

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.948	1	15.948	112.346	.000^b
	Residual	18.028	127	.142		
	Total	33.977	128			

a. Dependent Variable: OCB Score
 b. Predictors: (Constant), PTS Score

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.042	.118		8.858	.000
	PTS Score	.555	.052	.685	10.599	.000

a. Dependent Variable: OCB Score

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513 ^a	.263	.257	.443973061513389

a. Predictors: (Constant), PTB Score

		ANOVA^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.943	1	8.943	45.372	.000^b
	Residual	25.033	127	.197		
	Total	33.977	128			

a. Dependent Variable: OCB Score

b. Predictors: (Constant), PTB Score

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.116	.171		6.528	.000
	PTB Score	.466	.069	.513	6.736	.000

a. Dependent Variable: OCB Score

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764 ^a	.584	.574	.3361909204

a. Predictors: (Constant), PTB Score, TM score, PTS Score

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.849	3	6.616	58.538	.000 ^b
	Residual	14.128	125	.113		
	Total	33.977	128			

a. Dependent Variable: OCB Score

b. Predictors: (Constant), PTB Score, TM score, PTS Score

Multicollinearity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.885	.132		6.718	.000
	TM score	.466	.081	.609	5.737	.000
	PTS Score	.068	.098	.084	.693	.490
	PTB Score	.122	.071	.135	1.730	.086

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant)	
	TM score	

		Coefficients ^a					Collinearity Statistics Tolerance
		Unstandardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.	
1	(Constant)	.067	.079		.846	.399	
	PTS Score	.113	.059	.347	1.911	.058	.226
	PTB Score	.011	.043	.029	.252	.802	.548
	TM score	-.040	.049	-.130	-.817	.416	.295

Heteroskedasticity Test

		Coefficients ^a		Collinearity Statistics
Model				VIF
1	(Constant)			
	PTS Score			4.430
	PTB Score			1.826
	TM score			3.389

a. Dependent Variable: absUT

APPROVAL PAGE

**TITLE OF PROJECT PAPER : EVALUATING RELATIONSHIP BETWEEN
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ISLAMIC AGENCIES**

NAME OF AUTHOR : NUR ANNISA ABDULLAH

The undersigned is pleased to certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfilment for the award of the degree of Master of Business Administration.

SUPERVISOR

Signature : _____
Name : _____
Date : _____

ENDORSED BY:

Dean
Graduate School of Business
Date: