The Development and Validation of Preliminary Scale to Assess Affiliative Oriented Organisational Citizenship Behaviour

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ABSTRACT

Affiliative oriented organisational citizenship behaviour (OCB) refers to teachers' voluntary acts in exhibiting helping behaviours towards students, colleagues, and schools. This paper sets out to discuss, in detail, how this study developed the Affiliative Oriented Organisational Citizenship Behaviour Scale (AOCBS) to measure teachers' behaviour in forming OCB. In this study, a conceptual model for affiliative oriented OCB was built based on extensive literature review and served as a guideline in generating an initial set of 14 new items. Content validity was assessed by two academic supervisors and five experts in human resource, education, and psychometrics. Reviews by academic supervisors revealed three items that need to be refined to provide clarity to respondents. Furthermore, the expert review suggested removing six items due to low content validity index (CVI < 0.80). Thus, only eight items were retained as they represent the content specification. Future research is required to assess the construct validity and reliability of AOCBS, which will provide empirical evidence on the reliability and validity of this new instrument. AOCBS has the potential to measure and evaluate affiliative oriented OCB among teachers.

Keywords: Affiliative oriented organisational citizenship behaviour, content validity, helping behaviour, item generation, scale development, teacher

INTRODUCTION

Organ (1988, p. 4) defined organisational citizenship behaviour (OCB) as "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 organization." In other words, OCB

refers to employees' voluntary acts that will enhance their work performance, and help the organisation operate more efficiently, as well as ensure the success of the organisation (Ehrhart, Bliese, & Thomas, 2006; Greenberg, 2010; Nasir et al., 2011).

School as an educational organisation can no longer depend on teachers' prescribed jobs to ensure its efficiency (Switala, 2012), especially when Malaysia aims to be a developed high-income country. World Bank (2013) has reportedly urged developing countries to emphasise on quality education as it is crucial in developing first-class human capital and sustainable economic growth, lest Malaysia will risk falling behind in terms of education competitiveness and human development. These demands have led to insufficient teachers' formal roles and schools need teachers who are willing to exhibit extra-role behaviour in order to enhance students' academic performance. Expectedly, teachers' willingness will lift the quality of education in Malaysia (Khalid, Jusoff, Othman, Ismail, & Rehman, 2010).

Despite the importance of teachers' OCB in enhancing the quality of education and school effectiveness (Burns & DiPaola, 2013), scholars still struggle to develop a reliable and valid measurement of teachers' OCB (Somech & Oplatka, 2014) due to the overlapping issues of OCB dimensions (Van Dyne, Cummings, & McLean Parks, 1995). Thus, this study aims to develop a reliable and valid instrument to assess teachers' OCB, specifically the affiliative oriented OCB.

Overlapping OCB Dimensions Issues

Organisational citizenship behaviour concept has been known for almost three decades. However, scholars (DiPaola & Tschannen-Moran, 2001; Van Dyne et al., 1995) are still debating its dimensionality (Somech & Oplatka, 2014). Scholars still cannot find consensus on OCB dimensions because scholars often self-claim that their dimension is the latest developed OCB dimension and has led to overlapping dimensions of OCB.

For example, Organ's (1988) altruism and courtesy, Williams and Anderson's (1991) OCB-I, George and Brief's (1992) helping others, and Van Scotter and Motowidlo's (1996) interpersonal facilitation actually overlap and fall into the helping behaviour category. In educational context, scholars such as DiPaola and Tschannen-Moran (2001); Somech and Drach-Zahavy (2000) argued over OCB dimensions even though Van Dyne et al. (1995) claimed the dimensions of helping behaviour OCB should fall into affiliative oriented OCB. DiPaola and Tschannen-Moran (2001) provided empirical evidence that Somech and Drach-Zahavy's (2000) dimensions of teachers' OCB, namely the OCB toward students, OCB toward the team, and OCB toward school, actually fall into one dimension labelled as helping behaviour.

LePine, Erez and Johnson (2002) claimed that the scholars' eagerness to develop new indistinct dimensions of OCB might be guided by a misconception of the earliest concept of OCB introduced

by Organ (1988). This misconception has led researchers to put more emphasis on helping behaviour form OCB (Van Dyne et al., 1995). Furthermore, LePine et al. (2002) asserted that Organ's (1988) dimensions of OCB such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue should be categorised into a latent construct termed as helping behaviour. This notion is supported by Podsakoff, Whiting, Podsakoff and Blume (2009). They affirmed that the earliest conceptualisation introduced by Bateman and Organ (1983), Organ (1988) and Smith, Organ and Near (1983) over emphasised helping behaviour.

Due to this issue, Van Dyne et al. (1995) extensively reviewed the extra-role behaviour literature. Based on their reviews, it is inferred that OCB dimensions should be distinguished based on oriented behaviours namely the affiliative oriented OCB (helping behaviour) and change oriented OCB. Following Van Dyne's et al. (1995) suggestion, OCB dimensions which represent helping behaviour and maintaining status-quo should be categorised as affiliative oriented OCB. Thus, this study attempted to develop affiliative oriented OCB which consists of helping behaviour and maintaining status-quo.

Affiliative Oriented OCB

Van Dyne et al. (1995) suggested that affiliative behaviour comprises passive behaviours such as interpersonal, cooperation, and status-quo maintenance which preserve the harmonious relationship in an organisation. In this study, affiliative oriented OCB defines teachers' discretionary extra-role behaviours as helpful and cooperative (Motowidlo, 2000; Organ, 1997).

Somech and Drach-Zahavy (2000), as one of the earliest scholars interested in examining teachers' OCB, highlighted that teachers' OCB must be directed towards students, colleagues, and school, in order to address the globalisation and education reform. Even though Somech and Drach-Zahavy (2000) view teachers' OCB as multidimensional, their dimensions are actually uni-dimensional because they represent affiliative oriented OCB (DiPaola & Tschannen-Moran, 2001). Review on OCB literature has led this study to group the overlapping behavioural forms of affiliative oriented OCB and categorise them into three sub-themes based on Somech and Drach-Zahavy's (2000) suggestion as shown in Table 1.

Table 1
Behavioural forms of affiliative oriented OCB

Sub-themes	Behavioural forms of affiliative oriented OCB
Helping students	• OCB toward students (Somech & Drach-Zahavy, 2000)
	• Community orientation by helping (Hussin & Chin, 2014)
	• OCB directed towards pupils (Oplatka, 2006)
	• OCB in school (DiPaola & Tschannen-Moran, 2001)
Helping colleagues	• Altruism (Kamil, Sulaiman, Osman-Gani, & Ahmad, 2014; Organ, 1988; Smith et al., 1983)
	• Generalised Compliance (Smith et al., 1983)
	• Conscientiousness (Farh, Earley, & Lin, 1997; Organ, 1988)
	• Courtesy (Organ, 1988)
	• OCB that benefits individuals (OCBI) (Williams & Anderson, 1991)
	• OCB towards team (Somech & Drach-Zahavy, 2000)
	• Helping co-workers (George & Brief, 1992)
	• Interpersonal helping (Moorman & Blakely, 1995)
	• Interpersonal facilitation (Van Scotter & Motowidlo, 1996)
	• Helping and cooperating with others (Borman & Motowidlo, 1997)
	• Altruism toward colleagues (Farh et al., 1997)
	• Helping behaviour (Podsakoff, MacKenzie, Paine, & Bachrach, 2000)
	• OCB in school (DiPaola & Tschannen-Moran, 2001)
	• Sportmanship as an interpersonal and protective OCB (Moon et al., 2004)
	• Helping co-workers (Farh, Zhong, & Organ, 2004)
Helping others	• Sportmanship (Organ, 1988; Podsakoff et al., 2000) Civic virtue (Kamil et al., 2014; P.M. Organ, 1988; Podsakoff et al., 2000)
	• OCB that benefits and focus on organisation (OCBO) (Williams & Anderson, 1991)
	• Protecting the organisation (George & Brief, 1992)
	• Spreading goodwill (George & Brief, 1992)
	• Functional participation (Van Dyne, Graham, & Dienesch, 1994)
	• Social participation (Van Dyne et al., 1994)
	• Persisting with enthusiasm and extra effort as necessary to complete own task activities successfully (Borman & Motowidlo, 1997)
	• Volunteering to carry out task activities that are not formally part of own job (Borman & Motowidlo, 1997)
	• OCB toward organisation (Somech & Drach-Zahavy, 2000)
	• Sportmanship as an interpersonal and protective OCB (Moon, Van Dyne, & Wrobel, 2004)
	• Group activity participation (Farh et al., 2004)
	• Promoting company image (Farh et al., 2004)
	• Protecting and saving company resources (Farh et al., 2004, Farh et al., 1997)
	• OCB directed towards the staff (Oplatka, 2006)
	• OCB directed at school level (Oplatka, 2006)

METHODS

Development of Affiliative Oriented OCB Scale

This study sets out to develop affiliative oriented OCB Scale by adapting the procedures suggested by scale development experts such as DeVellis (2003), MacKenzie, Podsakoff and Podsakoff (2011), and Netemeyer, Bearden and Sharma (2003). As the development of AOCBS is still in its preliminary stage, this study only discusses the first three steps involved in AOCBS development as shown in Figure 1.
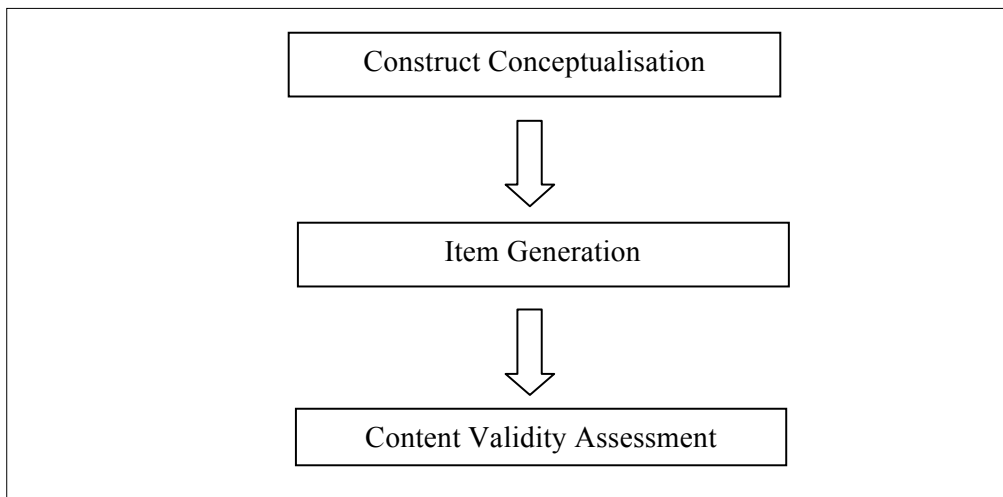

Figure 1. Preliminary development of AOCBS

Construct Conceptualisation

According to Slavec and Drnovšek (2012), conceptualisation of construct is crucial to ensure the generated items represent the construct being studied. In the first step of AOCBS preliminary development, affiliative oriented OCB as the domain associated with this construct, was specified by providing an operational definition and developing a conceptual model. Based on Motowidlo (2000) and Organ (1997), affiliative oriented OCB refers to teachers' willingness to exhibit helping behaviour in school organisation. Specifically, Somech and Drach-Zahavy (2000) refer to OCB in school as OCB directed towards students, colleagues, and schools. Based on Motowidlo (2000); Organ (1997) and Somech and Drach-Zahavy's (2000) definitions, the operational definition of affiliative oriented OCB in this study is teachers' willingness to exhibit helping behaviour towards students, colleagues, and others (school).

Based on review of literature, this study suggests a conceptual model for affiliative oriented OCB as shown in Figure 2, consisting of three sub-themes; helping students, helping colleagues, and helping others. This conceptual model was used as the basis for the development of AOCBS.
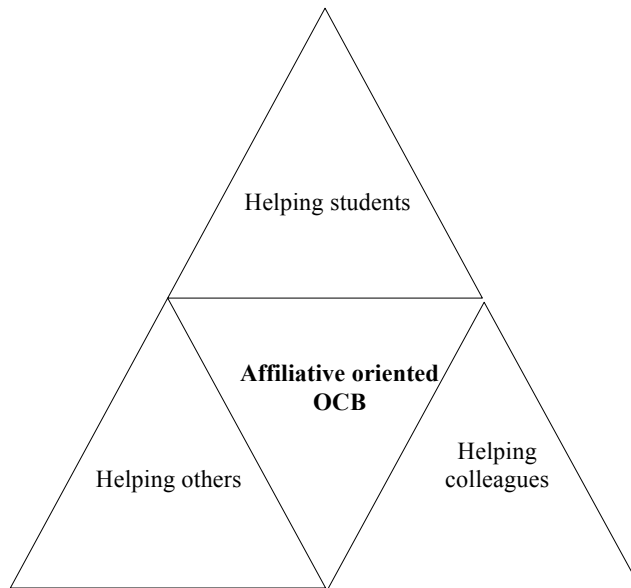
Figure 2. Conceptual model of affiliative oriented OCB

Item Generation

In the second step of AOCBS development, the list of possible items that capture affiliative oriented OCB were generated based on extensive literature review on the dimensions of helping students, helping colleagues, and helping others. The list was compiled by adapting and adopting the existing scales, and creating suitable items that appear to fit the operational definition of affiliative oriented OCB.

The process has created item pools for affiliative oriented OCB. A larger set of items were then compared with each other to identify duplicate items. Items with similar meanings were screened to ensure there was no redundancy and selection of items that best capture the domain of affiliative oriented OCB. Items that did not fit the affiliative oriented OCB and its dimensions

were deleted. Once again, the selected items were screened for language appropriateness. Ambiguous and double-barrelled items were restructured to provide comprehensiveness to respondents. Items that were originally developed in non-educational context were revised to better suit the educational context. Additionally, the items were also rewritten to reflect the context of a self-administered instrument.

The final pool of items consist of 14 items that are consistent with the operational definition and conceptual model of teachers' affiliative oriented OCB. According to DeVellis (2003), a pool of items could act as a safeguard if some of the items need to be deleted in the next step, which is the content validation assessment. Table 2 shows 14 items in which the contents were validated by academic supervisors and a panel of experts.

Table 2
Items for affiliative oriented OCB

Dimension	Sub-dimensions	Number of items	Items		Sources
affiliative oriented OCB	1. Helping students	6	1.	I take extra effort to give large quantities of homework that is not made compulsory by the school and marking the homework thoroughly in order to help students achieve academically	Oplatka (2006)
			2.	I stay after school hours to help students with lesson materials	Somech and Drach-Zahavy (2000)
			3.	I conduct extra classes to enhance students' academic achievement	Hussin and Chin (2014)
			4.	I keep thinking about students' problems even after formal working hours	Oplatka (2006)
			5.	I am sensitive to students' behavioural change	Oplatka (2006)
			6.	I teach students during school holidays	Hussin and Chin (2014)
	2. Helping colleagues	4	7.	I assist absent teachers with their tasks	Somech and Drach-Zahavy (2000)
			8.	I help colleagues handle their personal crisis	Oplatka (2006)
			9.	I share my self-developed teaching aids and learning materials with colleagues	Somech and Drach-Zahavy (2000)
			10.	I prepare learning programmes for substitute teachers	Somech and Drach-Zahavy (2000)
	3. Helping others	4	11.	I assist my principal with his or her work	Williams and Anderson (1991)
			12.	I go to school on school holidays to decorate the school	Somech and Drach-Zahavy (2000)
			13.	I volunteer for the school committee	Somech and Drach-Zahavy (2000); Hussin and Chin (2014)
			14.	I willingly use my own money in helping the school organise programmes	DiPaola and Tschannen-Moran (2001)

Content Validation Assessment

The final step in the development of preliminary AOCBS is content validation assessment. According to Hinkin (1998), content validation serves as a pre-test to ensure only the best items that represent the content domain are retained. In the following section, the two stages of expert judgement as suggested by Netemeyer et al. (2003) were used; content validation by academic supervisors and content validation by a panel of experts will be discussed.

In the first stage, the generated items were subjected to content validity assessment by academic supervisors. The assessment was conducted through a qualitative procedure in which the academic supervisors provided writing comments on items that needed to be refined or deleted. In addition, both, academic supervisors were requested to provide writing comments on representativeness, relevance, clarity, arrangement, and suitability of the items in the context of Malaysian education. This was to ensure any unrelated item was excluded from the AOCBS. Academic supervisors were also requested to suggest items that failed to be included in the earlier generated set of items. Subsequently, one on one discussions with both academic supervisors were conducted to obtain their verbal feedback on the items that required revision. At this stage, none of the items was deleted, making all 14 items subjects for the second stage validation by the panel of experts.

In the second stage, items were subjected to content validation by a panel of five experts. Expert selection was based on their experience in the fields related to the development of AOCBS. Their expertise was identified through their curriculum vitae in the respective official website of their institution of higher learning. Emails were sent to invite five senior lecturers with at least 10 years of experience in human resource development, educational management, and psychometrics to validate the items. Once they expressed agreement, a validation package containing a cover letter, operational definitions of construct and sub-constructs, and items to be validated were emailed to them.

In comparison to the earlier stage of validation assessment by academic supervisors, this stage employed quantitative and qualitative procedures to assess the representativeness and suitability of the items in the Malaysian field of education. Firstly, the quantitative procedure was employed to assess content validity by calculating the Content Validity Index (CVI) for each item from 1 = not relevant to 4 = highly relevant (Rubio, Berg-Weger, Tebb, Lee, & Rauch, 2003). CVI for each item was calculated by dividing the number of experts who rated 3 or 4 with the total number of experts in this study. Items with CVI of less than 0.80 was considered for deletion (Davis, 1992). Next, the experts were requested to provide writing feedback or suggestions on the clarity and suitability of the items. Discussions via face-to-face, telephone, and email were carried out with the experts. Items were then modified wherever necessary based on the experts' feedback.

RESULTS

Content Validity Assessment by Academic Supervisors

At this stage, none of the items was deleted, but review by the academic supervisors suggested revision on three items (item 1, 2, 10). Based on one-on-one discussion with the academic supervisors, the items were revised to provide clarity to the respondents in understanding the items. Comments by academic supervisors are provided in Table 3.

Table 3

Revised items in response to comments from academic supervisors

Sub-dimensions	Items		Comment from academic supervisors	Action taken	Revised items
1. Helping students	1.	I take extra effort to give large quantities of homework that is not made compulsory by the school to help them achieve academically	Complicated	Revise	I assign extra homework to students on my own initiative
	2.	I stay after school hours to help students with lesson materials	Ambiguous	Revise	I stay after school hours to assist students academically
2. Helping colleagues	10.	I prepare learning programmes for substitute teachers	Ambiguous	Revise	I prepare learning materials for substitute teachers

Content Validity Assessment by Panel of Experts

By using the content validity index equation as mentioned in the preceding section, six items, although deemed relevant by the academic supervisors, were found by the panel of experts to lack representativeness as the CVI for these items was 0, as shown in Table 4. According to Davis (1992), items with a CVI of less than 0.8 should be considered for deletion because the items were less likely to capture the content domain. Thus, these six items were re-evaluated. After a discussion with the experts, the items were deleted. As a result, the AOCBS has a content of eight validated items.

Table 4
Deleted items in response to comments from panel of experts

Sub-dimensions	Items before content validation by panel of experts	CVI	Action taken
1. Helping students	4. I keep thinking about students' problems even after formal working hours	0	Deleted
	5. I am sensitive to students' behavioural change	0	Deleted
2. Helping colleagues	8. I help colleagues handle their personal crisis	0	Deleted
3. Helping others	11. I assist my principal with his or her work	0	Deleted
	12. I go to school on school holidays to decorate the school	0.4	Deleted
	14. I willingly use my own money in helping the school organise programmes	0.2	Deleted

DISCUSSION

The rigorous scale development procedures are vital to build a psychometrically sound instrument to ensure the information to answer the research questions of the study is valid and reliable (DeVellis, 2003; Netemeyer et al., 2003). This study describes the earlier steps in developing the Affiliative Oriented Organisational Citizenship Behaviour Scale (AOCBS).

The results from the two stages of content validation assessment yielded the final eight items that have undergone qualitative and quantitative validation procedures. The procedures revealed that affiliative oriented OCB in a school context comprises helping students, helping colleagues, and helping others. This implies that OCB in a school context should be viewed differently from an organisational context as stressed by DiPaola and Tschannen-Moran (2001). Furthermore, the results also indicated that the final eight items highly captured the content domain of affiliative oriented

OCB and was able to provide clarity to the respondents.

Even though content validity is subjective as it depends on the reviewers' opinions, the fact that the content validity assessment went through two stages of expert reviews and employed both qualitative and quantitative procedures of content validation suggests that AOCBS is comprehensive as it includes much of what needs to be covered in developing the AOCBS. The items in the AOCBS would be clearly understood as they have been refined to provide clarity to respondents, and are not redundant, making it a highly relevant AOCBS. Furthermore, as mentioned above, ambiguous items were refined and items that did not represent a constructive specification were deleted.

The result of content validation assessments also revealed that items from established scales still need to be refined to suit the Malaysian education context as the existing items were developed based on the Western context. This implies that

cross-cultural items will need to be validated before being employed to the multicultural Malaysian teachers who are not necessarily proficient speakers of English language.

In summary, this study showed that preliminary AOCBS, which has been developed to measure teachers' willingness to help students, colleagues, and others, has the potential to measure and evaluate affiliative oriented OCB among teachers as the preliminary scale is comprehensive and has been content validated.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This study attempted to develop an Affiliative Organisational Citizenship Behaviour Scale that could be used to measure teachers' voluntary acts in helping students, colleagues, and others. As the development of AOCBS is still in its preliminary stage, the items were only subjected for content validation by academic supervisors and a panel of experts. Furthermore, the result of content validity is subjective as it depends on the reviewers' opinion.

Thus, it is recommended for future studies to gather further empirical evidence on the validity and reliability of AOCBS. As suggested by DeVellis (2003), Hinkin (1998), MacKenzie et al. (2011), Netemeyer et al. (2003); Slavec and Drnovšek (2012), besides content validation, the scale developer should conduct pre-tests, pilot tests, exploratory factor analysis, and reliability analysis on a newly developed scale to establish its validity and reliability.

As the items were developed in the English language, it is also suggested for future research to translate the items to Bahasa Melayu as it could provide a more accurate understanding for Malaysian respondents.

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