



**MEASURES OF AND FACTORS INFLUENCING TEACHERS' NON-TASK  
BEHAVIOR IN SELECTED OMANI HIGH SCHOOLS**

**By**

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## **DEDICATION**

To my mother and father for their love and prayers

To my husband for his love and support

To my sisters and brothers for their care and encouragement

Abstract of thesis presented to the senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of philosophy

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**June 2013**

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The objectives of this study were: to develop and validate two measures of teachers' non-task behavior (organizational citizenship behavior and deviant work behavior); to describe the extent to which teachers exhibit non-task behavior (organizational citizenship behavior and deviant work behavior) at the high schools in Oman; and to determine the relationships between ethical leadership, ethical climate, job stress, Islamic work ethics and teachers' non-task behavior (organizational citizenship behavior and deviant work behavior) in the high schools in Oman.

To achieve the study objectives; a mixed-method design (sequential exploratory design) was applied and consisted of two phases. In phase one, a qualitative design was conducted. The sample was 9 school principals and 18 teachers in Post-Basic Education Schools (High schools) in Oman. The interview data were analyzed using coding and thematic development procedures. The results of this phase were the identification of three themes for organizational citizenship behavior and the identification of three themes for deviant work behavior, from the perspective and experience of the study participants. The themes were considered as the sub-scales for organizational citizenship behavior and deviant work

behavior. In the second phase, a quantitative design was conducted in two stages. The participants for stage one were 217 teachers in Post-Basic Education Schools (High schools). The data were collected using a self-report questionnaire. The obtained data were analyzed using exploratory factor analysis. The results of this stage showed that the organizational citizenship behavior construct produced three factors: organizational citizenship behavior toward students, organizational citizenship behavior toward peers and organizational citizenship behavior toward school with acceptable reliabilities. The exploratory factor analysis results also showed that the deviant work behavior construct produced three factors: deviant work behavior toward students, deviant work behavior toward peers and deviant work behavior toward school with acceptable reliabilities. The sample for stage two were 565 teachers and 198 head teachers in Post-Basic Education Schools (High schools). Stage two begins with the validation of the study constructs (organizational citizenship behavior, deviant work behavior, ethical leadership, ethical climate, job stress and Islamic work ethic). A self-report questionnaire was distributed to teachers (n=565) in high schools to evaluate ethical leadership, ethical climate, job stress and Islamic work ethic. Meanwhile an other-report questionnaire was distributed to head teachers to evaluate teachers (n=565) who participated in this stage. The data obtained during this stage were analyzed using confirmatory factor analysis and structural equation modeling.

Findings for the first objective provided evidence that the developed instruments: organizational citizenship behavior and deviant work behavior achieved sound psychometric properties. The construct validity and reliability of the organizational citizenship behavior and deviant work behavior constructs were tested and found to be acceptable. Findings for the second objective showed that majority of teachers exhibit moderate level of organizational citizenship behavior as a whole. While the results of the level of deviant work behavior, showed that the majority of teachers exhibit low level of deviant work behavior as a whole. Findings for the third objective showed that ethical leadership and job stress have a significant relationship with teachers' non-task behavior. The results also showed that there

was a significant relationship between ethical climate and teachers' non-task behavior but not in the predicted direction. Further, the results showed that there was no significant relationship between Islamic work ethic and teachers' non-task behavior.

Overall, this study filled the gap in the literature regarding measuring teachers' non-task behaviors with constructs developed in the Arab (e.g. Oman) and school context. The two developed constructs are useful tools for continuing investigating teachers' non-task behavior in schools. Further, this study provided another empirical research into existing literature of measuring the level of teachers' organizational citizenship behavior using other-report questionnaire and adds new knowledge on the subject of measuring the level of teachers' deviant work behavior. This information is useful for the policy makers, human resource managers, school principals and teacher supervisors who have to work together to address the issue of teachers' non-task behavior in Omani schools through formulating policies and strategies to take account of teachers' non-task behavior dimensions. Moreover, this study provided another empirical research in the literature regarding investigating factors that influence non-task behavior in the school setting. The findings showed that ethical leadership and job stress influenced teachers' non-task behavior. The findings are important for the policy makers, human resource managers, school principals and teacher supervisors who have to select, train and provide coaching for the school principal on how to become ethical leaders, and to diagnose the causes of teachers' job stress in the high schools in Oman, in order to formulate policies and strategies to reduce it. The unexpected findings of ethical climate and Islamic work ethic add new knowledge to the literature, therefore scholars need to conduct further studies to understand why ethical climate may promote unethical behavior such as deviant work behavior and negate ethical behavior such as organizational citizenship behavior. Further research is also needed to investigate why Islamic work ethic may not influence Muslim work behavior and which factors may influence their work behaviors.

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**PENGUKURAN DAN FAKTOR YANG MEMPENGARUHI KELAKUAN  
BUKAN TUGAS DALAM KALANGAN GURU SEKOLAH MENENGAH  
YANG TERPILIH DI OMAN**

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Objektif kajian ini adalah untuk membina dan mengesahkan dua pengukuran kelakuan bukan tugas guru (tingkah laku kewargenegaran organisasi dan tingkah laku devian), memerihalkan sejauh mana guru sekolah menengah yang terpilih di Oman memaparkan kelakuan bukan tugas (tingkah laku kewargenegaran organisasi dan tingkah laku devian), dan untuk mengenal pasti hubungan antara kepimpinan beretika, iklim beretika, tekanan kerja, etika kerja Islam, dengan tingkah laku devian dan tingkah laku kewargenegaraan organisasi di sekolah menengah Oman.

Bagi memenuhi objektif kajian, gabungan kaedah kualitatif dan kuantitatif (sequential explotary design) telah digunakan dan dilaksanakan secara berperingkat dalam dua fasa. Kaedah kualitatif digunakan pada fasa pertama. Dalam fasa pertama, sampel kajian terdiri daripada 9 orang pengetua dan 18 orang guru sekolah menengah di Oman. Data temubual telah dianalisa menggunakan prosedur membentuk kod dan tema. Hasil analisis di fasa ini menghasilkan tiga tema bagi tingkah laku kewargenegaraan organisasi dan tingkah laku

devian yang terbentuk berdasarkan perspektif dan pengalaman peserta kajian. Tema ini telah digunakan sebagai sub-skala tingkah laku kewargenegaran organisasi dan tingkah laku devian. Bagi fasa kedua, kaedah kuantitatif telah digunakan pada dua tahap. Respondent bagi tahap pertama adalah seramai 217 guru sekolah menengah. Data dikutip menggunakan borang soal selidik. Data yang diperolehi telah dianalisis menggunakan kaedah Exploratory Factor Analysis. Hasil analisis menunjukkan konstruk tingkah laku kewargenegaran organisasi mengandungi tiga tingkah laku kewargenegaran organisasi terhadap murid, tingkah laku kewargenegaran organisasi terhadap rakan sekerja dan tingkah laku kewargenegaran organisasi terhadap sekolah dengan kebolehpercayaan yang boleh diterima. Bagi tingkah laku devian, hasil analisis Exploratory Factor Analysis menunjukkan tingkah laku devian turut mengandungi tiga faktor iaitu tingkah laku devian terhadap murid, tingkah laku devian terhadap rakan sekerja dan tingkah laku devian terhadap sekolah dengan kebolehpercayaan yang boleh diterima. Sample kajian bagi fasa kedua adalah terdiri daripada 565 guru dan 198 pengetua di sekolah menengah Oman. Tahap kedua kajian bermula dengan pengesahan konstruk (tingkah laku kewargenegaran organisasi, tingkah laku devian, dan juga untuk pemboleh ubah kajian yang lain iaitu: kepimpinan beretika, iklim beretika, tekanan kerja dan etika kerja Islam). Borang soal selidik laporan-kendiri telah diedarkan kepada  $n=565$  guru di sekolah menengah bagi menilai kepimpinan beretika, iklim beretika, tekanan kerja dan etika kerja Islam. Manakala satu soal-selidik laporan-pihak ketiga diedarkan kepada pengetua untuk menilai tingkah laku kewargenegaran organisasi dan tingkah laku devian guru yang terlibat dalam kajian ini. Data yang diperolehi dianalisis menggunakan Confirmatory Factor Analysis dan Structural Equation Modelling.



Hasil keputusan bagi objektif pertama menunjukkan instrumen tingkah laku kewargenegaran organisasi dan tingkah laku devian yang dibina mempunyai ciri psikometrik yang baik. Kesahan konstruk dan kebolehpercayaan instrument tingkah laku kewargenegaran organisasi dan tingkah laku devian telah diuji dan didapati boleh diterima. Bagi objektif ke dua, hasil kajian menunjukkan majoriti guru mempamerkan tingkah laku kewargenegaran organisasi secara sederhana dan kurang mempamerkan tingkah laku devian. Keputusan objektif ketiga menunjukkan kepimpinan beretika dan tekanan kerja mempunyai hubungan signifikan dengan tingkah laku kewargenegaran organisasi dan tingkah laku devian. Terdapat hubungan signifikan antara iklim etika dengan tingkah laku kewargenegaran organisasi dan tingkah laku devian tetapi bukan pada arah yang dijangkakan, iaitu hubungan negatif. Manakala kajian menunjukkan tiada hubungan signifikan antara etika kerja Islam dengan tingkah laku kewargenegaran organisasi dan tingkah laku devian guru.

Secara keseluruhan kajian ini dapat menutup jurang literature mengenai pengukuran skala tingkah laku kewargenegaran organisasi dan tingkah laku devian dalam kalangan guru yang dibina khusus dalam konteks negara Arab (iaitu Oman) serta dalam konteks sekolah. Kedua-dua instrumen tersebut amat berguna bagi mengkaji kelakuan bukan-tugas guru sekolah di Oman. Selain itu, kajian ini turut menyumbang kepada kajian empirikal sedia ada yang mengkaji tingkah laku kewargenegaran organisasi menggunakan soal-selidik berbentuk laporan pihak ketiga serta menjana ilmu berkaitan dengan pengukuran tingkah laku devian dalam kalangan guru. Maklumat ini berguna kepada pengubal dasar, pengurus sumber manusia, pengetua sekolah dan penyelia atau ketua guru yang perlu bekerjasama untuk mengendalikan isu yang berkaitan dengan kelakuan bukan-tugas guru di Oman dengan

mengeluarkan dasar dan membentuk strategi yang mengambilkira aspek kelakuan bukan-tugas guru. Di samping itu, kajian ini telah menambahkan kajian literature mengenai pengaruh faktor yang mempengaruhi kelakuan bukan-tugas dalam konteks sekolah. Keputusan kajian menunjukkan kepimpinan beretika dan tekanan di tempat kerja mempengaruhi tingkah laku devian guru. Keputusan kajian ini penting bagi pengubal dasar, pengurus sumber manusia, pengetua dan penyelia atau ketua guru kerana mereka harus memilih, melatih, dan membimbing pegetua sekolah agar mereka menjadi pemimpin beretika serta untuk mengenal pasti punca tekanan kerja guru sekolah di Oman agar bagi membolehkan dasar dan strategi untuk mengurangkan tekanan kerja guru sekolah Oman dapat dilaksanakan. Penemuan yang tidak dijangka bagi etika iklim dan etika kerja Islam akan menambahkan pengetahuan baharu kepada literatur. Para pengkaji perlu menjalankan kajian lanjut bagi memahami mengapa iklim beretika menggalakkan tingkah laku devian dan menjejaskan tingkah laku beretika guru seperti tingkah laku kewarganegaraan organisas. Kajian lanjut perlu dijalankan bagi menjawab persoalan mengapa etika kerja Islam tidak dapat mempengaruhi tingkah laku kerja seorang Muslim serta untuk mengkaji faktor lain yang mempengaruhi tingkah laku mereka.