ORGANIZATIONAL SOCIALIZATION, JOB AUTONOMY AND JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF MALAYSIA: ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS MEDIATOR

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Abstract-Teachers are the backbone of education system in Malaysia. The success or failure of educational activities are highly dependent on their job performance. A few comprehensive studies have shown the factors influences employee performance in other sectors but do not adequately represent a significant gap in education. Using a theoretical model based on social exchange theory and job characteristics theory, this study aims to investigate the relationship between organizational socialization, job autonomy and teachers' job performance considering organizational citizenship behavior in schools (OCBS) as a mediating variable in public secondary schools of Malaysia. Quantitative methodology was used in this study. The study used convenience sampling to select sample of 550 teachers in Malaysia. Questionnaires were used to collect the data. The study used SEM inferential statistical approach where SmartPLS software was selected to run the data analysis. Study findings indicated that OCBS mediated the relationship between organizational socialization and teachers' job performance. OCBS also mediated the relationship between job autonomy and teachers' job performance. This study also found that organizational socialization has a direct relationship with teachers' job performance. The implication of the study is that it is prudent for Ministry of Education or the principals to allow teachers in school to enjoy more autonomy in completing task, create organizational citizenship behavior culture in schools, recognize and value teachers' voluntary activities and offer mentor-mentee programme in helping new teachers get to know the school better in order to heighten teachers' job performance in schools. This study elucidated the importance of organizational socialization in impacting job performance of teachers besides showing the importance influence of OCBS in relation to teachers' job performance.

Keywords- Organizational Socialization; Job Autonomy; Organizational Citizenship Behavior in Schools; Teachers' Job Performance; Public Secondary Schools; Malaysia

1. INTRODUCTION

Performance is a concept which means the sum of amount of qualitative and quantitative contribution of an individual, a group or an organization to a job which is used to monitor whether the targeted jobs have been fulfilled or completed in a certain period. It is the level of achievement of the working conditions of the subject determined [49].

It has been widely known that employees are the most important resources in each organization. This matter triggered investigators to study deeper. The way employees feel about the work and the results will directly affect the performance of organization and eventually its' stability [23]. For an example, when the employees feel satisfied and happy with their career, it will certainly motivate them to do the best of their capability to attain the organization's goal. Hence, in order to against international market and attain the goals of organization, the organization should reflect themselves to value their employees more rather than the job needed which could trigger a better job performance.

Job performance together with withdrawal behavior and work attitudes are probably the most essential variables for both empirical research and management theory for the last sixty years [7, 21]. The initial thing to be remembered interconnected to job performance of employee is that the performance of employee does not happen itself or out of sudden. Hence, organizations and managers should form a review on this problem, examine in which environment and situations their workers work more efficiently and better, and offer that condition for them. In the meantime, it should try to uncover organizational and individual behaviors which trigger higher performance (Ripley, 2002). In order to level up employee's performance and motivation, it is essential for managers to handle the interests of employee thoroughly and find a balance in between [58].

For this research, the researcher will be focusing on teacher's job performance (TJP). The components of teachers' job performance will be different from employees' job performance. Teachers are the backbone of an educational system. The failure and success of education is greatly relying on teachers' performance. As their performance is sprightly connected to product and process of education. Hence, teachers' performance is essential for the education improvement.

2. LITERATURE REVIEW

Teachers' Job Performance

Key elements of a teacher can be expressed by knowledge, confidence, communicative, counsellor, socialize and so on. [40] defines teachers' job performance as "teacher performs duties at a certain time frame in the school in order to achieve the goals of organization. [41] also refers performance as "teachers' capability to relate related inputs to improve learning and teaching procedures". Peretemode (1996) said job performance is decided by the daily worker joining and running organization. Below are some factors that contribute to teacher's performance.

Teaching Skills

Teaching is an act of interpersonal impact subjected at replace the methods in which other persons will or can act [14]. A teaching skill is defined as a set of behaviors associated with the teaching of the subject matter that are mainly working in leading wanted changes in the teacher or temporary teacher who make practice of the skill. Different skills are used for different purposes in teaching learning process. Any teaching behavior is the outcome of a resolution, either unconscious or conscious [51]. Past research on general teaching skills investigated different teaching acts, such as reinforcing, questioning, and explaining, without investigating the way teachers opt on one or another behavior [51].

Management Skills

Management skills are an essential component of manager competencies and educational leader. Constantly train is the best way to build a skill. According to [33], learners are required to do practical assignments to build a skill following the four skill formation steps: Understanding the tasks of created the skill; implementing tasks to create the skill; Applying the knowledge of the skill; obtaining the knowledge of the skill; and Assessing how good the skill has been created.

Discipline and regularity

The word 'discipline' derived from the term 'discipulus' in Latin which says learning and teaching. The word has the importance of control in it and means "to educate someone to follow the rules and restrict their behavior or to punish someone so that order and control can be kept" [35] and hence it is usually connoted with penalty if rules are not followed. Discipleship involves obedience and willing submission to a rule of life without which a learner will not attain his or her goal. As for regularity, it means the teacher's condition of being present in school or not missing any classes when she or he should stay at school. The teacher is being aware of and manage to be punctual and perform classroom and school tasks well [20].

Interpersonal

Interpersonal skills evaluate individual's performance on the goal-directed behaviors, such as displaying friendliness and warmth, and effectively debating. Interpersonal skills show a series of behaviors that are good along majority interpersonal interactions. Traditionally, a 'person-focused' construct, like interpersonal skills [24], is used to measure an individual's effectiveness within an interpersonal interaction. Though a particular interpersonal skill is appropriate for majority interpersonal interactions, it is not always good in a certain interpersonal interaction.

Job Performance in Malaysian Context

A number of teachers' job performance studies conducted in Malaysian context [1, 3, 22, 48, 50, 52, 63].

[1] found teachers' responsibilities and commitment over their students have to be accompanied by cognitive competency of teachers, good personality alone is insufficient. In 2015, [47] revealed positive relationship was found between openness to experience and agreeableness and job performance. It suggested understand personality traits towards job performance is crucial as the Ministry of Education Malaysia also using personality test to select an educator.

The level of effectives of training correlated with job performance of teachers in government schools of Klang Valley [52]. The result showed that all level of effectives were significant towards job performance, which means teachers should value the training programs provided. The study of [50] also displayed organizational climate was identified to be an important factor of job performance of teachers. The findings would be beneficial to teachers' classroom instruction and students' academic result. [63] also found all the four dimensions of emotional intelligence were positively affect job performance.

[3, 22, 48] revealed workload pressure affected job performance of teachers very much. It showed all items in work stress such as recognition, work load, lack of facilities, time pressure and behavior of students can all affect job performance of teachers.

Organizational Socialization

[2] identifying four broad areas of activity in HR Practices such as training, selection, socialization and management of performance. Previous studies revealed that there is a scarcity in the studies of HRM practices in terms of socialization, thus for this research, the research will pay special attention towards organizational socialization aspect that influence teachers' job performance.

Socialization usually starts right after newcomers enter the organization. It provides a chance for a company to affect its' workers' motives and values at a juncture where new workers are maybe the most pliable. Due to the priority goal of socialization is introduced the organizational culture [57], it is probably a primary vehicle for forming the adoption of public service values and a public service identity. Definitions of the organizational socialization constructs are very diverse. One concept with high consensus among authors is that organizational socialization is perceived as a sequence by which individuals learn the expectations, abilities, values and behaviors that are essential for taking on determined organizational roles and for joining as active employee in the company [57]. It must be pointed out that since the decade of the eighties, the majority of studies on the process of incorporating persons within organizations have taken on a conceptual formula in which the active role of both parties stands out. Faced with very passive worker concepts in which the labor of building an organization was very much like that of a sculptor creating a sculpture from a piece of inert marble [56].

Organizational socialization is a procedure by which an employee obtains the skills and required knowledge to social to predict an organizational role [56, 57; Taormina, 1997]. It is too a process where employees learn about to adjust to the new roles, culture of the workplace and jobs [25]. Organizational socialization happens at any period an employee faced a change of organizational boundary [57, 59].

Schools are instructional organizations that offer education. Hence, socialization processes of schools and organizations are usually in line. The socialization process includes professional and organizational socialization. Professional socialization, is also refer to professional initialization stage for educational administrators, usually contains in-service training programmers and administrator training programmers.

Training

Training has been commonly defined as "an effort plan by a company to speed up employees' job-related learning competencies" [38]. It means job skills offer by one's organization. It is also a type of adult education, but is mainly concentrates on expanding or acquiring job-related competencies and skills, like new job technologies, team communications, effective interpersonal and changes in the job itself [30].

Understanding

Understanding means, the effective knowledge of employee in the organization and know the way it runs. In order to know the source of organizational behaviors without knowing the people is just like attempting to find out the source of an accelerate car without get to know the driver and engine [62]. People forms strategies to assist

organizations attain their specific goals. People always learn innovative and new ideas to assist transform their company from mediocrity to greatness [62].

Co-worker Support

The words Co-worker's support is actually the level to which other workers accept the workers and offer him or her with instrumental and emotional help. Co-worker's support in term of organizational environment, is defined as their readiness to assist each other in their task [54] such as co-operation, support, respect [12] and so on. In addition, managing offensive and intimidating conditions in order to have work-environment fit (Beehr & McGrath, 1992). Strong support from co-workers can improve work environment and relieve employees' stress [45], which increase performance job and satisfaction [8], and subsequently reduces absenteeism [42] in organizations.

Future Prospects

Future prospects mean to the chances to be promoted and other advantages to workers that are provided by the company. Each employee can have distinctive profession objectives and interests, people in a similar association may hold altogether different impression of the chances that the organization offers to them. In any case, the view of future prospects can advance after some time in light of the adjustments in life conditions, working encompassing in regards to their career potential, employees' exposure to profession choices inside the organization, employees' profession history, and career self-management activities such as profession planning and objective setting [27].

Job Autonomy

Autonomy is the extent of individuals given freedom in managing their works (Hackman and Oldham, 1976). Employees with job autonomy can be more effective. Hence, it is a factor of company success [53]. [28] found out that supportive work environment can be created when there is job autonomy. The lack of job autonomy can be an obstacle to employees' work [29].

A high level of autonomy is generally thought to be beneficial at work. However, a study showed that autonomy had only small relationships with performance [19, 31] also found the relationships between autonomy and performance are rather small, if not null or negative. The results were similar to the previous research [13 ,32] which demonstrated that autonomy has little direct relationships with performance. In any case, some studies were proved otherwise. Oldham and Cummings (1996) found that job-related autonomy of employee is related to their creative performance positively. They also focused on that controlling the workplace will impact employees' creative task performance negatively. According to [64], new generation and great ideas in employees' task performance can be achieved if an organization offers better autonomy in high task to the employees.

Work Scheduling

The work schedule autonomy is depending on the options of employee for selecting the most suitable work durations and timings. [5] research found that the relationship employees' work scheduling autonomy and their creative performance are positively related, and schedule autonomy significantly plan employees' creative performance. It indicates employees' work planning autonomy is the result from creative performance, so proper time arrangement based on the ease of employees will improve employees' task creative performance.

Decision-Making

It means it is important that an employee and working teams have freedom in choice taking and actions, which results in the fact that the decisions and actions will not be impeded with the organizational limitations or strategic parameters [9, 36]. This means, that independent actions of the members of the organization or by the whole team leading to the achievement of the defined ideas or visions, require the freedom to act.

Work Methods

Work method autonomy means the freedom of employee is associated with the differentiation of procedure related to employee's task. The job-related freedom will improve creative performance of employee and also their pace of doing work. Work method autonomy straight contributes to job satisfaction of employees [34]. [37] states that work method autonomy is one of the important determinants of an employee's job satisfaction. Based on [5] research's results, it indicated that positive relationship exists between work method autonomy, workplace creativity and the ability of employees to pick strategies and techniques impact their creative capability.

Organizational Citizenship Behavior in Schools

Organizational Citizenship Behaviour (OCB) means anything the employees want to do based on his or her willingness without bound by any specification; something which is not within his or her job tasks or requirement or behaviors that go beyond the call of duty. Research of OCB has been extensive since its introduction nearly twenty years back [6]. Organizational citizenship behavior (OCB) has gained many scholars attention since its conception. It cannot be seen with naked eye; OCB does not mean will be rewarded officially and it is hard to be quantify by the word "kind" or "friendly".

OCBS measured in [55] had 16-items. The 16-items include (a) I help students on my own time. (b) I waste a lot of class time. (c) I schedule personal appointments at times other than during the school day. (d) I rarely absent. (e) I voluntarily help new teachers. (f) I volunteer to serve on new committees. (g) I volunteer to sponsor extracurricular activities. (h) I arrive to work and meetings on time. (i) I take the initiative to introduce myself for substitution and assistance. (j) I begin class promptly and use class time effectively. (k) I leave immediately after school is over. (l) I give colleagues advanced notice of changes in schedule or routine. (m) I give an excessive amount of busy work. (n) The teacher committees in this school work productively. (o) I make innovative suggestions to improve the overall quality of the school. (p) I attend functions not required but that help company image. Although OCB is a popular research among researchers, little empirical search has been done with job performance in public schools of Malaysia. Figure 1 presents the model of theoretical framework and the hypothesis of the relationships.
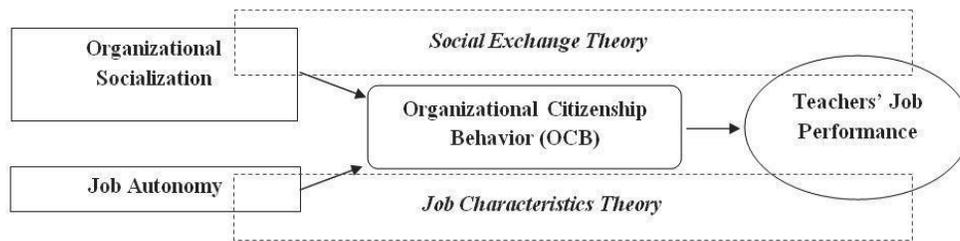

Figure 1: Model of Theoretical Framework

H1: There is significant relationship between organizational socialization and teachers' job performance.
H2:There is significant relationship between job autonomy and teachers' job performance.
H3:Organizational citizenship behavior in schools mediates the relationship between organizational socialization and teachers' job performance.
H4:Organizational citizenship behavior in schools mediates the relationship between job autonomy and teachers' job performance.

3. METHODOLOGY

Instruments

Questionnaire method is used as the research instrument as it is found to be less costly, convenient, and time saving method to use. Total population of public secondary schools' teachers in Malaysia was 181,719 in year 2016 [43]. The public secondary schools in Perak, Selangor, Wilayah Persekutuan and Pahang are chosen as target respondents in this research. 550 were the total questionnaires given across the selected states.

Fixed-alternative questions are used for the design of questionnaires. Two section are set in the questionnaire which are section A and also section B. Section A design based on demographic profile, which asked for the respondent's age, gender, teaching experiences, educational background, school configuration, salary, ethnicity and nationality and it contained of a total of 8 questions. There are 77 questions in section B formed with Dependent variables (Teachers' Job Performance), Independent variables (Organizational Socialization and Job Autonomy) and Mediating variable (Organizational Citizenship Behavior). This section is design to help this research to investigate the level of agree and disagree of respondents on the statement in the questionnaire by the aid of Five-point Likert scale.

Data Analysis

In present research, Partial Least Square approach is employed to test the model. In academic field, [46] made a statement that structural equation modeling (SEM) has holding a rather important role. SEM is probably the selection of researchers when they are dealing with relations regarding role ambiguity satisfaction or attitude. After all, it is SEM's design for working with multiple related equations respectively, it also provides quite beneficial advantages compared to other similar ways which also offer its' user an overview linear modelling framework. Its user can experience the great flexibility on the way the equations are stated.

Measurement Model

Before testing the hypothesis, examining the construct validity of each constructs are necessary to confirm the measurement model. In order to assess the convergent validity, the factor loadings, average variances extracted (AVE) and composite reliability (CR) were examined to ensure the items were adequately measured the similar concept [17]. According to [16], values which fall between the range of 0.60 and 0.70 are considered to be "acceptable in exploratory research", while values between 0.70 and 0.95 are considered "satisfactory to good".

OSQ1, OSQ2, OSQ3, OSQ4, OSQ5, OSQ8, OSQ9, OSQ12, OSQ13, OSQ16, OSQ17, OSQ20, OCBQ31, OCBQ32, OCBQ33, OCBQ37, OCBQ39, OCBQ40, OCBQ41, OCBQ42, OCBQ43, TJP45, TJP46, TJP47, TJP53, TJP59, TJP60, TJP61, TJP66, TJP68 and TJP69 which outer loadings below the values of 0.6 were deleted through the scale refinement process. In terms of the construct composite reliability (CR), the results reveal that all fall under the range of satisfactory as pointed by [39]. As in Table 2, the highest composite reliability was obtained at 0.938 for Teachers' Job Performance, followed by Job Autonomy at 0.925. The value of composite reliability for Organizational Socialization is at 0.893 while the lowest composite reliability value is Organizational Citizenship Behaviour in Schools at 0.868. The results reveal that the composite reliability of all the constructs are ranging from 0.893 to 0.938 which is concluded as satisfactory. For variance inflation factor (VIF), it shows there is no collinearity issue present in the model as all the VIF values are ranging from 1.326 to 3.609, which below the threshold of 5.0. The AVEs of all constructs are recorded in the range of 0.502 to 0.579 which are above the threshold of 0.5. The Cronbach's alpha for all the constructs are in the range of 0.817 to 0.929 which indicates that the constructs are reliable.

As shown in Table 1, the columns labelled CI shows 2.5% and 97.5% the lower and upper boundary of the bias corrected confidence interval. As the results showed neither of the lower or upper boundary confidence intervals are included in the value of 1 (Hair, Hult, Ringle, & Sarstedt, 2017; 18] thus indicating that discriminant validity has been established. The results from cross loading heterotrait-monotrait ratio (HTMT) show that the measurement model display discriminant validity. The results shown that all the values passed the HTMT.95 (Hair et al., 2017; 18], HTMT.90 [15] and the HTMT.85 [26] as well as the HTMTInference whereby the confidence interval did not show a value of 1 in any of the constructs. Thus, it further confirmed that discriminant validity has been established.

Table 1: The results of discriminant validity analysis using Heterotrait-Monotrait (HTMT)

	Job Autonomy	OCBS	Organizational Socialization	Teachers' Job Performance
Job Autonomy				
OCBS	0.696 CI.95 (0.603, 0.781)			
Organizational Socialization	0.663 CI.95 (0.564, 0.743)	0.709 CI.95 (0.611, 0.792)		
Teachers' Job Performance	0.587 CI.95 (0.503, 0.682)	0.724 CI.95 (0.624, 0.800)	0.758 CI.95 (0.683, 0.820)	

4. RESULTS AND DISCUSSION

The present research proceeds with structural model evaluation that begin with assessing structural model for collinearity issues, significance and relevance of structural model relationships, R^2 level, effects size (f^2) and predictive relevance Q^2.

The results of current research show that R^2 value for Organizational Citizenship Behaviour in Schools is 0.462 suggesting that 46.2% of the variance in OCBS can be explained by Organizational Socialization and Job Autonomy. Meanwhile, the R^2 of Teachers' Job Performance is 0.562 indicates that 56.2% of the variance in TJP can be explained by Organizational Citizenship Behaviour in Schools, Job Autonomy and Organizational Socialization. The effect size results revealed that JA and OS have a medium effect on OCBS with f^2 recorded at 0.170 and 0.176 respectively. Meanwhile, OS also have a medium effect on TJP with f^2 recorded at 0.236. Among

the control variables, JA and OCBS has a f^2 of 0.013 and 0.125 on TJP consecutively, which is equivalent to no effect. The Q^2 of JA, OCBS, OS and TJP signify that the research model has good predictive relevance with Q^2 values larger than zero.

All the direct relationships are significant with t value above 1.645 and significant at p <0.05. Results revealed that all the two dimensions contribute to Organizational Citizenship Behavior in Schools (OCBS) positively with β=0.380 for Job Autonomy and β=0.387 for Organizational Socialization, while p<0.05. JA demonstrates a positive effect on TJP with β =0.104 at p>0.05. Meanwhile, OCBS and OS have positive effect on TJP with β=0.317 and β=0.436 consecutively at p<0.05.

Convergent Validity

According to Table 2, the outcome acquired showed significant and positive effect exist in Organizational Socialization towards Teachers' Job Performance with β = 0.436 at t value 7.237 (p < 0.05). Hence, hypothesis 1 is supported. It shows the application of Organizational Socialization is related positively on Teachers' Job Performance at public secondary schools of Malaysia. Scant research has been studied on this relationship but [60] stated organizational socialization influenced organizational commitment, job satisfaction, and employee job performance positively. The past study result is similar to the present research.

As for hypothesis 2, the results obtained however, with β = 0.104 at t value 1.922 (p = 0.055). The result indicates that the relationship is positive related but no significant effect between Job Autonomy and Teachers' Job Performance. According to [4], the difference between a P-value of 0.055 and a P-value of 0.045 is not vary too much. A slight difference in sample size can cause P-value move from one side of the cut-off to another. As long as the sample size is big enough, any small difference will be statistically significant (P < 0.05). Based on previous studies, [31, 19] found the relationships among autonomy and performance are quite small, otherwise null. The present result was consistent with [31] and similar to the past research [13, 32] which display autonomy has little straightforward correlation with performance. Thus, it demonstrates although the current study unable to form significant relationship with teachers' job performance, it is similar with previous research which found small or null relation for job performance. Hence, the null hypothesis is accepted.

For hypothesis 3, the indirect relationship is found to be positively significant, whereby Organizational Citizenship Behaviour in Schools demonstrates a positive and significant correlation on Organizational Socialization and Teachers' Job Performance with β = 0.122 at t value 4.304 (p < 0.05). Besides, the coefficients of determination, R2 of Organizational Citizenship Behaviour in Schools obtained shows a value of 0.462 while Teachers' Job Performance obtained a value of 0.562. This indicates that 46.2% and 56.2% of the variance in Organizational Citizenship Behaviour in Schools and Teachers' Job Performance respectively are explained by Job Autonomy and Organizational Socialization. Therefore, Hypothesis 3 is accepted.

For hypothesis 4, The correlation has found to be positively significant, whereby Organizational Citizenship Behaviour in Schools demonstrates a positive and significant correlation on Job Autonomy and TJP with β = 0.120 at t value 4.223 (p < 0.05). Besides, the coefficients of determination, R2 of organizational citizenship behavior in schools obtained shows a value of 0.462 while teachers' job performance obtained a value of 0.562. This indicates that 46.2% and 56.2% of the variance in organizational citizenship behaviour in schools and teachers' job performance respectively are explained by Job Autonomy and Organizational Socialization. Therefore, Hypothesis 4 is accepted.

Table 2: Convergent validity results

Construct	Items	Loadings	AVE	CR	Cronbach's Alpha
Organizational Socialization	OSQ6	0.707	0.512	0.893	0.864
	OSQ7	0.731			
	OSQ10	0.685			
	OSQ11	0.762			
	OSQ14	0.684			
	OSQ15	0.713			
	OSQ18	0.671			
	OSQ19	0.765			

Job Autonomy	JAQ21	0.787	0.579	0.925	0.909
	JAQ22	0.763			
	JAQ23	0.811			
	JAQ24	0.776			
	JAQ25	0.748			
	JAQ26	0.718			
	JAQ27	0.747			
	JAQ28	0.716			
	JAQ29	0.776			
Organizational Citizenship Behaviour in Schools	OCB30	0.674	0.522	0.868	0.817
	OCBQ34	0.759			
	OCBQ35	0.738			
	OCBQ36	0.743			
	OCBQ38	0.73			
	OCBQ44	0.688			
Teachers' Job Performance	TJP48	0.671	0.502	0.938	0.929
	TJP49	0.672			
	TJP50	0.716			
	TJP51	0.748			
	TJP52	0.717			
	TJP54	0.714			
	TJP55	0.676			
	TJP56	0.771			
	TJP57	0.673			
	TJP58	0.690			
	TJP62	0.721			
	TJP63	0.608			
	TJP64	0.781			
	TJP65	0.772			
	TJP67	0.672			

Mediating effects of organizational citizenship behavior in schools

According to Table 3, the results of the indirect effects of Organizational Citizenship Behaviour in Schools obtained after the bootstrapping procedure. The bootstrapping analysis shows that the indirect effect of OCBS, β=0.12 was significant at a t value of 4.223 with p<0.05. [44] indicated that the indirect effect of 0.120, 97.5% Boot CI: [LL= 0.069, UL= 0.181] which does not straddle a zero in between indicating that OCBS mediates the relationship between Job Autonomy and Teachers' Job Performance.

Meanwhile, the other bootstrapping analysis of Organizational Citizenship Behaviour in Schools shows that the indirect effect of OCBS, β=0.122 was significant at a t value of 4.304 with p<0.05. According to [44] that the indirect effect of 0.122, 97.5% Boot CI: [LL= 0.069, UL= 0.181] shall not straddle a zero in between

indicating that Organizational Citizenship Behaviour in Schools mediates the relationship between Organizational Socialization and Teachers' Job Performance.

Table 3: Indirect effect of Organizational Citizenship Behaviour in Schools

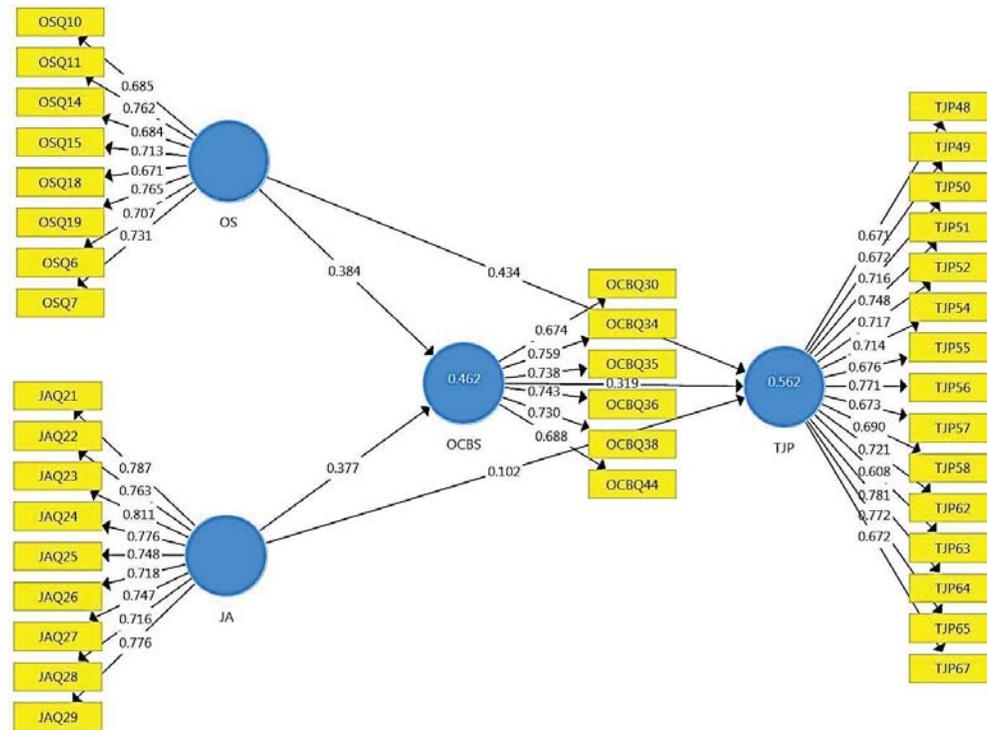| Relationship	Standard Beta	Standard Error	*t* value	*p* value	CIBC 2.5%	CIBC 97.5%
JA → OCBS → TJP	0.120	0.028	4.223	0.000	0.069	0.181
OS → OCBS → TJP	0.122	0.028	4.304	0.000	0.069	0.181

CIBC = Confidence intervals bias corrected

Figure 2: Results of structural model

5. CONCLUSION

The Theoretical Contribution

The context of theory conceptualism and extension had been contributing in this research. From theory extension's view, this study is trying to enlarge the area of factors influencing teachers' job performance, through organizational socialization, job autonomy and organizational citizenship behavior in schools. This study also made tremendous contribution to the literature of organizational citizenship behavior in schools. It also contributed to teachers' job performance's literature in the aspect of the application of two IVs and mediator of present research in public secondary schools of Malaysia.

This research presents a framework of conceptualizing organizational socialization, job autonomy, organizational citizenship behavior in schools and TJP in public secondary schools. Scarce research is found to relate organizational socialization to teachers' job performance. The current research provides the content of knowledge that organizational socialization also contains an effect towards teachers' job performance. Organizational socialization is also a crucial success factor that affect organizational citizenship behavior in schools.

Although Job Autonomy found to be not significant towards Teachers' Job Performance but they are positive related to each other. School management should actually allow more autonomy to teachers to perform. They can rely on a simple guideline to perform the job independently. This will ultimately lead to better self-satisfaction as they managed to complete a job without undergoing strict supervision.

Other significant contribution also found in current study which is the effect of mediation of organizational socialization and organizational citizenship behavior in schools. The mediation analysis contributed to the content of knowledge that teachers' point of view on socialization and organizational citizenship behavior will intervene job performance of teachers in the schools. When teacher is more willing to help others in work, he or she will tend to perform better in school.

Besides that, another significant contribution of current research is the mediating impact of job autonomy and organizational citizenship behavior in schools. When a teacher has more freedom in doing his or her task in school, he or she will be more willing to help others at work and it will then increase the job performance of such individual.

In term of contribution conceptualization, the current study had tried to identify the impact of organizational socialization and job autonomy towards teachers' job performance through the intervening effect organizational citizenship behavior in schools.

THE MANAGERIAL CONTRIBUTION

This study provides insights and contributes workable guidelines to Ministry of Education in Malaysia as a tool to increase performance of teachers besides offering attractive remuneration package. Organizational Socialization has become an important source in enhancing teachers' job performance. The current study outcomes showed that positive effects exist in Organizational socialization when directly and indirectly through Organizational Citizenship Behavior in Schools influencing Job Performance of teachers. Job Autonomy on the other hand, the findings revealed only with Organizational Citizenship Behavior in Schools as mediator, Job Autonomy will influence Job Performance of Teachers. This study provides workable ideas for Minister of Education to improve their competition with private schools according to the sustainability of its great deal assets (teachers). Discipline and teaching students are not expected to the teachers only but also the behaviors demonstrate moral virtues, most importantly able to understand and listen to students' needs. The present students required teachers to listen to them and be thoughtful besides teaching using the traditional way. The ongoing technological innovation is encompassing the traditional setting of learning; students are even learning via online videos. The former prime minister also stated that the government sector is a significant party in bringing the nation's aspirations towards global competitiveness. Hence, the present research findings show Organizational Socialization, Job Autonomy and Organizational Citizenship Behavior in Schools can increase Job Performance of teachers can be a valuable information to education industry. the public sector is an important catalyst in pushing the country's aspirations towards international competitiveness. Hence, the present research findings show Organizational Socialization, Job Autonomy and Organizational Citizenship Behavior in Schools can increase Job Performance of teachers can be a valuable information to education industry.

RESEARCH LIMITATIONS AND RECOMMENDATIONS

Limitations is undeniable, it will surely occur in any research. Firstly, in the context of methodology, since it is a convenience sampling, it is relied on constructs by employees who would like to participate in answering the questionnaires. At such, the basis of the info is perceptual and there might be a percept-percept bias possibility. Besides that, a lot of efforts had been put in to remind certain schools to ensure better return rate was eventually failed. Unknown number of collection subpopulations in Malaysia also restrict the validity formed externally from samples of non-probability. A same limitation was also emphasizing by Calder, Phillips, and Tybout (1981, 1982, 1983) who are depending on sampling methods of non-probability with convenience and accessibility always experienced the legitimacy of generalizing the outcome of the study to the entire nation population is commonly unspecified. Therefore, the initial intention generalization to the population is not available. Thus, generalization is not offer in present research. In order to overcome the limitation, future research should consider to apply a permission letter from Ministry of Education before sending the questionnaires to the schools to enlarge sufficiency of the data and ensure better return rate. By applying an official letter from Ministry of Education in general will accelerate the return of completed questionnaires as the principals will consider they are obligated to complete the questionnaire as they have received an instruction from Ministry of Education to do the necessary. This will eventually offer generalization of research result. Secondly, the current study is absolutely only based on quantitative approach. Although it is a widely used research instrument by many researchers due to it being a cost-effective approach for collecting data, questions asked in a survey might be unclear to certain participants and this might lead to response biases. For future research, triangulation methods can be used to let much more information collected and percept-percept bias possibility could be decreased. It can garner a more in-depth understanding

from the respondents themselves with regards to the impact of OCBS affects the relationship of Organizational Socialization, Job Autonomy and Teachers' Job Performance in Malaysia. Thirdly, this study is solely focusing on the mediating factor of Organizational Citizenship behavior in Schools. The present study also just focusing on two Independent variables which is very limited to generate a bigger picture on factors affecting job performance of teachers. It is suggested that an in-depth analysis of the relationship on moderating factor can be studied by researchers in the future. They can also increase a few independent variables such as organizational culture and ethnicity to gain further clarification. Future empirical research can investigate if the moderating variable(s) and independent variables affect each specific relationship between Organizational Citizenship behavior in Schools, Organizational Socialization, Job Autonomy and Teachers' Job Performance in Malaysia.

DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

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