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THE IMPACT OF AGE, WORKING TENURE AND GENDER ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR AT TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING'S TEACHERS IN MALAYSIA

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Abstract: *Organizational citizenship behaviour (OCB) plays a pivotal role in driving continuous growth and development within organizations. Its importance is particularly evident in the education sector, where practicing OCB can significantly improve the quality of education. Although previous studies have examined the factors influencing OCB in Malaysia, its application within the education sector remains underexplored. This study aims to investigate the impact of teachers' age, working tenure, and gender on OCB in Malaysian technical and vocational education and training (TVET) institutions. Using a convenient sample of 425 teachers from 70 vocational colleges across Peninsular Malaysia, the findings indicate that age, tenure and gender have a significant effect on OCB. These results highlight the need to consider teacher demographics in understanding the dynamics of OCB. This study provides a valuable foundation for future research exploring the relationship between teacher demographics and OCB. Furthermore, it offers critical insights for managers and leaders in the public education sector, particularly within TVET institutions, to enhance teachers' effectiveness and efficiency through targeted strategies.*

Keywords: *Age, Working Tenure, Gender, Organizational Citizenship Behaviour, Technical School and Vocational Education and Training*

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Introduction

In recent years, organizational citizenship behaviour (OCB) has garnered increasing attention within the field of behavioural science due to its significant impact on workplace performance (Fan et al., 2023). Originally defined as a willingness to cooperate (Organ et al., 2006), OCB is now recognized as discretionary behaviour that enhances organizational effectiveness (Nguyen & Haar, 2024). Unlike formal job requirements, OCB is voluntary and typically not associated with penalties for noncompliance (Dai et al., 2022). Organ (1997) introduced five key dimensions of OCB: altruism, courtesy, sportsmanship, civic virtue, and conscientiousness (O'Grady, 2018). Rooted in modern administrative principles, OCB is widely perceived as beneficial by researchers (Ajlouni et al., 2020) and has been adopted by employees in both the public and private sectors to improve competence and efficiency (Kao et al., 2023). However, organizations play a vital role in cultivating and rewarding OCB, as employee contributions are essential for national economic progress (Yaakobi & Weisberg, 2020).

The Malaysian education system is undergoing significant reforms, particularly in Technical and Vocational Education and Training (TVET), to address shifting labour market demands and adapt to an increasingly competitive global environment. These reforms aim to elevate Malaysia's TVET system to world-class standards, with success relying heavily on policymakers, education administrators, school leaders, and, most importantly, teachers (Da Wan et al., 2018).

A central objective of the Education Blueprint 2013–2025 is to enhance the quality of Malaysian TVET outcomes to align with the top third of global education systems (Economic Plan Unit, 2016). Teachers play a pivotal role in achieving this goal (Ahmad & Ghavifekr, 2014; Da Wan et al., 2018). Previous studies emphasize the need for teachers to improve their knowledge and skills to meet the diverse needs of students, schools, and the Ministry of Education (Handler, 2010). During educational reforms, teachers often assume additional responsibilities beyond their formal job descriptions (Oplatka, 2009; Vigoda-Gadot et al., 2007). Schools require proactive teachers willing to support institutional initiatives—a behavior referred to as OCB in academic literature (Eddleston et al., 2018; Gupta & Sharma, 2018; Zhu, 2013).

The importance of OCB in schools cannot be overstated. Successful organizations depend on employees performing beyond assigned tasks, contributing to outcomes that exceed expectations and improving organizational effectiveness (Jahangir et al., 2004; Zabihi et al., 2012). In the educational context, teachers' OCB is critical for school success, as it enhances personal development, job satisfaction, and professional fulfilment, ultimately benefiting students' achievements and schools' performance, including reputation (Oplatka, 2009; Zabihi et al., 2012). These voluntary efforts also foster school effectiveness and resilience during crises, improving coordination, group cohesion, and resource efficiency (Kong & Belkin, 2021).

OCB is also linked to teacher quality, with positive attitudes and behaviours contributing to improved student outcomes (Somech & Bogler, 2023). In times of uncertainty, OCB becomes even more essential, enabling schools to navigate challenges and recover more effectively (Somech & Oplatka, 2014). Despite its significance, limited research has examined how demographic factors such as age, tenure, and gender influence OCB, particularly among teachers in Malaysian vocational colleges. This study addresses this gap by investigating the impact of these demographics on teachers' OCB in Malaysian TVET institutions. The findings

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will provide valuable insights for school administrators to develop strategies for fostering OCB and serve as a foundation for future research in this area.

Literature Review

Organizational Citizenship Behaviour (OCB)

The concept of organizational citizenship behaviour (OCB) traces its origins to Katz's 1964 work on self-development (Podsakoff et al., 2000). Katz defined self-development as an individual's effort to enhance their knowledge, skills, and abilities to benefit the organization. This concept includes active organizational participation, mastery of processes, and spontaneous actions. Katz highlighted that such spontaneous behaviours—like assisting colleagues or fostering a positive attitude—are instrumental in improving both individual and organizational performance.

Katz (1964) identified three key behaviours essential for organizational effectiveness:

- Employee motivation to join and remain with the organization.
- Dependable role performance to meet organizational expectations.
- Innovative and spontaneous behaviours that surpass formal role requirements.

The third category, focusing on discretionary efforts, laid the foundation for OCB as we understand it today. These behaviours, which involve going above and beyond job descriptions to innovate and contribute, have since become a focal point for researchers (Chou & Stauffer, 2016). Building on Katz and Kahn's (1966) ideas of innovation and spontaneity, these efforts led to the conceptualization of OCB dimensions (Podsakoff et al., 2000).

The term organizational citizenship behaviour was popularized in the 1980s by Organ and colleagues. While definitions have evolved, the essence of OCB—voluntary behaviours that enhance organizational functioning—remains unchanged (Hoffman et al., 2007). Initially, OCB was defined as discretionary actions performed without expectations of direct rewards or formal training, benefiting organizations indirectly by improving social dynamics (Bateman & Organ, 1983). Examples include helping colleagues, volunteering for extra tasks, providing constructive feedback, fostering teamwork, and participating in governance processes (Podsakoff et al., 2000).

Organ (1988) further elaborated on OCB as spontaneous behaviour aimed at facilitating organizational efficiency, without anticipation of recognition or rewards. These discretionary actions are not tied to formal roles but support organizational goals by aiding others and improving overall performance. This emphasis on voluntary contributions without direct rewards continues to be a hallmark of OCB definitions (Bakhshi et al., 2009; Chib, 2016).

While empirical studies have not explicitly classified self-development as OCB, the element of spontaneity within Katz's concept aligns with OCB's core principles (Bakhshi et al., 2009). Over time, terms like contextual performance, extra-role behaviour, pro-social behaviour, and organizational spontaneity have been used interchangeably with OCB. Despite terminological variations, these concepts consistently describe voluntary behaviours that benefit both employees and organizations.

In conclusion, the foundational work of Katz and Organ has profoundly influenced the study of OCB. While definitions and terminologies have diversified, they converge on the idea of

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discretionary efforts that enhance organizational performance. As a result, OCB remains a cornerstone of research in organizational behaviour and management.

Teacher's OCB

Contemporary education systems are evolving into a phase of advanced development, where teachers' performance is primarily evaluated based on their formal duties or "task roles." However, these roles are often insufficient in fully capturing the success of a school (Bogler & Somech, 2004). To achieve higher educational standards, teachers are expected to go beyond their prescribed responsibilities. Psychologists argue that school staff must exceed basic performance expectations to meet these growing demands (Farooqui, 2012). As a result, researchers have explored and defined Organizational Citizenship Behaviour (OCB) within the educational context.

In education, OCB refers to voluntary behaviours that exceed formal job requirements and contribute to the success of individuals, teams, and the school as a whole (Bogler et al., 2004; Somech & Ron, 2007). Somech and Drach-Zahavy (2000) describe OCB as actions taken voluntarily by teachers to support the organization and its members. These behaviours are characterized by three key elements:

- Voluntariness, regardless of formal duty descriptions.
- Efforts directed toward organizational success, not confined to formal boundaries.
- Multidimensionality, highlighting that OCB includes various types of actions, even if all dimensions are not fully recognized yet (Belogolovsky & Somech, 2012).

Other scholars, such as Bogler et al. (2004) and DiPaola and Hoy (2005), emphasize that OCB in schools involves extra-role behaviours directed toward colleagues and students, which help schools achieve their goals. For example, these actions might include assisting coworkers, mentoring students, or supporting the school's broader objectives. However, DiPaola and Neves (2009) stress that true OCB must remain discretionary and voluntary, not mandated by formal responsibilities.

Oplatka and Stundi (2011) identify four components of teachers' OCB:

- Extending efforts beyond assigned tasks.
- Acting out of personal choice.
- Directing actions toward others or the school.
- Ensuring no harm to the school.

These behaviours often include supporting colleagues, helping school leaders with administrative tasks, and participating in extracurricular activities. Teachers demonstrating OCB contribute to improving organizational efficiency by voluntarily performing tasks that go beyond expectations, without seeking rewards or recognition (Mansor et al., 2013).

In summary, OCB in schools reflects teachers' voluntary actions that exceed their formal duties, benefiting both their colleagues and the institution. Although concepts like contextual performance, prosocial behaviour, and extra-role behaviour overlap with OCB, the core idea remains the same—discretionary efforts by teachers that improve school performance and effectiveness. As such, OCB continues to be a vital area of study in understanding how teachers contribute to the overall success of educational institutions.

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Teacher's Age, Working Tenure and Gender with OCB

Various factors influence the practice of Organizational Citizenship Behaviour (OCB) among teachers, including individual characteristics, job attitudes, task features, and leadership behaviour's (Podsakoff et al., 2000). For instance, shared governance behaviours are often shaped by gender differences (Shah et al., 2014), and both gender and educational background are significantly linked to OCB (Farzianpour et al., 2011). Other demographic factors, such as age, position, experience, and professional traits, also show notable associations with OCB (Altuntas & Baykal, 2014). Saleem et al. (2017) observed that demographics, including gender and age, strongly influence OCB among public and private university staff in Punjab, particularly among females aged 40 and above. Similarly, Mahnaz et al. (2013) found that most demographics—except ethnicity—affect OCB in Tehran's hospitals, with male employees displaying higher levels of OCB.

Beyond demographics, factors such as workplace environment and psychological empowerment positively affect OCB (Abazeed, 2010). However, findings are not always consistent. For example, Francis (2014) found no significant impact of gender, education level, or marital status on OCB among oil workers in Nigeria. Likewise, El-Badawy et al. (2017) reported no direct relationship between demographics and OCB among employees in Egypt and Mexico, although OCB levels were higher in Mexico.

Despite extensive research on OCB, studies examining the impact of teachers' demographics—particularly in technical and vocational education and training (TVET)—remain scarce. Moreover, variations in findings on the influence of factors like age, tenure, and gender on OCB may stem from cultural differences (Waris, 2005). For instance, El-Badawy et al. (2017) highlighted an indirect positive relationship between culture and OCB, emphasizing the importance of examining how teachers' demographics influence OCB within the Malaysian TVET education sector.

Research Objectives

There are three research objectives:

RO1 - Is there any relationship between age differences and OCB
RO2 - Is there any relationship between working tenure and OCB
RO 3 -Is there any relationship between gender differences and OCB

Methodology

This study focused on full-time Malaysian teachers from technical schools and vocational colleges in Peninsular Malaysia. According to the Ministry of Education's 2020 data, 81 vocational colleges and technical schools in West Malaysia employed 7,796 teachers. To determine the appropriate sample size, the researchers referred to Krejcie and Morgan's (1970) guidelines. Based on the total population of 7,796 teachers, a target sample of 375 was identified. Anticipating a response rate of 75%, derived from previous studies reporting rates between 70% and 80% (Jofreh et al., 2012; Kilinc, 2014; Samancioglu et al., 2019), the researchers distributed 500 questionnaires to ensure a sufficient number of responses. This approach aligns with Roscoe's (1975) recommendations for sample size adequacy. A probability sampling method was employed to enhance representativeness. Probability sampling was used in this study to ensure the sample accurately represents the population, particularly in terms of gender and age. This method gives each individual in the population an equal chance of being selected, reducing bias and ensuring no group is overrepresented or underrepresented. It also supports reliable statistical analysis, enhancing the validity and

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generalizability of the findings (Taherdoost, 2016). By using probability sampling, the study ensures fairness, accuracy, and transparency in the data collection process.

Data Collection Process

The data collection process adhered to ethical protocols. Approval was first obtained from the Universiti Teknologi Mara (UiTM) Ethical Research Committee. Subsequently, the Educational Research Application System (eRAS 2.0) was used to gain permission from the Ministry of Education (MOE) Malaysia. Upon approval, the MOE issued a letter granting access to TVET institutions. Cover letters, participation invitations, and supporting documents were sent to the institutions, assuring confidentiality and compliance with ethical guidelines for sensitive data collection.

Instrument Design

Data were collected using a well-structured and pretested questionnaire, drawing on prior studies (Ajlouni, 2010; Kóczy et al., 2020; Niehoff & Moorman, 1993). The researchers adapted the Organizational Citizenship Behaviour Scale (OCBS) developed by Podsakoff et al. (1990) to assess OCB across its five dimensions: altruism, sportsmanship, courtesy, civic virtue, and conscientiousness, as conceptualized by Organ (1988). The questionnaire included 24 items rated on a 5-point Likert scale (1 = "Strongly Disagree" to 5 = "Strongly Agree"). To ensure validity, expert faculty members reviewed the questionnaire and confirmed its adequacy in measuring OCB dimensions.

Demographic Variables

Teacher demographics included age (measured using a ratio scale), working tenure (grouped by official grades: DG41, DG44, DG48, DG52, and DG54), and gender (categorized as male or female).

Data Analysis

The data were analysed using SPSS Version 20.0, employing the following methods:

- Factor Analysis: To assess the validity of the OCBS and its dimensions.
- Reliability Analysis: Internal consistency was measured using Cronbach's Alpha values.
- ANOVA: To examine significant associations between age and working tenure.
- t-Test: To determine significant differences in OCB based on gender.

This comprehensive approach ensured the robustness of the study's findings while providing valuable insights into the demographic factors influencing OCB in Malaysian TVET institutions.

Result and Analysis

The study included a final sample of 420 educators selected from 70 vocational colleges across Peninsular Malaysia. Although 430 responses were initially collected, 10 cases were excluded due to incomplete data.

The sample consisted of 36.9% male (155 respondents) and 63.1% female (265 respondents), a gender composition consistent with the Ministry of Education (MOE, 2020), which reports that females constitute 55% of educators compared to males at 45%. This distribution mirrors findings from similar studies, such as Kamarudin et al. (2022), highlighting the predominance of female educators in vocational education.

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Respondents were distributed across various age categories: 10.7% were below 30 years, while the majority (34%) fell within the 30 to 39 years age group. 25.2% were aged 40 to 49 years, and the remaining 30% were 50 years and older. This range reflects a balanced representation of educators at different career stages.

The majority of respondents (32.4%) were junior teachers in the DG41/42 grade. Other grades included DG44 (20%), DG48 (29%), DG52 (6.2%), and DG54 (12.4%), ensuring diverse insights from educators at various levels of seniority.

Table 1: Profile of The Respondents

Variables	Categories	Frequency	Percentage
Gender	Male	155	36.9
	Female	265	63.1
Age	20 to 29 years old	45	10.7
	30 to 39 years old	143	34.0
	40 to 49 years old	106	25.2
	50 years old and above	126	30.0
Grade	DG41/42	136	32.4
	DG44	84	20.0
	DG48	122	29.0
	DG52	26	6.2
	DG54	52	12.4

This distribution confirms the suitability and adequacy of the sample, providing a comprehensive perspective on the organizational citizenship behaviour (OCB) among educators in the Malaysian vocational education sector.

In this study, 24 items were used to measure the five dimensions of Organizational Citizenship Behaviour (OCB) among educators. To determine how the items should group to form dimensions, a principal component factor analysis with varimax rotation was conducted on the initial 24 items. During the analysis, one item was deleted due to cross-loading (when an item loads onto multiple factors), which means it did not clearly fit into any single dimension.

A second factor analysis was performed on the remaining 19 items. This analysis resulted in a four-factor solution, with each factor comprising between 3 and 9 items. The details of the results from this factor analysis are presented in Table 2.

Table 2: Factor Analysis results

Items	F1	F2	F3	F4
Factor 1: Courtesy				
I am considering the impact of my actions on coworkers.	.86	.14	.19	.14
I am voluntarily trying to avoid creating any problems for coworkers.	.84	.08	.27	.14
I do not take an advantage to abuse the rights of others.	.83	.15	.27	.16
I am voluntarily showing genuine concern and courtesy towards other teachers.	.81	.21	.22	.12
I am voluntarily taking a proactive step to prevent problems with other teachers.	.77	.17	.23	.24

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I am mindful of how self-behaviour would affects other people's jobs.	.75	.23	.20	.26
Factor 2: Altruism				
I am voluntarily attending functions that are not required but help to improve school image.	.03	.76	.33	.01
I am voluntarily attending meetings that are not mandatory but are considered important.	-.04	.74	.36	-.02
I am voluntarily helping others who have heavy workloads.	.32	.71	-.01	.23
I am volunteering to serve on new committees.	.19	.70	.05	.33
I am voluntarily helping others who have been absent.	.20	.69	.07	.16
I am voluntarily helping to orient new teachers though it is not required.	.39	.56	.04	.29
Factor 3: Conscientiousness				
I arrive at work and meetings on time.	.23	.10	.75	.20
I do not take any extra breaks.	.18	.23	.72	.17
My attendance record at school is above the norm.	.34	.04	.71	.03
I am voluntarily obeying school rules and regulations even when no one is watching.	.34	.15	.67	.32
I am always conscientious about school.	.20	.29	.61	.32
Factor 4: Sportsmanship				
I am usually trying to calm down when a problem happened.	.22	.20	.19	.81
I am always focussing on the positive side when problems happened.	.24	.17	.35	.75
I am trying to see the good thing with what the organization is doing.	.31	.31	.32	.64
Eigenvalue	9.07	2.15	1.56	1.07
Percentage of Variance Explained = 69.20%	45.33	10.74	7.89	5.34
Kaiser-Meyer-Olkin (KMO) = 93%				
Bartlett's Test of Sphericity Approx. Chi-Square = 55.144, df = 190, Sig = .000				

The Cronbach alpha coefficients were calculated to assess the internal consistency of the variables in the main study. The results, presented in Table 3, show that the Cronbach alpha values for each variable range from 0.85 to 0.94. These high values indicate that the OCBS indicators exhibit strong internal consistency, suggesting that the items within each dimension are reliable and suitable for use in the study (Nunnally, 1967).

Table 3: Cronbach-alpha Coefficient

Variables	Value
Courtesy	.94
Altruism	.85
Conscientiousness	.85
Sportsmanship	.86

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To examine whether there were significant differences in OCB dimensions (altruism, courtesy, conscientiousness, and sportsmanship) based on age and grades, an analysis of variance (ANOVA) was conducted. Table 4 presents the results of the ANOVA test between the dimensions of OCB and age. The findings indicate that there were statistically significant differences in altruism (F = 5.605, p = .000), conscientiousness (F = 8.662, p = .000), and sportsmanship (F = 9.759, p = .000). However, courtesy did not show a significant difference (F = 1.886, p = .130). Therefore, the results suggest that significant differences exist in the dimensions of altruism, conscientiousness, and sportsmanship based on the age of teachers.

Table 4: ANOVA Test – Age and OCB

	Age	F	df	Sig.
Altruism	20 to 29 years old	5.605	3	.00
	30 to 39 years old			
	40 to 49 years old			
	50 years old and above			
Conscientiousness	20 to 29 years old	8.662	3	.00
	30 to 39 years old			
	40 to 49 years old			
	50 years old and above			
Sportsmanship	20 to 29 years old	9.759	3	.00
	30 to 39 years old			
	40 to 49 years old			
	50 years old and above			
Courtesy	20 to 29 years old	1.886	3	.13
	30 to 39 years old			
	40 to 49 years old			
	50 years old and above			

An ANOVA test was also conducted to investigate whether there are significant differences in the dimensions of OCB (altruism, courtesy, conscientiousness, and sportsmanship) based on grade. Table 5 summarizes the results of this analysis. The findings revealed that there were statistically significant differences in altruism (F = 5.521, p = .000), conscientiousness (F = 5.475, p = .000), sportsmanship (F = 8.354, p = .000), and courtesy (F = 3.498, p = .01). Therefore, the results suggest that there are significant differences in the dimensions of altruism, conscientiousness, sportsmanship, and courtesy based on the grades of teachers.

Table 5: ANOVA Test – Grade and OCB

	Grade	F	df	Sig.
Altruism	DG41/42	5.521	4	.00
	DG44			
	DG48			
	DG52			
	DG54			
Conscientiousness	DG41/42	5.475	4	.00
	DG44			
	DG48			
	DG52			
	DG54			
Sportsmanship	DG41/42	8.354	4	.00

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	DG44 DG48 DG52 DG54			
Courtesy	DG41/42 DG44 DG48 DG52 DG54	3.498	4	.01

Lastly, an independent t-test was performed to compare the differences between the dimensions of OCB of male and female teachers. As highlighted in Table 6, there was only sportsmanship that is having significant difference between male and female teachers ($t = 2.844$, $p < 0.05$). The other dimensions of OCB did not have any significance differences with OCB.

Table 6: T-test – Gender and OCB

	Gender	N	Mean	t	df	Sig.
Altruism	Male	155	4.0284	.770	418	.441
	Female	265	3.9819			
Conscientiousness	Male	155	4.4077	.104	418	.917
	Female	265	4.4023			
Sportsmanship	Male	155	4.3435	2.844	418	.005
	Female	265	4.1774			
Courtesy	Male	155	4.4699	.170	418	.865
	Female	265	4.4610			

Discussion and Recommendations

The ANOVA results indicate a significant difference in the dimensions of altruism, conscientiousness, sportsmanship, and civic virtue across different ages of teachers. This finding may reflect the fact that teachers at various stages of their careers exhibit different levels of willingness to engage in discretionary behaviours that contribute to organizational effectiveness. According to Mirković and Cizmic (2019), younger employees are still adapting and adjusting to the organization, while older employees have clearer perspectives on work and can more easily align with the organization's needs.

The ANOVA test also revealed significant differences in the dimensions of altruism, conscientiousness, sportsmanship, and courtesy across different grades of teachers. In Malaysia, a teacher's grade is typically linked to their working tenure, and this result aligns with studies by Cohen and Mohamed Abedallah (2015), Campbell and Im (2016), Mitonga-Monga et al. (2017), and Chen et al. (2018). Newer employees often prioritize in-role performance and meeting job requirements, while those with longer tenures are more likely to engage in citizenship behaviour. This may be because they are more familiar with the system and feel a stronger identification and psychological commitment to the organization.

Furthermore, the t-test findings showed that only sportsmanship had a significant difference between male and female respondents in their ratings of OCB. This is consistent with studies by Mirković et al. (2019), Neeta Bhatla (2016), and Crawley et al. (2015). The finding suggests that gender does not significantly impact the other OCB dimensions in the context of TVET institutions, except for sportsmanship. The result is somewhat surprising, as Parks and Kidder

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(1994) argued that empathic concern and perspective taking — traits generally associated with females — would influence behaviours like helping and courtesy. They also suggested that males are more likely to engage in conscientiousness behaviours, as these often emphasize quid pro quo or exchange orientation, which aligns with a male preference for equity over equality.

The findings of this study have significant implications for the development and management of Organizational Citizenship Behaviour (OCB) in educational institutions, particularly in TVET settings. The observed differences in OCB dimensions across age groups and teacher grades suggest that tailored strategies should be employed to support OCB development at different career stages. For instance, younger teachers, who are still navigating organizational adjustment, could benefit from mentorship and structured professional development programs to foster discretionary behaviours that align with organizational goals (Ahmad et al., 2022). On the other hand, senior teachers, who exhibit higher levels of altruism and conscientiousness, could serve as mentors or role models, encouraging a culture of citizenship behaviour among their colleagues (Chen et al., 2021). The gender-based difference observed in sportsmanship further highlights the importance of designing inclusive workplace initiatives. Although gender did not significantly impact other OCB dimensions, the disparity in sportsmanship suggests the need for targeted interventions to address this variation and promote balanced participation across all OCB dimensions (Ali et al., 2021). These findings underscore the importance of adopting evidence-based strategies and inclusive policies to enhance organizational effectiveness and employee engagement in educational institutions.

Conclusion

The findings of this study provide valuable insights into the factors that influence organizational citizenship behaviour (OCB) among TVET (Technical and Vocational Education and Training) teachers, specifically highlighting the impact of age, working tenure, and gender. These results contribute significantly to the existing body of literature on OCB by exploring how various demographic factors shape teachers' willingness to engage in extra-role behaviours that go beyond their formal job responsibilities. By focusing on the education sector in Malaysia, a developing country, the study presents a unique perspective on how these factors operate in a context that may differ from more researched, developed countries. The research not only expands the understanding of OCB in a new geographical setting but also offers valuable information to policymakers and educators who may seek to foster these behaviours in their institutions.

Moreover, the study paves the way for future research into the impact of other demographic variables on OCB. While this study focused on age, working tenure, and gender, other factors such as educational level, marital status, and years of experience could further illuminate the full range of influences on teachers' extra-role behaviour. These additional factors may help to deepen the understanding of how personal and professional characteristics shape the way teachers contribute to organizational success in the education sector. In essence, this study serves as an initial step toward broader research on OCB in educational settings, especially within developing countries, and provides a foundation for future studies that could examine the effects of other employee demographics on OCB in the education sector.

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Authors' Contribution

Dr. Luqman Mahmud carried out the research, wrote and revised the article. Nik Azlina Nik Abdullah supervised research progress and Associate Professor Dr. Mahyudin Ahmad monitoring the research progress, Ima Ilyani Ibrahim helped in reviewing the final article.

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