Lecturers' Organizational Citizenship Behaviours During COVID-19 Pandemic

Shaiful Annuar Khalid[1*], Norshimah Abdul Rahman[2], Norizul Azida Darus[3],
Shafiq Shahruddin[4]

[14]Faculty of Business and Management, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau,
02600 Arau, Perlis, Malaysia
shaiful@uitm.edu.my
shafiqshahruddin@uitm.edu.my
[2]Faculty of Accountancy, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau,
02600 Arau, Perlis, Malaysia
shimah70@uitm.edu.my
[3]Academy of Language Studies, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau,
02600 Arau, Perlis, Malaysia
norizulazida@uitm.edu.my
*Corresponding Author

Abstract: A limited number of studies indicate that organizational citizenship behaviour (OCB) have the potential to contribute to organizational and individual performance. Educators who have positive behaviours such as helping behaviour can help facilitate the learning process. With the spread of COVID-19 pandemic which has led to the growth of online learning, OCBs among educators is needed in facilitating students' learning process. This study was conducted to examine the practice of OCB among lecturers from an institution of higher learning who are currently using online learning as the platform of teaching. Based on the input obtained from 136 students, the results found that lecturers are indeed showing high levels of OCB. These students have reported a total of forty behaviours classified as OCB among lecturers. In terms of implications, lecturers' OCB are seen to be able to support the online learning process which is a new method for most students.

Keywords: Academic performance, COVID-19, e-learning, Organizational citizenship behaviours, pandemic.

1. Introduction

Organizational Citizenship Behaviour is defined as "worker performance that is discretionary, not directly or explicitly recognized by the formal reward system, and in aggregate promotes the efficient and effective functioning of the organization" (Organ, 1988:4). Generally, since OCBs are not part of employees' prescribed duties and responsibilities, these behaviours do not lead to any form of punishment if the employees do not practice it. Nevertheless, employers expect employees to contribute more than what is stated in the job description. These include attending voluntarily organized activities that can bring benefits to employers, avoid causing conflicts and grievances in the workplace, use available resources and

facilities wisely and productively, and also maintain good relationships with colleagues. Although OCBs are optional behaviours, it has the potential to contribute to the strength, motivation as well as enhancing the success of the organization (Eisenberg, Davidova & Kokina, 2018). Employees are able to enhance the effective functioning of the organization by performing their official duties as well as other important tasks although it is not part of their formal jobs. By doing so, employees create a conducive social environment that supports the implementation of important tasks activities within the organization such as operation and marketing (Borman & Motowidlo, 1993). The willingness of employees to contribute beyond their formal duties has always been considered an important element in achieving organizational goals (Barnard, 1938).

In terms of its construct, Organ (1983) has focused on five categories of OCBs that are seen to have the potential to contribute to increase organizational effectiveness, which are altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Studies related to OCBs have been conducted in various types of organizations and industries but are less studied in the context of educational institutions (Allison, Voss & Dryer, 2001). A review of the existing literature shows that OCB research concerning educational settings have investigated the relationship between OCB and the performance of students and educational institution. Furthermore, the number of OCB studies involving educational setting is small. To our knowledge, the study by Allison, Voss, and Dryer's (2001) was the first to investigate the connection between OCB and students' performance. Using a sample of 222 undergraduates, their study found that OCB dimensions of sportsmanship, conscientiousness, and civic virtue significantly predicted two indicators of academic performance, namely, GPA and productivity. Their research findings have been supported by Khalid, et. (2010) and Burns and DiPaola (2013). Additionally, a study by DiPaola and Hoy (2005) using organizational level of analysis involving 97 high schools, found that a composite measure of schools' OCB correlated significantly with high schools' achievement in mathematics and reading. Therefore, educators' OCBs are important and relevant to improve the performance of students and educational institutions. Some of these studies have not reported the levels of OCB among the educators involved in the study. Therefore, it is essential to investigate the prevalence of OCB among Malaysian educators.

Teaching is one of the most beneficial professions because it opens up opportunities for us to make an impact on future generations. However, this profession requires an educator whether a teacher or a lecturer, to be more patient, dedicated, enthusiastic and willing to deliver more than the official duties. Educators are those who are involved in the delivery of knowledge that requires a variety of innovative and voluntary actions. Educators work in the environment that does not follow a regular time schedule and they must be willing to help students for better academic achievement and all these cannot be fully included in their job description. Performing tasks as contained in the job description is not enough to achieve success (Burns & DiPaola, 2013). In the context of educators such as teachers and lecturers, OCBs include spending more time for the benefit of students, patiently educating students with poor mastery of certain subjects, diversifying teaching methods according to the needs of students, being active in the development of educational institutions, conveying constructive ideas for the benefit of students and organizations, as well as giving unwavering commitment to teaching and learning tasks.

Prior to the COVID-19 outbreak, the delivery of education system in most institutions of higher learning, including schools, were face-to-face, except for distance learning. With the outbreak of COVID-19, most education systems around the world from primary to university level have switched to e-learning methods and its implementation has grown rapidly around the world (Mathew & Chung, 2020). As such, several questions have been raised. What is the level of OCB practiced among the lecturers involved in the online teaching and learning process? Are there new behaviours that can be considered as part of the lecturers' OCBs? What are the students' expectations from the lecturers in terms of OCBs practices? If educators' OCBs are able to contribute to students' academic performance in conventional learning systems involving face-to-face methods, it is believed that educators' OCBs are also vital and perhaps are more

important in an online learning environment where most students are still unfamiliar and need assistance from teachers and lecturers.

The change from face-to-face learning methods to online methods certainly requires students to be more prepared in some aspects such as time management, technical skills, communication skills (Martin, Stamper & Flowers, 2020) apart from the needs to have satisfactory internet data. Students also need different learning skills as well as the ability for self-regulation. The absence of a face-to-face learning system between instructors and learners is one of the challenges that need to be addressed (Samat, Awang, Hussin & Nawi, 2020). However, studies have also shown that students are not ready for some online learning activities (Blayone, Mykhailenko, Kavtaradze, Kokhan, vanOostveen & Barber, 2018).

Hence, this study was conducted to examine the practice of OCBs among lecturers within the system of e-learning delivery of knowledge and to determine students' expectations towards lecturers in terms of OCBs. The answers to these questions are important, given that several previous studies such as by Khalid et al., (2010) and DiPaola and Hoy (2005) found that lecturers' OCBs contribute to the academic performance of students as well as educational institutions. Furthermore, the use of online learning is considered new among undergraduates and they desperately need assistance and consideration from their lecturers in doing so.

Based on the above discussion, this study was conducted to answer the following research questions:
1. What are the levels of OCBs among lecturers involved with online learning from the students' perspectives?
2. Is there any relationship between lecturers' OCB related to the students' academic performance?
3. What are other forms of behaviours that can be classified as OCBs displayed by lecturers during online learning?
4. Are there any OCBs behaviours not displayed by lecturers but expected by students?

2. Literature

2.1 Organizational Citizenship Behaviour

An organization that succeeds in achieving its goals, is an organization that has employees who are always ready and willing to volunteer to contribute beyond their official duties. The term OCB was first used by Organ in 1983, where he describes OCB as voluntary employees' behaviours and are not stated in the official job descriptions, but, are able to benefit colleagues, employers and organizations (Bateman & Organ, 1983). OCB is a field of study that began in the 1980s with preliminary studies conducted to understand the antecedents of OCBs (e.g., Smith, Organ & Near, 1983; Bateman & Organ, 1983). Studies in the field of OCB have received considerable attention from many researchers. Podsakoff, MacKenzie and Paine (2000) have published reviews of literature related to OCBs stating that there are four groups of variables that contribute to OCBs, namely, individual, task, leadership and organizational factors. Initial studies were conducted with the belief that OCBs were able to improve the effective functioning of organizations. In addition, studies have also examined the outcomes of OCBs.

OCB studies have been conducted involving several types of organizations such as hotels, hospitals, arm forces, marketing organizations, factories and a lot more. OCB studies have also been conducted in various disciplines such as human resource management, marketing, healthcare and economics (Lievens & Anseel, 2004). Among the limited studies linking OCBs with educators, students and educational institutions are studies by DiPaola and Tschannen-Moran (2001), DiPaola and Hoy (2005), Khalid et al., (2010) and Allison et al., (2001). The study by DiPaola and Hoy (2005) covering 97 schools using Organizational Citizenship Behaviour School Scale (OCBSS) developed by DiPaola and Tschannen-Moran (2001), found that there is a significant relationship between teachers' OCB (aggregated at school level) and schools' academic achievement. Among others, OCBSS contained statements such as teachers voluntarily help other teachers, teachers voluntarily sponsor extra-curricular activities, teachers leave school after working hours and so on.

DiPaola and Hoy (2005) added that teachers are professionals with relatively complex tasks and responsibilities where the tasks performed are not able to be fully listed in a teacher's job description. OCB is seen as important in measuring teachers' performance in schools. Later, Khalid et al., (2010) have supported the findings of DiPaola and Hoy (2005). By modifying the 17-item scale developed by Podsakoff and MacKenzie (1994), their study found that there are needs for achievement among students of higher learning institutions which moderated the relationship between lecturers' OCB (individual level) and undergraduates' academic achievement. Their study also reported that the level of OCBs among the educators were high, exceeding 3 points on the 5-point Likert Scale.

Among the examples of educators' OCBs are volunteering to be members of the school improvement committees, providing insights for the betterment of the school, informing colleagues or head of department before making important decisions as well as using time outside working hours to help students (Burns & DiPaola, 2013). Behaviours that bring benefits to colleagues and students will also bring benefits to schools (DiPaola & Tschannen-Moran, 2001). If the teacher only performs the actual task according to what is written in the job description, it is not enough to help the students to achieve success (Burns & DiPaola, 2013).

2.2   Covid-19 Pandemic and Online Learning

COVID-19 is a contagious disease caused by a newly discovered strain of coronavirus; a type of virus known to cause respiratory infections in humans. The first COVID-19 cases were reported in Wuhan, China in December 2019 and has spread rapidly throughout the world (Subramaniam, Mohamed & Khanzadah, 2020). Countries around the world are now using various methods to prevent or reduce COVID-19 infections. With the announcement of the World Health Organization (WHO) that Covid-19 is a global pandemic, one of the methods that is seen to be effective is the closure of public places such as educational institutions including schools and universities (Emily, 2020). The Covid-19 has resulted in universities and schools to be closed all across the world. Billions of children and students are out of the conventional face-to-face teaching methodology. Data reported by the United Nations Educational, Scientific and Cultural Organization (UNESCO) shows that as of March, 2020, an estimated 1.37 billion students worldwide are affected by the COVID-19 epidemic (Goncalves, 2020).

Due to this, the education system has changed with the e-learning element has emerged as a widely used platform. The COVID-19 pandemic has had a tremendous impact globally on human social life, the economy, especially the business of small and medium enterprises. Currently, some new norms such as physical imprisonment, limiting the number of people for an activity as well as putting them in quarantine have become part of the practice of life. With the closure of schools and institutions of higher learning, learning methods are changing to online platform. The new normal is not something that is easy for most people to get used to. The challenge of new normal requires schools and universities to modify the curriculum of studies that previously took place face to face to online curriculum. These changes have also affected students around the world (Subramaniam et al., 2020).

With the closure of schools and institutions of higher learning around the world, this has brought a great challenge to educational institutions and educators to ensure that students are able to continue their study so that they can graduate on time. Online learning, such as Google Classroom, Zoom and Webex applications and other forms of social media are used to enable direct interaction with students and enable delivery of various information and instructions. All these are to ensure that students' learning remain smooth even when they are not in the classroom. However, the use of online learning invites some challenges that need to be overcome. Some students without computer facilities and internet access find online studying a burden to them. The gap between the capable and the incapable exists around the world. Educational institutions as well as other organizations need educators who are capable of contributing beyond formal duties (Hoy & Sweetland, 2000).

When something unexpected occurs like the COVID-19 pandemic, it requires extraordinary actions from the educators. Educators need to be more flexible and able to act beyond official duties for the benefits of students and their institutions. This is where the importance of educators' OCBs lies in

facilitating students' learning that takes place online. Borman and Motowidlo (1993) stated that employees contribute to the effectiveness of the organizations by performing tasks that are not necessarily part of their job. In the context of educational institutions, in general, OCBs contribute to the effectiveness of the organization because these behaviours involve actions to help colleagues and students which include to facilitate student learning, improve student performance and in the aggregate improve the performance of educational institutions.

With the sudden changes in the education system, where learning no longer takes place in classrooms or lecture halls, the role of educators has also changed. Previously, during face-to face teaching methodology, which is dominant, OCBs have been studied as one of the factors influencing students and school performance. When face-to-face teaching has been replaced by e-learning using technologies, it is assumed that educators' OCBs are still being practiced and are undamaged.

3.   Methodology

This study is cross-sectional and descriptive in nature. The respondents for this study were undergraduates from several disciplines including business and management, accountancy and science technology who have been through online learning from   March 2020 that was after the outbreak of pandemic COVID-19. Using the convenience sampling method, from a total of 360 students contacted, a total of 136 students responded to Google form questionnaires distributed using existing WhatsApp groups. Although this study uses convenience sampling, efforts have been made to ensure that the characteristics of the study sample resemble the characteristics of the population, especially in terms of gender and semester of the study. The WhatsApp groups were created during the previous semester to facilitate the implementation of online learning. The questionnaire consisted of three sections. To ensure students' understanding, the questionnaire began by providing the meaning of OCB as well as some examples of lecturers' OCB.

Section A required the students to provide several personal information. Section B contained 13 items measuring lecturers' OCBs measured using 5-point Likert scale range from 1 (strongly disagree) to 5 (strongly agree). It is found that the instrument to measure lecturers' OCB specifically on e-learning has not been developed. Thus, efforts were taken to adapt the items from DiPaola and Hoy (2005), Burns and DiPaola (2013) and MacKenzie, Podsakoff and Fetter (1993). The 13 items are believed to be able to measure the lecturers' OCBs. In this study, the 13-item scale showed a Cronbach alpha of 0.89. Efforts have also been taken to validate the extent to which these 13 items are able to provide a true picture of the lecturers' OCB. The validation process was carried out by obtaining assistance from 3 lecturers who have served the university for more than 10 years. All the 3 lecturers provide assurance that the 13 items could measure the lecturers' OCB. DiPaola and Tschannen-Moran (2001) indicated that lecturers' OCBs are considered as bipolar constructs whereby one dimension captures all aspects of OCBs. Since the 13 selected statements involve observable behaviours, it is assured that students are able to evaluate each statement based on their online learning experiences. In Section C, students were asked to provide up to 5 behaviours that they considered as OCBs exhibited by lecturers who were not governed by the 13 items in Section B. Next, students were also asked to list up to 5 OCBs behaviours that they expect but were not practiced by the lecturers.

4.   Findings

Before answering the research questions, factor analysis was used to assess the validity of the items used to measure the lecturers' OCBs (Cooper & Schindler, 2001). There were 13 items measuring OCBs. Factor analysis using varimax rotation were conducted on the 13 items. Hair, Anderson, Tatham and Black

(1998) stated that Varimax rotation is able to give a clearer separation of factors. The factor analysis conducted resulted in a single-factor solution.

Table 1. Factor Analysis for OCB Items

No.	Organizational Citizenship Behaviour Items	Component 1
1.	Lecturers help students on their own time.	.84
2.	Lecturers begin online class promptly and use class time effectively.	.83
3.	Lecturers follow the online lectures / tutorials online as scheduled.	.78
4.	Lecturers make innovative suggestions to improve the overall quality of the university.	.84
5.	Overall, the lecturers are productive.	.88
6.	Lecturers inform in advance if there is a change in the time of online lecture / tutorial.	.82
7.	Throughout the online learning, the lecturers give assignments according to the syllabus and return the marked assignments.	.69
8.	Lecturers consult students before initiating actions that might affect them.	.85
9.	Lecturers respond to students' inquiries immediately.	.81
10.	Lecturers always motivate students to continue to persevere in online learning.	.81
11.	Through online learning, lecturers are ready to give guidance and impart knowledge regardless of time.	.86
12.	Lecturers rarely cancel online classes / tutorials.	.73
13.	Lecturers use the expertise and talents they have to help students.	.89

Table 1 Indicated the results of the factor analysis. The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) for the single-factor solution is .94, which is a significant Bartlett's Test of Sphericity (sig=.000). This indicates the data were suitable for factor analysis. The variance is explained by 66.85%. The Cronbach's alpha for the OCB items is .89, which is sufficient for use (Nunnally, 1978). This finding is consistent with DiPaola and Tschannen-Moran (2001). They also found that all items tapping OCBs were combined into a single bipolar construct.

Table 2 provides characteristics of the sample for the study. Overall, the respondents for this study consisted of 39 males (28.7%) and 97 females (71.3%) with an average age of 21.78 years old. Respondents from the field of management and business representing 56.6% (77), accounting 36.0% (49) and 7.4% (10) from the field of science and technology. The majority of respondents were from semester four (48/33.7%) followed by semester two (44/32.4%), semester six (31/22.8%), semester five (10/7.4%) and semester three (5/3.7%). The mean cumulative grade point average (CGPA) is 3.53. The reported CGPA is from the March - July 2020 semester whereby the classes were conducted through online learning. Due to changes in the University's academic calendar, the semester was extended until August 2020.

Table 2. Sample Characteristics (N=136)

Variables	Characteristics	Frequency	Percentage (%)
Gender	Male	39	28.7
	Female	97	71.3
Program	Business & Management	77	56.6
	Accountancy	49	36.0
	Science Technology	10	7.4
Semester	Two	44	32.4
	Three	5	3.7
	Four	48	33.7
	Five	10	7.4
	Six	31	22.8

Table 3. Descriptive Analysis of 13 Lecturers' OCB Statements

No.	Statement	Min	Max	Mean	SD
1.	Lecturers help students on their own time.	3.00	5.00	4.20	.73
2.	Lecturers begin online class promptly and use class time effectively.	2.00	5.00	4.32	.68
3.	Lecturers follow the online lectures / tutorials online as scheduled.	2.00	5.00	4.21	.76
4.	Lecturers make innovative suggestions to improve the overall quality of the university.	3.00	5.00	4.21	.70
5.	Overall, the lecturers are productive.	3.00	5.00	4.38	.67
6.	Lecturers inform in advance if there is a change in the time of online lecture / tutorial.	2.00	5.00	4.45	.70
7.	Throughout the online learning, the lecturers give assignments according to the syllabus and return the marked assignments.	1.00	5.00	4.10	.92
8.	Lecturers consult students before initiating actions that might affect them.	2.00	5.00	4.29	.79
9.	Lecturers respond to students' inquiries immediately.	3.00	5.00	4.38	.65
10.	Lecturers always motivate students to continue to persevere in online learning.	2.00	5.00	4.25	.74
11.	Through online learning, lecturers are ready to give guidance and impart knowledge regardless of time.	2.00	5.00	4.25	.79
12.	Lecturers rarely cancel online classes / tutorials.	1.00	5.00	4.31	.81
13.	Lecturers use the expertise and talents they have to help students.	2.00	5.00	4.38	.67

To answer the first research question, the researchers have computed descriptive statistics of mean, minimum and maximum for the 13 items. Table 3 shows the mean values for 13 statements related to the OCBs of the lecturers as evaluated by the 136 students. The mean values for all the 13 items are above 4.00 on a 5-point scale. The mean ranged from 4.10 to 4. 4.49. Although the maximum values for all items are 5, there are some items such as items 7 and 12 with the lowest minimum value of 1. It shows that in the view of the students, although there are lecturers who show high OCBs levels, there are also lecturers who show low OCBs levels for certain behaviours.

To answer the second research question, bivariate correlation was used to test the relationship between OCBs and academic achievement. Correlation coefficient will determine the strength and direction

of the relationship (Sekaran, 2000). The result of Pearson correlation indicated that the measure of lecturers' OCBs and students' academic achievement is significantly correlated (r=.87, p<.01). This relationship is considered strong (Chua, 2013).

Table 4. Other OCBs Exhibited by Lecturers

No.	OCBs
1.	Hold extra classes to ensure students are ready for exams
2.	Give more explanations for difficult topics
3.	Replace the postponed class
4.	Hold quizzes before and after class to ensure students' understanding
5.	Provide additional notes
6.	Give clear explanations with relevant examples
7.	Reschedule classes based on students' needs
8.	Provide sufficient time for students to do assignments and tests
9.	Understand the difficulties of some students to attend online classes
10.	Always ready to discuss students' online learning needs
11.	Take the initiative to send notes by post for students who have internet problems
12.	Offer encouragement
13.	Record lectures using Meet application for the convenience of students' references later
14.	Utilize a variety of online learning methods
15.	Teach online without getting bored
16.	Provide post-class online tests to assess students' comprehension
17.	Monitor students throughout the online class
18.	Concern about students' attendance
19.	Very persistent
20.	Have a great educator soul
21.	Always follow the development of students in terms of understanding of the topics taught
22.	Very diligent
23.	Make sure all students understand what they are learning
24.	Care about students' health
25.	Always ask if students have problems with subjects, they are studying
26.	Always ready to help students to understand the subject
27.	Understand the internet access problems of some students
28.	Were patient
29.	Do not make the students depressed
30.	Very tolerant
31.	Sensitive to the situation of students during online classes so that no one is left behind
32.	Open to ideas from students related to appropriate and effective methods for online classes
33.	Distribute teaching materials in advance for students' reference.
34.	Often advise students to persevere with online learning
35.	Allow assignments to be delivered by post
36.	Can be contacted at any time
37.	Always ask students' views
38.	Provide personal guidance for students with comprehension problems
39.	Provide quality notes
40.	Provides answers to tutorial questions for students' reference

Respondents were also asked to list the OCBs exhibited by the lecturers but were not included among the 13 items in Part B of the questionnaire. Table 4 lists these lecturers' OCBs. Initially, a total of 398 behaviours were listed by the respondents. The researchers have evaluated all the statements to identify overlapping behaviours as well as behaviours that cannot be considered as OCBs. As a result, 40 OCBs exhibited by lecturers have been finalized. This study does not aim to develop an instrument to measure the OCB of lecturers involved with online learning but only to explore the diversity of behaviours that can be categorized as OCBs. Although these 40 items can be categorized in general into several categories such as helpful behaviour, considerate, easy to communicate and responsible, further studies are required to confirm this structure.

Table 5. Lecturers' OCB Expected by Students (But Not Exhibited by Lecturers)

No.	Lecturers' OCBs Expected by Students
1.	I hope the lecturers are patient with students who are weak in terms of time management.
2.	I hope the lecturers give a detailed description of all types of assessments.
3.	I hope the lecturers empathize with the students.
4.	I hope the lecturers look for alternatives to reduce the tiring online time.
5.	I hope the lecturers can also take care of the students' emotions.
6.	I hope the lecturers understand the situation of students at home.
7.	I hope the lecturers understand the difficulties of students in completing group assignments due to communication problems.
8.	I hope the lecturers slow down the teaching pace to help students in rural areas who have internet problems.
9.	I hope the lecturers inform the list of assignments during the first meeting, so that students can make plans.
10.	I hope the lecturers understand the diversity of students' backgrounds.
11.	I hope the lecturers understand that not all students are able to focus on online learning.

To answer the last research question, Section C of the questionnaire has also asked students to state (if any) the OCBs of the educators, as the students expected but not exhibited by the educators. However, not many students have provided feedback. A total of 59 statements were collected. After refining and filtering the 59 statements that were given by the students, a final of 11 statements describing students' expectations related to the lecturers' OCB were identified as listed in Table 5. At a glance, these 11 behaviours are a continuation of the forty statements given earlier but they are more specific behaviours expected by the students such as providing detailed descriptions of assignments, slowing down the teaching pace and lecturers' understanding.

5.   Discussion and Conclusion

This study found that the level of OCBs practiced among lecturers measured based on 13 items was high. This is in line with the recommendation by Burns and DiPaola (2013) that lecturers should perform the task of educating more than the official task if they want to ensure the achievement of their students. The results of this study show that the lecturers are the group of staff that embodies the task of educating and giving the best for the success of the students. The high level of OCBs among lecturers also show that the lecturers accept, understand and are willing to serve with excellence for the betterment of students and their institution. This is based not only on the measurement of 13 items used to measure the lecturer's OCB, but also on the feedback of students who have gone through online learning by listing the

additional forty behaviours that are considered as lecturers' OCBs. It gives an idea of the diversity of behaviours shown by the lecturers in line with the aspirations of the educational institution towards them. Scholars who did preliminary studies related to OCB mentioned that the content domain of OCBs depends on the organizations as well as the occupations. Different organizations and occupations may involve a different set of behaviours depending on the nature of the work.

This study is a preliminary study that examines the OCBs of lecturers involved in the online teaching process. Students' feedback showed that there are specific behaviours among lecturers which are exhibited within the online teaching and learning environment. As online learning is seen to continue to be relevant and growing, it is timely that reliable and valid OCB measurement of educators can be developed to specific online learning. Not much feedback was obtained when students were asked to list other lecturers' behaviours they expected, indicating that most of the students' expectations were actually demonstrated by the lecturers as included in the forty behaviours. Students' feedbacks regarding the other forty OCBs exhibited by lecturers, but are not included among the 13 statements, revealed that lecturers are very committed to the task of teaching and fully understand the challenges faced by the students. It was seen that lecturers have engaged in varieties of OCBs as to enlighten the students' learning process. If the forty statements are evaluated manually, they can be broken down into several elements of lecturers' OCBs such as high commitment (holding additional classes and providing additional training), being considerate (changing class time according to students' needs and giving words of encouragement), flexible (giving more time to complete assignments and using various online learning techniques), very helpful (sending material by post and recording lectures for student reference) as well as easy to communicate (always ask if there are students who do not understand and always provide feedback). Nevertheless, further studies are needed to determine the factors that structure the lecturers' OCBs.

The main strength of this study is, it is believed that this is the first study that attempts to examine the practice of OCB among lecturers during the online teaching and learning process caused by the worldwide COVID-19 pandemic. The results of this study show that students really expect the lecturers to facilitate teaching and learning process among others through the practice of OCBs. As mentioned in the literature, it is very meaningful to continue to encourage and appreciate lecturers' OCBs as these practices contribute to the performance of individuals and organizations. In the context of this study, lecturers' OCBs are important because of the improvement of students' academic performance as well as educational institutions. Generally, the significant relationship between lecturers' OCB lecturers and students' academic performance is in line with some of the previous studies. However, this finding needs to be taken with caution, since important predictors of academic performance such as socioeconomic variable has not been controlled. This study nevertheless, is not free from shortcomings. First, this study used a relatively small sample size. Secondly, respondents were conveniently selected from a limited field of study. These weaknesses affect the generalization of the findings. It is suggested that a similar study be conducted involving a larger number of respondents and also should develop a measurement that can be used to measure the OCBs level of lecturers involved with online teaching and learning.

6.   Acknowledgment

7.   References

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