

Investigating the Role of Age, Work Tenure, and Gender in Shaping Organisational Citizenship Behaviour Among TVET Teachers in Malaysia

Luqman Mahmud¹, Nik Azlina Nik Abdullah^{2*}, Mahyudin Ahmad² and Ima Ilyani Ibrahim²

¹*School of Business Management, College of Business, Universiti Utara Malaysia, 06010 Sintok, Kedah, Malaysia*

³*Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Perlis, Kampus Arau, 02600 Arau, Perlis, Malaysia*

ABSTRACT

Organisational Citizenship Behaviour (OCB) is crucial for fostering sustained advance and development in organisations, with its impact being especially significant in the education sector, where it contributes to enhancing educational quality. While various studies have explored the factors influencing OCB in Malaysia, its specific application within the education sector, particularly in technical and vocational settings, remains insufficiently examined. This study addresses that gap by investigating the effects of teachers' age, working tenure, and gender on OCB within Technical and Vocational Education and Training (TVET) institutions in Malaysia. 425 teachers from 70 vocational colleges across Peninsular Malaysia were selected conveniently, and the findings reveal that age, tenure, and gender significantly influence OCB. These results emphasise the importance of teacher demographics in recognising the dynamics of OCB. The study not only lays the groundwork for future research on the interplay between demographic factors and OCB but also offers practical insights for educational leaders and administrators which particularly within the public TVET system means to develop strategies that boost teacher performance and organisational effectiveness.

Keywords: Age, gender, organisational citizenship behaviour, technical school and vocational education and training, working tenure

ARTICLE INFO

Article history:

Received: 13 June 2025

Published: 13 August 2025

DOI: <https://doi.org/10.47836/pp.1.4.002>

E-mail addresses:

luqman.mahmud@uum.edu.my (Luqman Mahmud)

nikazlina@uitm.edu.my (Nik Azlina Nik Abdullah)

mahyudin@uitm.edu.my (Mahyudin Ahmad)

ilyani686@uitm.edu.my (Ima Ilyani Ibrahim)

* Corresponding author

INTRODUCTION

Organisational Citizenship Behaviour (OCB) has emerged as a key focus in behavioural science for its beneficial effects on workplace performance, particularly in

schools. In schools, teachers who exhibit OCB contribute significantly to organisational success by enhancing collaboration, adaptability during challenging times, and overall institutional performance (Nguyen & Haar, 2024; Kong & Belkin, 2021). Despite its importance, limited research has explored how demographic factors such as age, tenure, and gender influence OCB, particularly among teachers in Malaysian vocational colleges, a gap this study seeks to address, providing insights for fostering OCB in schools.

LITERATURE REVIEW

Teacher's Age, Working Tenure, and Gender with OCB

OCB, originating from Katz's 1964 work, involves voluntary behaviours beyond formal job roles that improve organisational performance (Somech & Bogler, 2023). Popularised by Organ in the 1980s, it enhances efficiency without expecting rewards. In education, teachers' voluntary actions like mentoring contribute to school success (Nguyen & Haar, 2024).

Factors such as personal characteristics, job attitudes and demographic such as gender and age had been identified as influencing OCB. Research by Asif et al. (2025) revealed that women over the age of 40 tend to exhibit higher levels of OCB. Additionally, organisational factors like a supportive work environment and employee empowerment have been shown to encourage OCB at the workplace (Kong & Belkin, 2021). However, there is still a lack of studies assessing the role of demographic factors in shaping OCB within the context of Technical and Vocational Education and Training (TVET) institutions. As highlighted by Kamar et al. (2024), cultural variations may also influence these dynamics influence of demographic factors on OCB.

Research Objective

There are three research objectives:

- RO1: To examine the relationship between age and OCB.
- RO2: To investigate the relationship between tenure and OCB.
- RO3: To explore the relationship between gender and OCB.

METHODOLOGY

Utilising Krejcie and Morgan's (1970) sampling framework, this study involved a sample of 375 full-time teachers from technical and vocational institutions across Peninsular Malaysia, were selected from a total population of 7,796. To achieve a response rate of 75%, a total of 500 questionnaires were distributed by using a probability sampling approach to ensure balanced demographic representation. Ethical clearance was obtained from both Universiti

Teknologi MARA (UiTM) and the Ministry of Education Malaysia. The instrument used to assess OCB was a pre-validated questionnaire adapted from Podsakoff et al. (1990), covering five key dimensions of OCB. Data were analysed using SPSS, incorporating factor analysis, reliability testing, ANOVA, and t-tests to examine the influence of demographic variables on OCB within the Malaysian TVET context.

RESULT AND DISCUSSION

ANOVA results showed significant age-related differences in altruism ($F = 5.605$, $p = .000$), conscientiousness ($F = 8.662$, $p = .000$), and sportsmanship ($F = 9.759$, $p = .000$), but not in courtesy ($F = 1.886$, $p = .130$). Grade level also significantly affected all four OCB dimensions. A t-test revealed a gender difference in sportsmanship ($t = 2.844$, $p < 0.05$), with no significant differences in other dimensions. The findings suggest older and senior teachers display higher OCB, while gender influences sportsmanship. Mentorship and inclusive strategies are recommended to enhance OCB in TVET settings (Ahmad et al., 2022).

CONCLUSION

This study highlights the influence of age, working tenure, and gender on OCB among TVET teachers in Malaysia. It expands the understanding of OCB in a developing country context and lays the foundation for future research on additional demographic factors that may shape teachers' extra-role behaviours in educational settings.

ACKNOWLEDGEMENT

The authors would like to acknowledge the support of the Ministry of Education Malaysia, State Education Department and Vocational Colleges for approving and providing the data support on this research.

REFERENCES

- Ahmad, S., Malik, M. I., Sarwar, S., & Rasheed, A. (2022). Exploring the impact of organisational support and employee engagement on OCB: Evidence from educational institutions. *Journal of Organisational Psychology*, 22(1), 45-58.
- Asif, M., Ma, Z., Li, M., Xie, G., & Hu, W. (2025). Authentic leadership: bridging the gap between perception of Organisational politics and employee attitudes in public sector museums. *Humanities and Social Sciences Communications*, 12(1), Article 47. <https://doi.org/10.1057/s41599-024-04310-9>
- Kamar, M. A. A. M., Akhir, M. K. N. M. M., & Mahmud, L. (2024). Factors impacting teacher's Organisational citizenship behaviour. *Academic Journal of Business and Social Sciences*, 8(1), 1-18.
- Kong, D. T., & Belkin, L. Y. (2021). You don't care for me, so what's the point for me to care for your business? Negative implications of felt neglect by the employer for employee work meaning and citizenship

- behaviours amid the COVID-19 pandemic. *Journal of Business Ethics*, 181(3), 645-660. <https://doi.org/10.1007/s10551-021-04950-w>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610. <https://doi.org/10.1177/001316447003000308>
- Nguyen, V. L., & Haar, J. (2024). When work–life balance fails to boost organisational citizenship behaviours: The moderating role of leader–member exchange. In *Evidence-based HRM: A Global Forum for Empirical Scholarship*. Emerald Publishing Limited. <https://doi.org/10.1108/ebhrm-02-2024-0043>
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviours and their effects on followers' trust in leader, satisfaction, and organisational citizenship behaviours. *The Leadership Quarterly*, 1(2), 107-142. [https://doi.org/10.1016/1048-9843\(90\)90009-7](https://doi.org/10.1016/1048-9843(90)90009-7)
- Somech, A., & Bogler, R. (2023). Organisational citizenship behaviour (OCB) above and beyond: Teachers' OCB during COVID-19. *Teaching and Teacher Education*, 130, Article 104183. <https://doi.org/10.1016/j.tate.2023.104183>