

The Development of Employees' Career in Relation to Task Performance and OCB

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Abstract-The aims of this study is to investigate the effect of performance factor on employees' Career Advancement (CA). Particularly, this study is about to reveal the effect of employees' task performance and organizational citizenship behaviour (OCB) on both criteria of employees' extrinsic CA (number of promotion-NOP) and intrinsic CA (career satisfaction-CS). Comprehensively, this study attempts to contribute further knowledge by adopting the multiple sources of ratings on individuals' job performance such as self-ratings and superior-ratings. The data was gathered through mail survey method from 390 paired respondents. The result showed that employees' rating of task performance was the only factor that associated with employees' intrinsic CA. No significant relationships exist between self-ratings of OCB on employees' extrinsic and intrinsic CA. This study also found that superiors' rating of OCB was the only factor that associated with employees' intrinsic CA. However, no significant relationships exist between superiors' rating of task performance on employees' extrinsic CA and intrinsic CA.

Keywords - Career, Performance, Self-rating, Superior-rating

I. INTRODUCTION

Career provides the opportunity for social meaning in an individual's action (Patton & McMahon, 2006). According to Young and Valach (1996), career involves the interconnection between all the actions and all the processes of action in operating in both feed forward and back forward ways. Therefore, the term people use to refer to career may vary (Young & Valach, 1996). Hence, career has a rich ambiguity (Watts, 1981b), and makes it very challenging to study. In Malaysia, there are many complaints against Ministry of Education (MOE) concerning teachers' CA as reported by media. In addition, empirical investigations also supported that there were dissatisfactions regarding teachers' CA in Malaysia. For example, Muda and Omar (2006) stated that the issue of job satisfaction became important after it received a lot of complaints from teachers particularly in terms of promotion and salary increment. Previous researchers (Ismail, 1996) found that Malaysian teachers were not satisfied with their career progress (Muda & Omar, 2006).

In Malaysia, teachers are part of the back bones for national education transformational plan in producing and building a highly civilized society. This education transformational plan aims to equip every student in our country with the new skills they need to seize the opportunities and take the challenges towards the 21st century (MOE, 2012).

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In Malaysia, teachers' performance is very important because it is the primary criteria that will be taken into

consideration in determining teachers' CA (Public Service Department Malaysia (PSDM), 2002). Based on the empirical studies (Borman & Motowidlo, 1993), performance factor was separated into two domains; namely task performance and OCB. Therefore, both task performance and OCB may become essential in expressing the performance factor of teachers in Malaysia. This is because in realizing Malaysia's aspiration towards the development of its first class human capital, all Malaysian teachers are expected to perform not only the tasks as prescribed in their job requirements (e.g. task performance), but they are also expected to demonstrate the voluntary behaviours (e.g. OCB) that are not part of their formal job. Teaching is one of the professions that requires employee to display OCB in order to help students and colleagues. Teachers are responsible to manage the works regarding curriculum and co-curriculum; they are also expected to spend extra time guiding students after school. This means that task performance alone may not be enough for teachers to fulfill their job requirements. Therefore, this study is carried out to examine the impact of job performance factors on CA, particularly in the context of the Malaysian teachers.

According to Farh, Werbel and Bedeian (1988), an ideal assessment would combine information from multiple sources (including self) to form an integrated assessment that maximize the strength and minimize the weaknesses of single information sources. Hence, in this study the data regarding teachers' OCB and task performance had been obtained by using the dyadic approach. Thus, it is expected that these data will strengthen the research findings.

II. LITERATURE REVIEW

A. The Concept of CA

According to Blau (1985), the general topic of career has been studied extensively for many years. As stated by Zainal (2009), career tends to be defined according to the nature and the purpose of a study. Thus, there are a wide range of definitions for career used by various researchers. For example, career success (advancement) is defined by Judge, Cable, Boudreau and Bretz (1995) as the real or perceived achievement of individuals that have accumulated from their work experiences. However, some researchers (Bergeron, 2005; Carmeli, Shalom & Weis, 2007) used CA as the term to replace career success in their previous studies. Bergeron (2005) specifically refers CA into promotion and speed to CA in the previous study. While, according to Carmeli *et al.* (2007), CA is the assessment of an employee's career movement, either via hierarchical advancement or horizontal mobility. Most researchers (Judge *et al.*, 1995) have divided CA into the extrinsic and intrinsic components. According to Judge and associates, extrinsic CA refers to visible outcomes such as salary, promotion and ascendancy; whereas, intrinsic CA refers to individuals' subjective appraisal of their success such as job satisfaction, life

satisfaction and CS. Thus, this study is designed to examine both components of teachers' CA including promotion (extrinsic CA) and CS (intrinsic CA) in order to obtain a more complete picture regarding teachers' CA in the Malaysian context.

B. *The Concept of Job Performance*

Every organization has a purpose, either it was stated or unstated for its existence. This purpose is known as organizational mission. According to Pearce and David (1987), a mission is referred to the unique purpose that sets an organization and identifies the scope of its operations in terms of products, services or markets; which provides the foundation of priorities, strategies, plans and work assignments. Organization must fulfill its mission in order to continue the existence in industries. Basically, the major concept of organization is to perform its central task accordingly and to achieve its mission; while the effectiveness of organization depends more on how well it performs its central task. Individual performance is one of the factors which can support organizational performance. Individuals are expected to help organization to carry out its central task by performing a list of jobs. The partition of job performance domain leads to the distinction between behaviours that contribute to organization effectiveness through task proficiency, and behaviours that contribute to organization effectiveness in other ways (Campbell, 1990; Katz & Kahn, 1978). Campbell (1990) proposed a general model of individual differences towards job performance. In this model, Campbell differentiates individual performances based on several determinants of task proficiency behaviours (e.g. declarative knowledge, procedural knowledge and skills, motivation). Thus, such behaviours are expected from individuals to accomplish their jobs.

However, since behaviours in organizations are not limited to perform the formal job descriptions, it makes more sense to think in terms of roles rather than jobs. Roles are defined as the collection of expected activities associated with the occupation of a given job, thus within each role, behaviours vary according to what employees contribute in achieving the central task of the organization (Katz & Kahn, 1978). The concept of core and non-core behaviours is clarified by Borman and Motowidlo (1993).

C. *The Concept of Task Performance and OCB*

The first set of behaviours; which is core behaviour, is something that has to do with accomplishing the central task of the organization. Task performance is defined by Borman and Motowidlo (1993) as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core. They noted that position descriptions often emphasize job activities involving task performance. Consequently, task performance can also be defined as the proficiency with which employees perform activities that are formally recognized as parts of their job. In this study, task performance is referred to the completion of tasks or activities that specifically fulfilled the written job requirements or descriptions (Williams & Anderson, 1991).

The second set of behaviours in job performance, which is non-core behaviour, contributes to the technical core in a less direct way. This type of behaviour includes activities

that do not directly support the technical core, but rather support the organizational, social and psychological environment in which the technical core must function (Borman & Motowidlo, 1993). These behaviours might be referred to as the contextual performance (another construct of OCB). Unlike task performance, OCB activities may not be formally recognized as part of the job, but are nonetheless relevant in that they contribute to increase the organizational effectiveness. In this study, OCB is referred to voluntary and discretionary teachers' behaviours that go the 'extra mile' to help students and colleagues to succeed which these behaviours are not the performance that are expected from their official role (DiPoala, Tarter & Hoy, 2004).

D. *The Studies of Task Performance and OCB to CA*

There are empirical evidences regarding the effect of job performance factors on employees' career outcomes such as performance evaluation, reward recommendations as reported by the previous researchers (MacKenzie, Podsakoff, & Fetter, 1991; 1993; Kiker & Motowidlo, 1999). Hence, this study is designed to examine the combination factors of both task performance and OCB and their impact on employees' career outcomes, especially in the perspective of CA.

Although previous studies have been conducted to investigate the impact of employees' job performance factors on employees' CA as reported by Bergeron (2005) and Carmeli *et al.* (2007), there are inconsistent results regarding the relationship between OCB and CA. Therefore, this study had been designed to extend our knowledge regarding the effect of task performance and OCB on employees' CA in the Malaysian context.

III. METHODOLOGY

A. *Sample and Data Collection*

The population size of this study is equal to 17,467 teachers. This study has utilized the mail survey in order to get the required information. By using the dyadic approach, two sets of questionnaires were designed in this study, namely the Teachers' Survey Set and the Managements' Survey Set. The population of this research includes all teachers from all Primary Schools in one of state located in the northern region of Peninsular Malaysia. The data regarding teachers' task performance and OCB had been obtained from the perspective of teachers (self-ratings) through the Teachers' Survey Set; and in the perspective of the school's representative (superior-ratings) through the Managements' Survey Set.

B. *Instrumentation*

For Teacher's Survey Set, researcher has developed 7 questions in order to obtain data regarding the demographic background for all teachers; whereas 8 questions had been developed for demographic background in Managements' Survey Set. As for the extrinsic CA (e.g. NOP), the nominal scale has been used. In this study, the criterion of promotion refers to three (3) items. For the intrinsic CA, the Greenhaus, Parasuraman and Wormley (1990) scale of CS is fully adopted.

Apart from that, the instrumentation for teachers' task performance was developed accordingly to the Annual Work Performance Report (AWPR) form which has been used by the management representative to complete the performance appraisal process for the Malaysian government servant. There are 4 aspects of performance such as job outputs (5 questions), the knowledge and skills (3 questions), the personal quality (5 questions) and the activities and contributions outside the official duties (1 question). As stated in the AWPR form, the evaluation scales ranged from 1 to 10. Next, 12 questions are developed to reveal the perception towards teachers' OCB. The instrumentation for this variable is adopted from DiPoala *et al.* (2004) measurements. Likert Scales range from (1) strongly disagrees to (5) strongly agree.

IV. FINDINGS

A. Descriptive Analyses

Based on the Teachers' Survey Set, the findings show that the distribution of gender is higher for females with the figure of 298 female respondents (76.4%) compare to 92 male respondents (23.6%). The age of the respondents show that over half of the respondents (52.05%) are in the range age of '30 to 39 years' old. There are 28.72 percent and 15.13 percent of the respondents come in the range age of '40 to 49 years' old and 'below 30 years' old. Meanwhile, there are 4.1 percent of respondents comes from the category of age '50 years and above'. As for the descriptive results for extrinsic CA, it presented that only 45.4 percent of respondent (177 teachers) stated that they already get the promotion. On the other hand, about 54.6 percent of respondents (213 teachers) stated that they did not receive the promotion during their career.

Next, based on the Managements' Survey Set, the findings show that the distribution of gender is higher for females with the figure of 71 female respondents (54.62%) compare to 58 male respondents (45.38%). There are one half of the respondents (78.46%) at the age of '50 years and above'. About 15.38 percent and 4.62 percent of the respondents are at the age of '40 to 49 years' and '30 to 39 years' old. Then, the remaining 1.54 percent of respondents comes from the category of age 'below 30 years' old.

B. Means, SD, Minimum and Maximum Values

Results presented that teachers have the high level of task performance and OCB with the mean score at 7.20 and 4.06. Therefore, it confirms that all respondents already practice the high level of task performance. All respondents also practice the high level of OCB in the working life even though the work activities are not officially expected by the managerial side. Similarly, the maximum score of 10.00 for task performance and 5.00 for OCB also shows that some respondents perceive that they are fully committed with the maximum roles in such task performance and OCB activities. The SD for CS and OCB are at 0.67 and 0.40 each which show that most respondents are close to the mean for both CS and OCB. Apart from that, the SD for task performance also reported at the highest value with the score of 1.13. Next, the mean of superior-ratings for teachers' task performance and OCB is at 7.91 and 3.61 each. This indicates that schools' representatives also have such high

ratings on the levels of teachers' task performance and OCB. However, the minimum of 3.64 for task performance and 2.25 for OCB indicates that some of management representative may not accept several activities that are related to task performance and OCB; although there are evidences that some of management representatives highly perceived that their respective teachers (subordinates) are fully engage with all types of task performance and OCB activities with the maximum score of 10.00 and 5.00 each for task performance and OCB. Finally, the SD for teachers' OCB in the superior-ratings is rather small at 0.36; compare to the SD for superior-ratings' of teachers' task performance which is rather high at the value score at 1.08. Please refer details of means, SD, minimum and maximum values in Table I.

TABLE I
MEANS, SD, MINIMUM AND MAXIMUM VALUES

Study Types & Variables	Means	SD	Min	Max
<i>Teachers' Survey</i>				
1. Career Satisfaction	3.56	0.67	2.00	5.00
2. Task Performance	7.20	1.13	4.00	10.00
2. OCB	4.06	0.40	2.92	5.00
<i>Managements' Survey</i>				
1. Task Performance	7.91	1.08	3.64	10.00
2. OCB	3.61	0.38	2.25	5.00

C. Correlation Analyses

Correlations between self-ratings of CA, task performance and OCB showed bivariate relationship among all the variables. Both tests of CA dimension which had been measured in the term of NOP and CS were presented. The NOP and task performance is positively correlated ($r=.16$, $p<.01$). Similarly, the NOP and OCB is also positively correlated ($r=.17$, $p<.01$). Apart from that, in term of the intrinsic CA, CS and task performance are also positively correlated ($r=.20$, $p<.01$). Similarly, CS and OCB are also correlated at ($r=.11$, $p<.05$). Correlations between superior-ratings of CA, NOP is positively correlated with management ratings of teachers' OCB ($r=.11$, $p<.05$), but not correlated with teachers' task performance. As for the intrinsic CA, there are positive correlations between CS and management ratings of teachers' task performance ($r=.10$, $p<.05$) as well as CS and management ratings of teachers' OCB ($r=.13$, $p<.01$). Details for inter-correlation between variables for both types of ratings are given in Table II.

TABLE II
INTER-CORRELATION BETWEEN VARIABLES

Rating Variables	1	2	3	4
<i>Self-ratings</i>				
1. Task Performance	-			
2. OCB	.62**	-		
3. Extrinsic CA (NOP)		.16**	.17**	-
4. Intrinsic CA (CS)	.20**	.11*	-.15**	-
<i>Superior-ratings</i>				
1. Task Performance	-			
2. OCB	.65**	-		
3. Extrinsic CA (NOP)		.09	.11**	-
4. Intrinsic CA (CS)	.10*	.13**	.15**	-

*Correlation is significant at .05 level (2-tailed), **Correlation is significant at .01 level (2-tailed), ***Reliabilities are reported in parentheses

D. Regression Analyses

First, result presented that self-rating of task performance

($\beta=.09$, $t=1.45$, $p=.15$) and OCB ($\beta=.11$, $t=1.70$, $p=.09$) are not significantly related to NOP. Apart from that, although self-ratings of task performance ($\beta=.22$, $t=3.45$, $p=.00$) is significantly related to CS; however, the result presented that OCB is not significantly related to CS ($\beta=-.03$, $t=-.42$, $p=.68$). Similarly, management ratings of teachers' task performance ($\beta=.04$, $t=.61$, $p=.55$) and teachers' OCB ($\beta=.08$, $t=1.23$, $p=.22$) also not significantly related to NOP. In contrast, although results presented that management ratings of teachers' task performance ($\beta=.03$, $t=.45$, $p=.65$) is not significantly related to CS; however, management ratings of teachers' OCB ($\beta=.11$, $t=1.71$, $p=.01$) is significantly related to CS.

V. DISCUSSION AND CONCLUSIONS

With regards to the relationship between task performance and extrinsic CA, this study presents the inconsistent findings compared to the findings reported by Bergeron (2005). For example, Bergeron (2005) found that task performance and extrinsic CA (e.g. promotion, speed to CA) is associated positively among academician in UK. The inconsistent findings of this study with the previous studies (Bergeron, 2005) may occur due to other aspects that have been taken into consideration in teachers' promotion in Malaysian educational context. This means that task performance may not the only aspect that has been taken into consideration. The management representative may also look at the other aspects such as acknowledgement from the Headmaster and free from being any disciplinary action. There are 8 aspects that are considered in promoting Malaysian teachers (Career Path Plan for Educational Services Officer [MOE], 2009). Therefore, all aspects should be investigated in future research in order to look at the impact of NOP among teachers.

With regards to the relationship between OCB and extrinsic CA, this study also presents the inconsistent finding with Bergeron (2005) study who found that several dimensions of OCB (e.g. research OCB, advising OCB, service OCB, professional service OCB) are positively and negatively related to extrinsic CA (e.g. promotion, speed to CA). In the perspective of teachers, OCB does not have any effect towards the increasing number of their promotion.

As stated by Bergeron (2004), since OCB has made the organization more effective, it may take time to reward these behaviours. Since half of the respondents (51.02%) for this study had less than 10 years of teaching experience; therefore, they may be considered new in servicing the educational institutions. Hence, the benefits for them in practicing OCB; particularly towards the enhancement of the NOP could not be seen in a short period of time. According to the time based promotion (one of the career path for teachers in the Malaysian educational context), teachers should at least have 10 years of teaching experience and fulfill several conditions in order to make them entitle to apply for higher position (Career Path Plan for Educational Services Officer [MOE], 2009).

In addition, Bergeron (2005) proves that the relationship between OCB and CA is significantly related among UK academician especially the Associates Professor and Full Professor rank already enjoy the full-time tenured or tenure-

track in servicing their university. Therefore, more time is needed for teachers in Malaysia to see the positive effects of OCB, particularly towards their career outcomes such as promotion.

Even though it confirms that task performance is not likely to affect teachers' NOP, it does affect teachers' intrinsic CA in the term of CS. Apart from that, this study is seen to have no significant relationship between self-ratings of OCB to teachers' promotion as well as teachers' CS. Hence, the perception that those individuals who have higher level of OCB that may result in greater level of CS in the context of Malaysian teachers is not supported in this study.

Similar results are obtained when task performance and OCB do not have any significant relationship with the NOP in the perspective of managements' representative. Therefore, this result is inconsistent with the findings of Carmeli *et al.* (2007) who presented that task performance was positively related to extrinsic CA (e.g. career mobility) among employees in Israel. However, the finding regarding the relationship between OCB and extrinsic CA in this study is in line with Carmeli *et al.* (2007) who finds that there is no significant relationship between OCB (e.g. altruism, compliance) and extrinsic CA (e.g. career mobility). Thus, this study finds that the ratings of managements' representative on teachers' task performance and OCB do not have any effect to influence the number of teachers' promotion in the school organization. Therefore, these results suggest that in view of managements' representative, teachers' task performance and OCB are not able to enhance the NOP for a particular teacher.

With regards to the relationship between management ratings of task performance and OCB to CS, the results reveal that there is no significant relationship between management perceptions of teachers' task performance. Therefore, this result is inconsistent with the findings of Carmeli *et al.* (2007) who find that task performance is the only predictor of employees' intrinsic CA in the term of promotion prospects. However, there is significant relationship between management perceptions of teachers' OCB and teachers' CS. Thus, this result is also not in line with the findings of Carmeli *et al.* (2007) who believed that OCB (e.g. altruism and compliance) did not show any significant relationship with employee's intrinsic CA. Table III summarized all those relationships.

TABLE III
SUMMARY OF JOB PERFORMANCE RATINGS

Performance Ratings	Extrinsic CA	Intrinsic CA
Self-ratings of TP	Not Related	Related
Self-ratings of OCB	Not Related	Not Related
Superior-ratings of TP	Not Related	Not Related
Superior-ratings of OCB	Not Related	Related

Although it has been hypothesized that both task performance and OCB have significantly related to teachers' promotion; interestingly, results from this study reveal unexpected evidences. Since no empirical evidence has been found to support the significant relationships between task performance and OCB to teachers' promotion, therefore the number of teachers' promotion in Malaysian primary school

may be predicted by other aspects. Similar with the suggestion by Bergeron (2004), there may be some other aspects such as ingratiation tactics (e.g. political influence behaviour) that predict promotion more than job performance domain. Judge and Bretz (1994) found that political influence behaviour is a strong predictor to CA. Moreover, several researchers (Ferris & Kacmar, 1992) stated that the ignorance of politics will jeopardize and hold back one's CA.

As stated by Bagdadli, Roberson and Paoletti (2005), one's career is likely to form across time since career is perceived as long-term reward. This supports the notion of Bergeron (2004) who concluded that OCB may take time to show its benefits towards an individual. These benefits may relate with the enhancement of an individual level of CS. Based on the findings, the benefits of OCB show the effects from the perspective of management representatives.

According to Podsakoff, MacKenzie and Hui (1993), superiors (managers) take OCB into account when evaluating their subordinates. These may answer the things that in the perspective of management, OCB is very crucial in most organizations including the school institutions. That is the reason why most management representatives will consider OCB in evaluating employees' performance. Hence, most of them may expect that OCB should be performed by all employees although there is no written requirement which clearly mentioned such behaviours.

OCB seems to be a desire by managers who may encourage their subordinates to perform this behavior (Oplatka, 2009); however, managers cannot officially ask them to perform (Motowidlo, 2000). As added by Oplatka (2009), OCB in teachers is related to the school's image and cooperation, and also collegial school climate; hence, teachers who perform OCB without seeking rewards may be intrinsically rewarded by their superior, who views their behaviour in a favorable light. With regards to the teacher's view, this study finds that OCB is not significantly related to NOP as well as CS. This is because in the view of teachers, OCB had been displayed without the expectation to gain its benefits, particularly towards their personal convenience (e.g. CA) such as the NOP or CS; but OCB was performed in order to help the school institution to enhance its performance. This was supported by Oplatka (2009) who stated that teachers felt OCB leads to better students' achievements, positive emotions towards class and school, and improve school discipline.

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