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Managing Job Attitudes: The Roles of Job Satisfaction and Organizational Commitment on Organizational Citizenship Behaviors.

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Abstract

Organizational citizenship behavior (OCB) has received a great deal of attention among researchers recently given the practical importance and its implication for the organizations. The objective of this study was to investigate the relationship between job attitudes and organizational citizenship behavior among secondary school teachers. Cross sectional design was used to meet the objectives set. Data was collected through the administration of questionnaire to 250 secondary school teachers at Perak. A 80% response rate was achieved. The respondents completed the questionnaire which assessed the job satisfaction, commitment and organizational citizenship behavior. The respondents were selected based on the convenience sampling. The result of the data is interpreted by using Stastistical Package for Social Science (SPSS) Version 22. In order to analyze the data, Pearson Correlation and regression were employed. From the results obtained, job satisfaction, organizational commitment and organizational citizenship behavior revealed statistically significant and positive correlation.

Keywords:, job attitude; job satisfaction; organizational commitment ; organizational citizenship behavior

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1. Introduction

Organisational citizenship behavior (OCB) has been a major construct in the fields of psychology and management for the last two decades. Based on the findings of Organ (1977), it has been conclusively proven that OCB contributes indirectly to organizational effectiveness by enhancing the "social and psychological context that supports task performance". Thus, it has received a great deal of attention in the literature (Bateman & Organ, 1983; Organ & Ryan, 1995; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Organizational citizenship behavior, is characterized by individuals voluntarily making extra-role contributions to the organization that are above and beyond their job duties (Organ, 1990). Various researchers have recognized the significant influence of OCB on the success of an organization (e.g., Chen, Hui, & Sego, 1998). As such, researchers and organizational leaders are interested in understanding factors linked to individual willingness to demonstrate OCB.

Recently, OCB behaviours have also gained the attention of researchers interested in the teacher's work and career (e.g. Bogler and Somech, 2004). Success of schools essentially depends on teachers who are willing to go beyond role expectations voluntary (DiPaola & Tschannen-Moran, 2001). Behaviour in schools is different from found in non-educational settings. DiPoala and Hoy (2004) posit that schools are service organizations staffed by teachers who are generally committed to doing and giving the best for their clients. Thus, the nature of job attitudes influences on on employees OCB may be different.

Ackfeldt and Coote (2005) proposed that job attitudes includes the element of job satisfaction and organizational commitment as a direct predictor of OCBs. In another important study, it is said that job satisfaction and organizational commitment are key job attitudes (MacKenzie et al., 1998). In addition to that, a study by Bowling, Wang and Li (2012) further supported the idea that job satisfaction and organizational commitment as the main contributor for job attitudes in an organization.

While these relationships have been studied in numerous organizations, scant research exists regarding these relationships in education particularly in public government schools. The antecedents of OCBs in schools settings are not well documented and represent a significant gap in the literature (DiPaola and Tschannen; Moran, 2001). However, to date, OCB has received only little attention in school research (Christ, Van Dick, Wagner, and Stellmacher, 2003). As there is lack of studies conducted in Malaysia with regards to OCB, one of the explicit purposes of this study is to investigate the relationship between job attitudes and OCB of secondary school teachers.

In the sections that follow, a review the literature on job attitude, job satisfaction, organizational commitment, and OCB that enabled the development of model and hypotheses. Next, the research methodology employed in this study is described, and the statistical results and discussions of the findings is presented. Finally, the implications and limitations of these findings are presented.

2. Literature review

2.1. Job attitude and organizational citizenship behavior

Job attitudes have been conceptually and empirically linked with OCBs (Bowling, Wang, and Li, 2012). Specifically, according to Dalal (2005), employees who hold positive job attitudes are expected to repay their organisations for providing a pleasant job environment by engaging in OCBs. This is in line with Podsakoff et al. (2000) review of OCB literature which reported that there is consistent support to conclude OCB is influenced by positive job attitudes. Bolino et al., (2002) adds that employees are more likely to offer extra-role behaviour when they are satisfied with their jobs or committed to their organisations.

Netemeyer et al. (1997) found mixed evidence of an association between job satisfaction and OCBs in their studies of salespeople. . MacKenzie et al. (1998) also established mixed evidence of a link between job attitudes and extra-role behaviors in their study of sales agents. However, literature evidence from an education setting is less conclusive.

Job satisfaction and organizational commitment are key job attitudes (George and Jones, 1997; Jehn et al., 1999; MacKenzie et al., 1998). Hence, in this study, job attitude is measured as a construct consisting of job satisfaction and organizational commitment.

2.2. *Job satisfaction and organizational citizenship behavior*

High employee satisfaction is important to managers who believe that ''an organization has a responsibility to provide employees with jobs that are challenging and intrinsically rewarding'' (Robbins, 2001).

Golbasi et al., (2008) defined job satisfaction as an emotional reaction and behavioural expression to a job that results from individual assessment of his or her work achievement, office environment and work life. According to Locke (1969), job satisfaction is defined as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values." Price and Mueller (1981) pointed out that job satisfaction has an indirect influence on turnover through its direct influence on formation of intent to leave.

Organ (1977) published a reappraisal of the logic behind the satisfaction-performance relationship, linking it to social exchange theory, in which performance is regarded as an appropriate form of exchange to the firm in reciprocation for job satisfaction experienced by an employee (Organ, 1977). Thus, individuals with higher levels of job satisfaction exhibit more of the pro-social, OCB (Bateman and Organ, 1983). Kim (2006) asserts that employees who enjoy a higher level of job satisfaction will exhibit a higher level of OCB.

Following this rationale, it is expected that job satisfaction will have a positive relationship with teachers' citizenship behaviour and hypothesis below is proposed:

Hypothesis 1: Job satisfaction significantly affects teachers' willingness to exhibit organizational citizenship behavior.

2.3 *Commitment and organizational citizenship behavior*

Meyer and Allen (1991) and Davenport (1999) pointed out that organizational commitment is established when the employee and the organization develop a greater interest on maintaining their working relationship.

Previous studies has shown that employees who feel emotionally attached to their organisations show more citizenship behaviour (Meyer, Stanley, Herscovitch, and Topolnytsky, 2002). This relationship is particularly evident in the case of affective commitment (Meyer and Allen, 1997). Meyer and Allen (1991) proposed that organisational commitment is a composite of three elements namely, affective, continuance and normative commitment. The authors' further defined aaffective commitment as 'the employee's emotional attachment to, identification with, and involvement in the organisation'.

Based on the findings of Becker (1992) there is further support for a significant relationship between commitment and OCB. Truckenbrodt (2000) suggests that a significant relationship exists between the quality of the supervisor-subordinate relationship and subordinates' commitment and altruistic organizational citizenship behaviour. Employees are more likely to offer extra-role behaviour when they are satisfied with their jobs or committed to their organisations (Bolino et al., 2002).Therefore, the following hypothesis is proposed:

Hypothesis 2: Commitment significantly affects teachers' willingness to exhibit organizational citizenship behavior.

3. Methods

3.1. *Sample and procedure*

The survey was distributed to various secondary schools across Perak, Malaysia. A self-administered written questionnaire was used to collect data for this study. Invitation letters and questionnaire packs were sent to the school principals of the selected secondary school, who were asked to distribute the questionnaires to the teachers. The questionnaire packs took about 15 minutes to complete and included a measures of Job Attitude including Job Satisfaction, Commitment and Organizational citizenship behavior, as well as demographic information of the teachers.

3.2. Measures

In order to measure job satisfaction, the survey questionnaire items were based on Paul E. Spector Job Satisfaction Survey (JSS) (1997) an instrument developed for the comprehensive assessment of job satisfaction. Job Satisfaction Survey (JSS) is a 36 items assessment of nine facets of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of the work and communication), as well as overall job satisfaction. A summated rating scale format is used; with five choices per item ranging from "strongly disagree" to "strongly agree" using Likert scale. JSS has been validated and showed good internal consistency, with the Cronbach's alphas ranging from 0.60 to 0.91 (Spector, 1997).

Organizational commitment was measured with three revised component scale of affective, normative and continuance commitment (Allen and Meyer, 1996). Meyer et al. (1993) reported internal consistency reliability estimates (Cronbach's alphas) for affective commitment (0.82), continuance commitment (0.74) and normative commitment (0.83). Responses were made on a 7-point Likert-type scale and were averaged to yield composite commitment scores for each respondent.

The scale of 18 items has been extensively used by researchers in several studies (McDonalds and Makin, 2000 ;). The items includes "I would be happy to spend the rest of my career with this organization", "This organization has a great deal of personal meaning for me." and "I owe a great deal to my organization".

The questionnaire consisted of three sections, which are Section A consist of demographic questions. Section B consist of questions measuring job satisfaction , Section C consists of questions measuring commitment and section D measuring organizational citizenship behavior.

3.3. Data analysis

Descriptive statistics were conducted to report the frequencies, means score and standard deviations of the demographic data, job satisfaction, commitment and organizational citizenship behavior. In order to assess the relationship between job satisfaction, commitment and organizational citizenship behavior, Pearson's correlation and regression analyses were carried out.

4. Results and discussion

Table 1. Respondents' profile

		n	%
Gender			
	Male	44	22
	Female	156	78
Age			
	20-30	58	29
	31-40	44	22
	41-50	80	40
	51 and above	18	9
Marital status			
	Single	36	18
	Married	157	78.5
	Divorced	5	2.5
	Widowed	2	1

Education level

	Secondary School	4	2
	Certificate/Diploma	20	10
	Degree	164	82
	Master	10	5
	PhD	2	1
Monthly income			
	Less than RM1500	0	0
	RM1500-RM3000	64	32
	RM3001-RM4500	94	47
	More RM4501	42	21
Working Experience			
	Less than 5 years	48	24
	6 - 10 years	29	14.5
	11-15 years	51	25.5
	More than 15 years	72	36
Position			
	Headmaster	0	0
	Assistance Headmaster	9	4.5
	Teachers	183	91.5
	Others	8	4

Table 1 presents the demographic data of the respondents. Most of the respondents are in the age range of 41 – 50 years old, followed by 20-30 years old, which is 29 % and the lowest would be 9 % age more than 50 years old. There were 156 (78%) female and 44 (22%) male participants. Majority of the respondents are married with 79 %. In terms of education level, 82 % have a degree. Most of the respondents earn between RM3000 – RM4500. Finally, the last demographic data is years of working experience. The highest percentage of employees had more than 15 years working experience (36%) followed by 26% with 11 – 15 years working experience.

Table 2. Cronbach's Alpha of variables

Variables	*α*
Job satisfaction	*0.885*
Commitment	*0.892*
Organizational Citizenship Behaviour (OCB)	*0.915*

Table 2 presents Cronbach alpha value for each dimension used in the study. All of the Cronbach alpha values were more than 0.7 which indicate that the dimensions used for each variable are accepted as reliable (Hair, Bush & Ortinau, 2006; Nunnally, 1978).

The variance inflation factor (VIF) results is acceptable which is below the recommended cutoff threshold of 10 (Hair, et. al., 1992).

Table 3. Means, standard deviations and intercorrelations among the variables

Variable	*Mean*	*SD*	*JS*	*C*	*OCB*
Job satisfaction (JS)	*3.740*	*0.459*	*1*		
Commitment (C)	*3.686*	*0.482*	*0.510**￼*	*1*	
Organizational Citizenship Behaviour (OCB)	*3.943*	*0.432*	*0.451**￼*	*0.450**￼*	*1*

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 showed the results of means, standard deviations and correlation analysis of study variables. Organizational citizenship behavior has the highest mean value of 3.9 while job satisfaction reported mean of 3.7. The lowest mean reported is at 3.6 for organizational commitment.

An analysis of the correlation between the job satisfaction (r=0.451, p<0.01), organizational commitment (r=0.450, p<0.01) and organizational citizenship behavior revealed statistically significant and positive correlation.

Table 4. Multiple regression results

	Independent Variables	**β**	**T**
1	Job Satisfaction	.299***	4.22
4	Commitment	.298***	4.21

$R^2 = 0.269$
Adj. $R^2 = 0.261$
F-STAT = 36.21

The level of significance: ** p<0.05, *** p<0.01

Table 4 reports the OLS regression results. The F-statistics indicates the overall significance of the models at the 0.01 level implying that the regression model is reliable for prediction. The value of R^2 and the value of F-statistics (36.21) confirm a low moderate explanatory power of the model.

The coefficient of determination R^2 shows that 26.9% of the variance of teachers' organizational citizenship behavior is explained by the variance of job satisfaction and commitment.

The results suggest that job satisfaction (β = 0.299, p<0.01), significantly affects organizational citizenship behavior. Therefore, hypothesis 1 is accepted. This parallels the findings reported by Bateman and Organ, (1983) which reported the direct relationship between job satisfaction and organizational citizenship behavior. The results of this study are also in line with previous studies conducted Kim (2006) which reported that employees who enjoy a higher level of job satisfaction will exhibit a higher level of OCB.

It is further evident that the results suggest that commitment (β = 0.298, p<0.01) are significantly positive predictors of organizational citizenship behavior. Therefore, hypothesis 2 is accepted. These parallel the findings of LePine, Erez and Johnson, (2002) which reported the correlation between commitment and OCB as moderately positive. This finding is also consistent with Mowday et al. (1982) which reported that OCB is a behavioral expression or perhaps consequence of the underlying attitude of organizational commitment.

5. Limitations of study

This study has conclusively proven to be informative but limitation does exist that will need to be addressed in future research. The study was limited to the schools in the northern state of Malaysia. The results of this study indicate that the relationship between job attitudes and commitment merit additional research. The convenience sample directly limits its generalizability. Further research using a similar design, with larger samples and in differing context would provide important information.

6. Conclusion and recommendations

Consistent with past research (Dalal, 2005), the current study found that both job satisfaction and organisational commitment were positively related to OCBs. Given the practical and theoretical importance of OCBs, future research in this area is undoubtedly warranted. Given the substantial role of teachers today in educationg young minds, it hope that the findings of this study   may help the school administrators to attain an understanding regarding teachers job attitude and its impact on organizational citizenship behavior.

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