



RELATIONSHIP BETWEEN JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN EDUCATION SECTOR

¹B.Umameswari, ²Dr.R Shanthi

¹Research Scholar, Department of Management, Kaamadhenu Arts and Science College,
Sathyamangalam, Erode-638401

²Assistant Professor, Department of Management, Kaamadhenu Arts and Science College,
Sathyamangalam, Erode-638401

ABSTRACT

Professional and employees have been documented to perform a wide variety of extra-role activities (also called organizational citizenship behaviours (OCB) for which they are neither paid, nor obliged to accomplish by superior. The paper aims to obtain greater understanding the teacher's Organizational citizenship behaviour, job satisfaction, and organizational commitment among college teachers. The data have been collected with the college teachers who came for paper valuation in Vasavi college, Erode in Tamil Nadu. We have chosen 123 members for our research to answer the questions, in this research

Perception model was developed including variables taken from the extensive review of previous literature. Model was tested using SPSS, statistical software package, and found Organizational citizenship behaviour, job satisfaction, and organizational commitment among college teachers. Tools used for this paper are chi-square, t-test and correlation.

Keywords: Organizational citizenship behaviour (OCB), Job satisfaction, Organizational Commitment, Reliability

Introduction

The research on organizational citizenship behaviour (OCB) in the workplace that are discretionary, non-formally prescribed and of high benefit for the organization (Chompookum and Brooklyn, 2004; Kidwell et al., 1997; Organ, 1988, 1997; Podsakoff et al., 2000; Van Scotter, 2000) has been receiving increasing attention in recent years, both in the management literature and the education one. Generally speaking, OCB denote “those organizationally beneficial behaviours and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense” (Organ, 1990, p. 46). It is considered to be a positive organizational behaviour of employees that contributes largely to organizational effectiveness and performance (Kidwell et al., 1997; Organ, 1988, 1990; Podsakoff et al., 2000).

REVIEW OF LITERATURE

In Organ (1997, p. 91) ended up redefining OCB “as contributions to the maintenance and enhancement of the social and psychological context that supports task performance.” Based on Organ’s revised definition of OCB, Haworth and Levy (2001) claimed that employees will enact and sustain OCBs only when they believe that their managers will fairly reward such behaviors. Needless to say, this study was impossible using the previous definition that OCB must be unrewarded. In the light of the above definitions, it is apparent that OCB has been defined as those behaviors which are not formally prescribed, but yet are desired by an organization, such as punctuality, helping other employees, volunteering for things that are not required, making innovative suggestions to improve a department, not complaining about trivial matters, responding promptly to correspondence and not wasting time (Ackfeldt and Coote, 2003; Organ, 1988; Schnake, 1991).

Organizational commitment

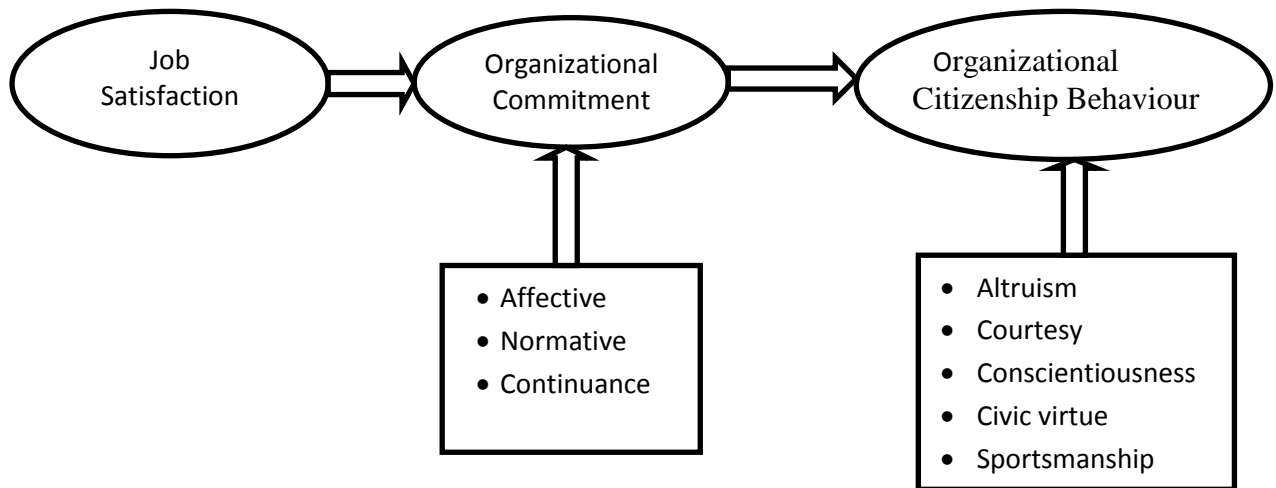
They professional service beneficial to the public and display altruistic behaviours (Larson 1977; Kultgen 1988; Almer et al. 2005). Since career is a primary part of their lives, individuals with a higher level of professional commitment are less likely to leave his/her profession behind (Lee et al. 2000). In addition, scholars (e.g., Alain and Gre ´goire 2008; Elias 2008) stress the importance of developing work ethics at the earlier career stage of professionals and during their higher-education years before entering the professional field. Professional commitment represents employees’ affect and devotion to their profession as

well as the inclination to stay in the field (Porter et al. 1974; Aranya et al. 1981). The work ethics involved may shape their attitudes and behaviors, and thus encourage them to blow the whistle when necessary (Elias 2008), which is something crucial to people working as police officers to serve the public. Therefore, it is essential to take a closer look at the police's professional commitment, which should begin in the professional education as students enroll the police college.

Job satisfaction

Early on, Locke (1976, p. 1300) defined job satisfaction as a “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Findings suggest that job satisfaction is related to employee job level (Robie et al., 1998), performance (Judge et al., 2001), absenteeism and turnover (Agho et al., 1993; Schermerhorn et al., 2010; Valentine et al., 2011). Moreover, “employees who are satisfied with their jobs tend to perform better, withdraw less and lead happier and healthier lives” (Judge and Klinger, 2010, p. 119). While extensive research indicates that job satisfaction is a crucial part of many employee workplace attitudes, a review of the literature shows that job satisfaction has in fact been a central focus of OCB research. Early empirical OCB studies found a positive relationship between OCB and job satisfaction (Bateman and Organ, 1983; Smith et al., 1983). A more in-depth analysis reviewing the 55 quantitative studies which followed indicated that job satisfaction was a robust predictor of OCB (Organ and Ryan, 1995). A renewed interest in the OCB–job satisfaction link suggests that OCB may be useful to experience greater satisfaction at work (LaPierre and Hackett, 2007) and unit-level job satisfaction (Whitman et al., 2010). Together the studies examining the OCB–job satisfaction link suggest that employees who are satisfied are likely to reciprocate by performing behaviors that exceed their role requirements. Podsakoff et al.’s (2000) comprehensive review highlights a pattern of empirical studies across domains which suggest that OCB explains a significant percentage of performance variance (Podsakoff and MacKenzie, 1994; Podsakoff et al., 1997; MacKenzie et al., 1998; Walz and Niehoff, 1996).

Theoretical framework



METHODOLOGY OF THE STUDY

A conclusive research design has been used to test the hypotheses, proposed for examining Organizational citizenship behaviour, job satisfaction and organizational commitment in private college, Erode.

Sources of Data: The study has based on both primary and secondary sources of data. Secondary research was conducted first. Most of the data required for the study were collected from primary source through structured questionnaire and personal interview. The secondary data were collected from different international and local publications; include internet articles, publications of similar studies and newspaper articles.

Measurement & Scaling: The survey was conducted through using non-comparative scaling techniques. A seven-point Likert scale statements were used to measure the variables where 1 stands for strongly disagree and 7 stand for strongly agree effect on the statements (Luthans, 2002).

Sampling Design: The total sample size is 123 and the respondents were the teachers of private college, Erode. Convenience sampling technique was adopted for selecting the sample and it is one of the non-probability sampling procedures.

Data Analysis Techniques: Data on demographic variables- gender, age, department, salary, and academic qualifications were processed and analysed through descriptive analysis. The opinion of the respondents regarding the Organizational citizenship behaviour, job satisfaction, and organizational commitment were analysed using the Statistical Package for Social Sciences (SPSS) version 21.0.

RESULTS

Table 1 – shows Demographic profile of respondents to the survey (n = 123)

Characteristics		Frequency	Percentage
Age	23-32	54	43.9
	33-42	57	46.3
	43-52	11	8.9
	Above 53	01	0.8
Gender	Male	43	35.0
	Female	80	65.0
Qualification	Post graduate	9	7.3
	M.Phil.	67	54.5
	PhD	47	38.2
Designation	Assistant professor	105	85.4
	Associate professor	13	10.6
	Professor	05	4.1
Department	BA (Eng)	01	0.8
	BBA	15	12.2
	BBA (CA)	01	0.8
	BBM	01	.8
	B.Com (CA)	03	2.4
	B.Com (IT)	01	0.8
	B.Com (PA)	10	8.1
	B.Com	54	43.9
	Computer Science	03	2.4
	Economics	04	3.3
	M.Com	01	0.8
	Management	29	23.6
Income group	Up to 1.5 lakhs	72	58.5
	1.5-3.0 Lakhs	39	31.7
	3.0-5.0 lakhs	5	4.1
	5.0- and above	7	5.7
	No income	0	0

RELIABILITY AND VALIDITY

As a general rule, a coefficient greater than or equal to 0.5 is considered acceptable and a good indication of construct reliability (Nunnally, 1978).

The reliability of scales used in this study were calculated by Cronbach's coefficient alpha. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale.

Table 2 - shows Reliability Factors

SL. No.	ITEMS	SCALE MEAN IF ITEM DELETED	CRONBACH'S ALPHA IF ITEM DELETED
1	OCB Altruism	235.2358	.756
2	OCB Conscientiousness	234.6992	.757
3	OCB Civic Virtue	234.2439	.749
4	OCB Courtesy	235.5772	.749
5	OCB Sportsmanship	237.4634	.783
6	OC Affective	220.4878	.736
7	OC Continuance	219.2683	.755
8	OC Normative	220.1057	.782
9	Total JS	185.2276	.734
	Mean		252.788
	Variance		1554.61
	Std. Deviation		39.42855
	Cronbach's Alpha		0.778
	F Test	.909	.000 (Significant At 1% Level)

It is depicted from the above table that all the fifty nine measurement scale items are reliable as the Cronbach alpha coefficient of 0.778. It is greater than the threshold level of 0.70.

H₁: There is no association between designation and level of satisfaction.

Designation and Job Satisfaction total Cross tabulation						
			Job Satisfaction			Total
			Low	Medium	High	
Designation	Assistant Professor	Count	25	54	26	105
		% within Designation	23.8%	51.4%	24.8%	100.0%
		% within JS total	83.3%	84.4%	89.7%	85.4%
	Associate Professor	Count	4	7	2	13
		% within Designation	30.8%	53.8%	15.4%	100.0%
		% within JS total	13.3%	10.9%	6.9%	10.6%
	Professor	Count	1	3	1	5
		% within Designation	20.0%	60.0%	20.0%	100.0%
		% within JS total	3.3%	4.7%	3.4%	4.1%
Total		Count	30	64	29	123
		% within Designation	24.4%	52.0%	23.6%	100.0%
		% within JS total	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.807 ^a	4	.937
Likelihood Ratio	.843	4	.933
Linear-by-Linear Association	.237	1	.626
Number of Valid Cases	123		

Since $p > .05$ null hypothesis is accepted at 5% level of significance. Hence, we conclude that there is no association between designation and level of satisfaction.

t- TEST

H₂: There is no significant difference between Male and Female with regard to Organizational Commitment

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Organizational Commitment	Male	43	100.7907	18.93291	2.88724
	Female	80	97.2750	16.40081	1.83367

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OC	Equal variances assumed	.909	.342	1.073	121	.285	3.51570	3.27540	-2.96882	10.00021
	Equal variances not assumed			1.028	76.129	.307	3.51570	3.42031	-3.29625	10.32764

Since $p > .05$ null hypothesis is accepted at 5% level of significance. Hence, we conclude that there is no significant difference between Male and Female with regard to Organizational Commitment

CORRELATION

	Courtesy	Sportsmanship	Civic Virtue	Altruism	Conscientiousness
Courtesy	1.000	.210*	.312**	.496**	.416**
Sportsmanship		1.000	.090	-.026	-.032
Civic Virtue			1.000	.520**	.591**
Altruism				1.000	.472**
Conscientiousness				.	1.000
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

INFERENCE

Pearson correlation was computed to assess the relationship between selected variables. The correlation coefficient between Courtesy and Sportsmanship is 0.210 which indicate 21.0 percentage is positive relationship between Courtesy and Sportsmanship and is significant at the 0.05 level. The correlation coefficient between Courtesy and Civic Virtue is 0.312 which indicate 31.2 percentage is positive relationship between Courtesy and Civic Virtue and is significant at the 0.01 level. The correlation coefficient between Courtesy and Altruism is 0.496 which indicate 49.6 percentage is positive relationship between Courtesy and Altruism and is significant at the 0.01 level. The correlation coefficient between Courtesy and Conscientiousness is 0.416 which indicate 41.6 percentage is positive relationship between Courtesy and Conscientiousness and is significant at the 0.01 level. The correlation coefficient between Sportsmanship and Civic Virtue is 0.090 which indicate no relationship between Sportsmanship and Civic Virtue and is not significant. The correlation coefficient between Sportsmanship and Altruism is -0.026 which indicate no relationship between Sportsmanship and Altruism and is not significant. The correlation coefficient between Sportsmanship and Conscientiousness is -0.032 which indicate no relationship between Sportsmanship and Conscientiousness and is not significant. The correlation coefficient between Civic Virtue and Altruism is 0.520 which indicate 52.0 percentage is positive relationship between Civic Virtue and Altruism and is significant at the 0.01 level. The correlation coefficient between Civic Virtue and Conscientiousness is 0.591 which indicate 59.1 percentage is positive relationship between Civic Virtue and Conscientiousness and is significant at the 0.01 level. The correlation coefficient between Altruism and Conscientiousness is 0.472 which indicate 47.2 percentage is positive relationship between Altruism and Conscientiousness and is significant at the 0.01 level.

CONCLUSION

The organisation will benefit from encouraging employees to engage in OCB, because it has been shown to increase productivity, efficiency and customer satisfaction, and reduce costs and rates of turnover and absenteeism (Podsakoff, Whiting, Podsakoff & Blume, 2009). Though OCB is a spontaneous initiative taken by staff, we are able to promote OCB in our workplace through employee motivation, as well as giving them the opportunity to display OCB; that is, creating a workplace environment that not only allows for, but is conducive and supportive of OCB (Organ, Podsakoff & MacKenzie, 2006). Management should also be

educated about OCB, and consider having OCB included in performance evaluations in order to actively encourage it among employees.

REFERENCES

- Organ, D.W. (1997), “Organizational citizenship behavior: it’s construct clean-up time”, *Human Performance*, Vol. 10, pp. 85-97.
- Haworth, C.L. and Levy, P.E. (2001), “The importance of instrumentality beliefs in the prediction of organizational citizenship behaviors”, *Journal of Vocational Behavior*, Vol. 59 No. 1, pp. 64-75.
- Ackfeldt, A.L. and Coote, L.V. (2003), “A study of organizational citizenship behaviors in a retail setting”, *Journal of Business Research*, Vol. 58 No. 2, pp. 151-9
- Schnake, M. (1991), “Organizational citizenship: a review, proposed model, and research agenda”, *Human Relations*, Vol. 44 No. 7, pp. 735-59.
- Larson, M. (1977). *The Rise of professionalism*. Berkeley, CA: University of California Press.
- Kultgen, J. (1988). *Ethics and professionalism*. Philadelphia, PA: University of Pennsylvania Press.
- Lee, K., Carswell, J., & Allen, N. (2000). A meta-analytic review of occupational commitment: Relations with person and work-related variables. *Journal of Applied Psychology*, 85, 799–811.
- Lee, K., Carswell, J., & Allen, N. (2000). A meta-analytic review of occupational commitment: Relations with person and work-related variables. *Journal of Applied Psychology*, 85, 799–811.
- Porter, L., Steers, R., Mowday, R., & Boulian, P. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(4), 603–609.
- Aranya, N., Pollock, J., & Amernic, J. (1981). An examination of professional commitment in public accounting. *Accounting, Organizations and Society*, 6, 271–280.

- Elias, R. (2008). Auditing students' professional commitment and anticipatory socialization and their relationship to whistleblowing. *Managerial Auditing Journal*, 23(3), 283–294. doi:10.1108/02686900 810857721.
- Organ, D.W. (1988), *Organizational Citizenship Behavior: The Good Soldier Syndrome*, Lexington Books, Lexington, MA
- Locke, E. (1976), “The nature and causes of job satisfaction”, in Dunnette, M.D. (Ed.), *Handbook of Industrial and Organizational Psychology*, Rand McNally, Chicago, IL, pp. 1297-1343.
- Robie, C., Ryan, A., Schmieder, R., Parra, L. and Smith, P. (1998), “The relation between job level and job satisfaction”, *Group & Organization Management*, Vol. 23 No. 4, pp. 470
- Judge, T.A. and Klinger, R. (2010), “Promote job satisfaction through mental challenge”, in Locke, E. (Ed.), *Handbook of Principles of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management*, 2nd ed., Blackwell, West Sussex, pp. 107-121.
- Bateman, T.S. and Organ, D.W. (1983), “Job satisfaction and the good soldier: the relationship between affect and employee ‘citizenship’”, *Academy of Management Journal*, Vol. 26 No. 4, pp. 587-595
- Bateman, T.S. and Organ, D.W. (1983), “Job satisfaction and the good soldier: the relationship between affect and employee ‘citizenship’”, *Academy of Management Journal*, Vol. 26 No. 4, pp. 587-595
- Organ, D. and Ryan, K. (1995), “A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior”, *Personnel Psychological*, Vol. 48 No. 4, pp. 775-802.
- Lapiere, L.M. and Hackett, R.D. (2007), “Trait conscientiousness, leader-member exchange, job satisfaction and organizational citizenship behaviour: a test of an integrative model”, *Journal of Occupational and Organizational Psychology*, Vol. 80 No. 3, pp. 539-554.

- Whitman, D.S., Van Rooy, D.L. and Viswesvaran, C. (2010), “Satisfaction citizenship behaviors, and performance in work units: a meta-analysis of collective construction relations”, *Personnel Psychology*, Vol. 63 No. 1, pp. 41-81.
- Podsakoff, P., MacKenzie, S., Paine, J. and Bachrach, D. (2000), “Organizational citizenship behaviors: a critical review of the theoretical and empirical literature and suggestions for future research”, *Journal of Management*, Vol. 26 No. 3, pp. 513-563.
- Podsakoff, E. and MacKenzie, S. (1994), “Organizational citizenship behavior and sales unit effectiveness”, *Journal of Marketing Research*, Vol. 31 No. 3, pp. 351-363
- Podsakoff, E. and MacKenzie, S. (1994), “Organizational citizenship behavior and sales unit effectiveness”, *Journal of Marketing Research*, Vol. 31 No. 3, pp. 351-363
- Walz, S.M. and Niehoff, B.P. (1996), “Organizational citizenship behaviors and their effect on organizational effectiveness in limited-menu restaurants”, in Keys, J.B. and Dosier, L.N. (Eds), *Academy of Management Best Papers Proceedings*, Academy of Management, New York, pp. 7-311.
- Podsakoff, P., Ahearne, M. and MacKenzie, S. (1997), “Organizational citizenship behavior and the quantity and quality of work group performance”, *Journal of Applied Psychology*, Vol. 82 No. 2, pp. 26-270.