



## Study of Organisation Citizenship Behaviour, Job Autonomy and Organisational Resources Towards Organisation Commitment in Private Schools in Malaysia

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### Article Information

#### Keywords

Organization Citizenship Behaviour, Job Autonomy, Organisation Resources, Organisation Commitment

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### Abstract

The purpose of this study is to examine and gain a better understanding of the factors affecting organizational commitment in private schools of in Malaysia. The study investigated the impact of organizational citizenship behavior, job autonomy and organizational resources on organizational commitment. The survey was conducted in Perak, Selangor and Pahang. Printed questionnaires were used as a research instrument in the research methodology by distributing 378 copies of questionnaires across states. The data collected was tested and analyzed by using SAS Enterprise Guide in order to compute results such as reliability analysis, frequency analysis, Pearson correlation coefficient analysis and Multi-linear Regression analysis. The results showed a positive significant relationship between the independent variables (organizational citizenship behavior, job autonomy and organizational resources) and dependent variable (organizational commitment) among teachers in private schools in Malaysia. These results were further supported by previous studies and several recommendations have been discussed.

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### INTRODUCTION

Organization commitment is an essential variable in sustaining employees in an organization. According to National Higher Education Research Institute (2004), private universities took about half of the turnover rate of academic staff in Malaysia, which was 45.5 percent while public universities were 18.18 percent, which indicated that there is a higher rate of turnover in private universities as compared to public universities. The public universities were also facing a high turnover rate because of the attractive salaries offered by private universities (Samy, Chin, Rajaendran & Tan, 2014). Chong et.al, (2011) further elaborated in their study of the shortage in secondary school teachers faced in Malaysia and an increase in Chinese private school teachers. Aslam (2012) explained the relationship between organization citizenship behaviour (OCB) and organization commitment are positively related and that employees who are committed to the organization will exhibit a higher level of OCB. There have been numerous studies of the variables, which have an effect on organization commitment, but there is a lack of empirical

evidences suggesting the three variables explored in this study, which is organization citizenship behaviour, job autonomy, and organization resources towards organization commitment (Gallato et al.,2012; Lee, Chitpakdee and Chontawan,2011).

## **LITERATURE REVIEW**

The purpose of literature is to explore the relationship between organization citizenship behaviour, job autonomy, organization resources and organization commitment.

### *Organisation Commitment*

Organization commitment can be described using the two approaches, which are the attitudinal and behavioural perspective. Attitudinal commitment is the degree of consistency of one's goal and values with those of the corporation. Behavioural commitment concerns with how individuals become trapped into a particular organization and their methods of solving the issues (Mowday, Porter & Steels, 1982). Meyer and Allen (1991) proposed a three-component framework, which comprises of affective, continuance and normative commitment. Affective commitment is defined as the emotional attachment of the employees in the firm and the reason why they continue to stay. Continuance commitment is described, as employees who are aware of the costs incurred if they decide to leave the organization and finally normative commitment is described as employees feeling of responsibility to remain in the organization. Meyer and Allen (1991) further suggested that when measuring organization commitment, it is best if the three components are combined and further elaborated that if the three components are measured separately it will yield different results. Flinders and Rauter (2008) reported that there is a significant difference of commitment between contingent and permanent teachers and results suggested that permanent teachers showed more commitment and a stronger identification with the organization.

### *Organisation Citizenship Behaviour*

Organ (1988) described that OCB is also known as a 'good soldier syndrome' where committed employees in the organization will demonstrate such behaviour. OCB is a very challenging task to incorporate in the organization because employees cannot expect rewards in return for demonstrating OCB (Tambe and Shanker, 2014). OCB has been divided into five dimensions according to Organ, 1988 that is the civic virtue, conscientiousness, courtesy, sportsmanship and altruism. According to Organ, 1988 altruism is defined as helping others, conscientiousness is working beyond the minimum requirement, sportsmanship is the toleration with the inconvenience, courtesy is to help others to avoid interpersonal problems and further elaborated that civic virtue is when employees are actively involved in the life of the organization. OCB has a positive relationship with members of the organization and it is able to improve the efficiency of the subordinates (Poncheri, 2006). There are many determinants, which can encourage OCB, and one of them is organization commitment (LePine, Erez and Johnson, 2002). Somech and Bogler (2004) applied OCB in the context of educational setting where the behaviour corresponds to behaviours directed towards students, teachers colleagues and to the whole school and further elaborated that OCB can be applied in a school setting for instance helping students with materials, acquire knowledge which contributes to their workplace, preparing special assignments for students, volunteering in school activities and helping out absent colleagues. Somech and Drach- Zahavy, 2000 stated that teacher empowerment had a significant impact on the exhibition of OCB among schoolteachers. The benefits of OCB has also been supported by Cohen and Vigoda, 2009 indicating the importance of OCB's for all forms of organization and that it improves the effectiveness of an organization in many ways.

### *Job Autonomy*

Hackman and Oldham, 1976 defined autonomy as the extent of individuals are given freedom in managing their work Employees with job autonomy will have an influence on the success of the organization because it is able to create a supportive work environment (Kroth&Puets, 2011; Sisodia& Das,2013). The benefits of job autonomy have been supported by Langfred and Moye, 2004 stating that autonomy can result in high work efficiency and intrinsic motivation. There has been(a)significant contribution of the positive benefits of job autonomy, which is found to have a positive relationship with job satisfaction and job autonomy (Decarlo and Agarwal,1999; Liu et al.,2005;Nguyen et al.,2003). Saragih, 2011 stated that job autonomy can improve job performance since individuals that are given job autonomy have the freedom to be creative in accomplishing their tasks. Gellatly and Irving, 2001 explained that individuals that are granted job autonomy perceive they are trusted with the job thus tend to have a higher level of job satisfaction. Kauffeld ,2006 and Smith et al.,2003 also identified a significant relationship between job autonomy and employee's innovativeness and competency. Gagne and Deci, 2005 citing past study stated that job autonomy generates organization commitment.

*Organisation Resources*

According to Bryson, Ackerman and Eden (2007), organizational resources are any assets of organization used to accomplish its goals and further elaborated that resource is meant by strength or weakness of a firm. Bozeman and Straussman, 1990 stated that there are three types of organizational resources, which are financial resources, personnel resources and organization structure. Barney, 1991 stated that human capital resources include experience, judgment, information, training, relations, individual managers, and employee’s foresight. Organizational capital resources, which can be referred as the formal and informal planning of the firm, controlling, formal reporting structure and coordinating systems together with the informal connections within groups and related groups of the firm and also in the firm’s environment. Lee and Whitford, 2013 focused on six types of organizational resources which are financial resources, human resources, administrative resources, political resources, physical resources and reputation resources. Lee and Whitford, 2013 further explained that administrative resources help in manage traditional resources like physical resources, financial resources and human resources that are traditional inputs in an organization. Lee and Whitford, 2013 also explained that political resources are important to government agencies and reputation resources are critical to public agencies. Daft, 2009 defined organizational effectiveness as the ability of the firm to obtain scarce and valued resources and successfully managing and integrating them in either absolute or relative terms.

**RESEARCH MODEL AND HYPOTHESES**

The focus of this study is to build a proposition to investigate the impact of organization citizenship behaviour, job autonomy and organization resources towards organization commitment.

*Proposition development*

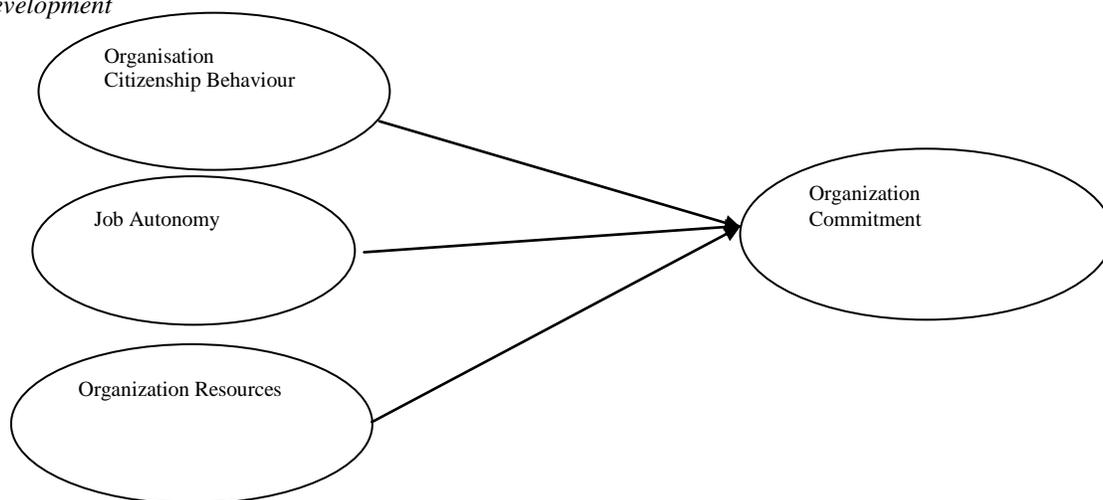


Figure 1 : Research Framework

*H1 : There is a relationship between organization citizenship behaviour and organization commitment*

Mohammad and Anisa, 2012 had shown that continuance commitment and normative commitment are found to be related to OCB while affective commitment has no significant effect on OCB, which is different compared to most research, which has highlighted that affective commitment has the strongest impact on the exhibition of OCB. Cohen and Liu, 2011 in their study discussed the impact of affective commitment with OCB and in their findings; they did not report continuance and normative commitment to be related to OCB. In a study conducted by Riketta, 2002 it was noted that there is a higher correlation between attitudinal commitment and performance through citizenship behaviour and in role behaviour. In a specific study conducted among teachers, it was highlighted by Flinders and Rauter, 2008 that there is a difference of commitment between contingent and permanent teachers. The results suggested that permanent teachers showed more commitment and reported stronger identification with the organization. (The above) literature shows evidences that there is a pre-existing relationship between organization citizenship behaviour and organization commitment and the study would like to explore this further among teachers.

*H2 : There is a relationship between job autonomy and organization commitment*

Research conducted by Naqvi et al., 2013 provided information that job autonomy has a positive effect on organization commitment in their finding where the sample was a tobacco firm in Pakistan and further supported by Sisodia and Das, 2013 where their findings also suggested a relationship between job autonomy and organization commitment. When employees are granted freedom in decision making and participation in the activities of the organization it does generate increased level of organization commitment among members of the organization because they feel that they belong there in the organization. Pathak and Das, 2003 elaborated that only it increases organization commitment but job autonomy also reduces absenteeism at work for employees.

*H3 : There is a relationship between organization resources and organization commitment*

Li, 2014 stated in his findings that there is a significant impact of organization resources on organization commitment. Wu et al., 2006 and Li, 2014 elaborated that organization commitment is an important components for employees to believe in the organization. Daft, 2009 explained that human resources is part of the organization resources that have been recognized to be important where organization is using a new approach to authorize employees with better options to learn and move towards a common goal. It was further elaborated by Daft, 2009 that organization resources are structure and coordinate intentionally by managers in order to achieve the organization objectives.

## RESEARCH METHODOLOGY

### *Sampling and Data Collection*

The target samples for this study is private schools in Klang Valley, Malaysia and the focus were the staff in private schools. In Malaysia, generally school for primary and secondary level is divided into government schools or public school and private schools. There were ten private schools, which were selected for this study in Kuala Lumpur, Selangor, Perak and Pahang. The total population of teachers in private school was estimated to reach 13,294 in 2013 (Ministry of Education, 2013). The respondents participating in this study are teachers in the private school, which were selected from the targeted area. Simple random sampling method was chosen as a sampling technique in this study. There were four hundred questionnaires which were distributed among teachers in the private school selected prior in this study. There were 378 questionnaires, returned so the response rate is 94.5 percent, which is satisfactory. The origins of construct for OCB was derived from Niehoff & Moorman (1993), job autonomy is Breaugh J.A (1999), organisation resources is Bryan T.K (2011) and organisation commitment is Jaros S. (2007).

## STATISTICAL ANALYSIS AND RESULTS

The reliability analysis for each variable in this study shows values above 0.60, which indicates a good reliability (Sekaran & Bougie, 2010). The Cronbach Alpha value for organization citizenship behaviour is 73.95, job autonomy is 91%, organizational resources are 90% and organization commitment is 85.5%, which signifies that the tools are appropriate for the survey.

TABLE 4.1 RELIABILITY ANALYSIS RESULTS

Variables	Cronbach Alpha (%)
OCB	73.9
Job Autonomy(JA)	91.8
Organizational resources	90.5
Organisation Commitment	85.5

TABLE 4.2 MULTIPLE LINEAR REGRESSION: ANALYSIS OF VARIANCE

Source	DF	Sum Of Squares	Mean Square	F Value	Pr>F
Model	3	54.9105	18.3035	285.12	<.0001
Error	374	24.0089	0.06419		
Corrected Total	377	78.9194			

ROOT MSE	0.25337	R square	0.6958
Dependent Mean	3.09343	Adjusted R Square	0.6933
Coefficient Variance	8.1905		

Table 4.2 above showed that p value (<0.0001) is smaller than 0.05 alpha value therefore F statistic is positive. This indicated that the model developed is a good descriptor. Hence, independent variables (OCB, job autonomy and organization resources) are found to be significant in describing organization commitment. The alternative hypotheses have been supported and data proved R square reflects how much the dependent variable variance can be further described by independent variables. The independent variables (OCB, job autonomy and organization

resources ) are able to explain 69.58% of the dependent variable variation ( organization commitment) which leaves 30.4% not explained so there can be other variables to be further explored which may have an effect on organization commitment.

TABLE 4.3 MULTIPLE LINEAR REGRESSION : PARAMETER ESTIMATES

Parameter Estimates						
Variable	DF	Parameter Estimate	Standard Error	T Value	Pr>(t)	Standardized Estimate
Intercept	1	0.14889	0.14675	1.01	0.311	0
OCB	1	0.11877	0.05776	2.06	0.0405	0.07781
JA	1	0.29747	0.02625	11.33	<.0001	0.41767
Or	1	0.42714	0.03688	11.58	<.0001	0.45738

Table 4.3 indicated that OCB , job autonomy and organization resources were found to be significant predictor for dependent variable ( organization commitment). The three independent variables p value are lower than alpha ( 0.05) whereby their p value are 0.0405 for OCB and (<.0001) for job autonomy and organization resources as the parameter estimate value is the highest which is 0.42714 followed by job autonomy which is 0.29747 and finally OCB which is 0.11877. OCB makes the lowest unique contribution in describing the dependent variable(organization commitment) which indicates the OCB has the lowest impact towards organization commitment as compared to the other variables in this study.

## DISCUSSION

The relationship between organization citizenship behaviour and organization commitment is accepted. The results are consistent with Noor,(2005) who highlighted in the study that there is a positive correlation between OCB and organization commitment in a study among university lecturers. These results were also supported by Foote et.al., (2005) who stated that when teacher's OCB increased so does their commitment towards their students. OCB is an intrinsic motivation adhered by teachers in their passion towards educating students. Citizenship behaviours exhibited by teachers can be preparing special assignments for students and giving them extra time in coaching so students are able to The relationship between job autonomy and organization commitment was found to be significant in this study, which was consistent with Kirkwood (2006) where there was a positive relationship established between global scale of professional work autonomy and affective commitment. The results of this relationship was also consistent with Naqvi, Ishtiaq, Kanwai and Ali (2013) where they explained that when employees are related to certain important tasks this will increase organizational commitment. The relationship between organization resources and organization commitment was accepted in this study. There has been a lack of study in this area so this research has contributed in filling the gap because most researches focused on human resources ( one of the dimensions of organization resources) and organization commitment ( Logan,2007; Buck, 1999 ; Magae, 2011). The results were consistent with a study done by Li, 2014 who also supported this relationship. When private schools increase organization resources available to schoolteachers in assisting them to prepare their materials or present their materials more effectively to students this will increase organization commitment towards private schools also.

## CONCLUSION

In terms of the managerial implication of the study it highlighted the three variables which are OCB, job autonomy and organization resources profound effect with organization commitment. Private schools gain their competitive advantage in quality education provided as per compared to public schools therefore the commitment of teachers is extremely important. If private schools are able to combine and provide the appropriate environment of encouraging teachers to exhibit OCB, job autonomy in making decisions and providing them the necessary resources it will increase organization commitment. Private schools are able to gain the benefits of increased performance automatically when organizational commitment is embedded into the mind-sets of their teachers.

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