

Enhancing organizational commitment by exploring job satisfaction, organizational citizenship behavior and emotional intelligence

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ABSTRACT

Problems related to emotional intelligence, job satisfaction, organizational citizenship behavior, and organizational commitment in the world of education, especially lecturers in providing services for students is relevant in the analysis for the sustainability of the quality of an institution. Thus, this study aims to analyze the increase in organizational commitment in Indonesia by involving 371 lecturers from 19 universities in Bandung. Structural Equation Modeling (SEM) using AMOS was employed in selecting the sample. The results explain emotional intelligence had positive effects on organizational citizenship behavior and on organizational commitment, and job satisfaction had positive effects on organizational citizenship behavior and on organizational commitment. Organizational citizenship behavior was empirically proven to have a positive effect on organizational commitment. In examining the mediating variable, the results show that emotional intelligence positively influenced the organizational commitment through organizational citizenship, and that job satisfaction had a positive effect on organizational commitment through organizational citizenship behavior as a mediating variable.

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1. Introduction

Improving employee work quality will result in an organizational commitment from employees in the organization, where an organization expects to get competent and highly committed employees (Robbins & Judge, 2013; Ababneh & Hackett, 2019). The organization is required to form an extra whole culture in its employees to get employees who have a high commitment to being in an organization for a long time (Luthans, 2006). A good organization will make employees feel the job satisfaction that naturally produces employees who have extraordinary work abilities such as empathy, creative, and sincere in work which indicates these employees have organizational citizenship behavior in their daily work (Robbins & Judge, 2009; Cooper & Sawaf, 2002; Katz, 1964). Employees who have high organizational citizenship behavior have a basis of good intelligence (Yousef, 1999). Besides thinking intelligence, one type of intelligence possessed by humans is emotional intelligence, where employees can manage their emotional intelligence well and increase their performance along with it (Tan et al., 2019; Riswanto et al., 2020). Organizational citizenship behavior is in the form of a series of work performed voluntarily by employees that exceeds the work standards set in a company (Carmeli & Josman, 2006). *Organizational citizenship behavior* can result in maximizing performance achievement with the help of other employees who are willing to work more than

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formal tasks to increase organizational commitment (Organ et al., 2005). Commitment to survive in an organization and participate in advancing the organization is also expected by educational institutions (Romi & Ahman, 2020). A university can make lecturers an asset of valuable human resources for the continuation of education and the *tri dharma* of higher education. Issues concerning organizational commitment have been widely studied in the world of education (Khadijah et al., 2015; Mohammad et al., 2016; Idrus et al., 2019; Levitats et al., 2019; Widiani et al., 2019). Moreover, commitments influenced by organizational citizenship behavior also widely studied (Matta et al., 2015; Aldulaimi, 2016; Chan & Lai, 2017; Khalid et al., 2018; Ahsan & Fernhaber, 2019; Zainul & Zamrudi, 2019). Commitments affected by job satisfaction were also further studied (Huang et al., 2012; Purnama, 2017; Tufail et al., 2017; Daddi et al., 2019; Meynhardt et al., 2020; Romi & Ahman, 2020). Furthermore, a commitment was also influenced by employee emotional intelligence (Khalili, 2017; Ardiana, 2019; Oliver, 2020; Sancoko et al., 2019)

2. Literature Review and Hypotheses

2.1. Emotional Intelligence

Intelligence is the entire ability of individuals to think and act in a directed and controlled environment effectively (Wechsler, 1967). Intelligence can also be interpreted as the ability to anticipate problems (Goddard, 2012). Emotional intelligence explains the emotional quantity that is important for one's success (Stein, 2004). Individuals who have good emotional intelligence will more easily adjust to their environment (Mayer et al., 2004). This relates to the ability to monitor their feelings, beliefs, and self-condition (Goleman, 2006).

2.2. Job Satisfaction

Employees who are satisfied with their work will show differences in attitudes between the rewards received and those believed to be received by employees (Robbins & Judge, 2009). Job satisfaction also involves good and bad employee attitudes in their daily work (Baron & Greenberg, 2003). Employee's job satisfaction is someone's feelings, actions, and attitudes in doing work in the organization (Vecchio, 1995). Job satisfaction is also effectiveness and emotional response from a job (Mangjunegara & Prabu, 2009).

2.3. Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior (OCB) is a discretionary behavior that does not explicitly and indirectly get an award from the formal reward system and that overall encourages functions in the organization to run effectively and efficiently (Organ et al., 2005). Employees in an organization that has a high level of OCB will make the organization superior compared to other organizations in terms of the performance achieved for the organization (Robbins & Judge, 2009). OCB indicators used are the components proposed namely: Altruism, Courtesy, Sportsman-ship, Conscientiousness, and Civic Virtue (Luthans, 2005; Szabó et al., 2018; Sun et al., 2018).

2.4. Organizational Commitment

Organizational commitment can be defined as a strong desire to remain a member of the organization (Ristiana, 2013), where organizational members strive to work according to the expectations and beliefs of the organization (Wibowo & Phil, 2013; Susilo et al., 2019). Organizational commitment is also part of employee loyalty to the organization and the ongoing process where organizational members show training for the organization and the achievement of organizational values and goals (Luthans, 2006). Organizational commitment also shows an employee who maintains his membership in the organization to achieve organizational goals (Robbins & Judge, 2009). The three conceptual components of organizational commitment are affective, continuity, and normative commitments.

3. Conceptual Framework

Based on the results of several empirical studies and literature review that had been described before, the study formulated the research model as shown in Fig. 1.

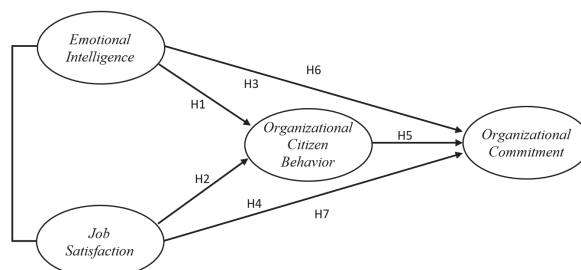


Fig. 1. Conceptual Frameworks

Furthermore, by relying on a review of previous studies and the framework, this study proposed the following hypotheses:

H1: *Emotional intelligence has a positive effect on organizational citizen behavior.*

H2: *Job satisfaction has a positive effect on organizational citizen behavior.*

H3: *Emotional intelligence has a positive effect on the organizational commitment of the Lecturer.*

H4: *Job satisfaction has a positive effect on the organizational commitment of the Lecturer.*

H5: *Organizational citizenship behavior has a positive effect on the organizational commitment of the Lecturer.*

H6: *Emotional intelligence has a positive effect on organizational commitment of lecturers through organizational citizenship behavior as a mediating variable.*

H7: *Job satisfaction has a positive effect on organizational commitment of lecturers through organizational citizenship behavior as a mediating variable.*

4. Methodology

The population of this study was all lecturers in private universities in Bandung and 371 lecturers from 19 private universities in Bandung as a sample obtained through a proportional random sampling technique (Fig. 2). The instrument used in collecting data in this study was distributed to 19 universities. The obtained data were further analyzed by using Amos Structural Equation Modeling (SEM) data analysis technique.

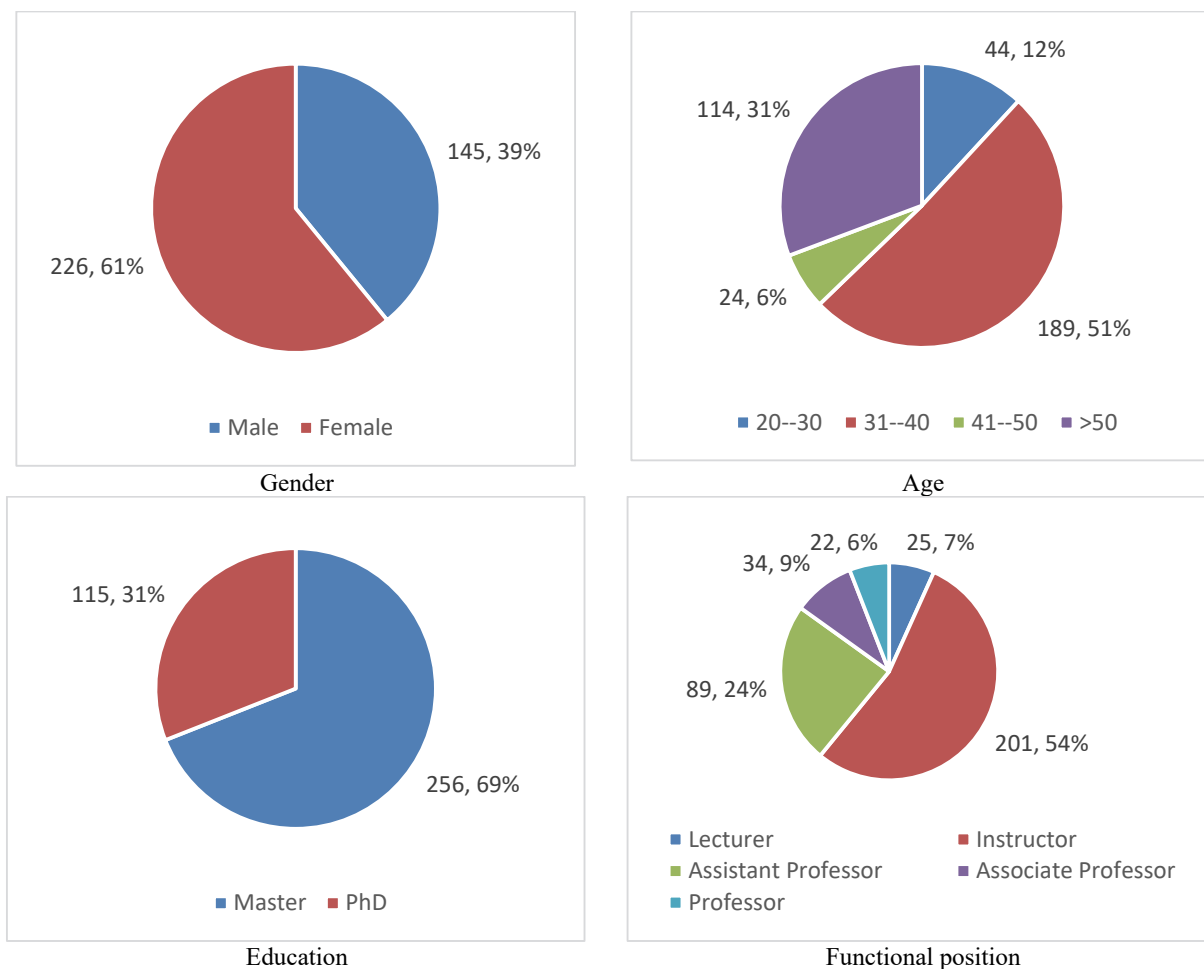


Fig. 2. Personal characteristics of the participants

Fig. 2 shows the respondent demographic characteristics. It shows that the majority of respondent were female, accounted for 61% from total respondents with an age range of 31-40 years old amounted to 189 respondents or 47%. It also shows that most respondents have maintained master degrees of science with 69% from total respondents, and have position as instructor (201 respondents or 54% from total sample).

5. Results

The results of the descriptive analysis of emotional intelligence, job satisfaction, organizational citizenship behavior, organizational commitment variables can be categorized as sufficient and high. This can be seen from the acquisition of the average total score as in Table 1.

Table 1
Descriptive Test Results for Research Variables

Variable	Percentage
Emotional intelligence	62.01%
Job satisfaction	70.13%
Organizational citizenship behavior	77.26%
Organizational commitment	75.08%

Table 1 shows the results of the descriptive test analysis on the four variables namely the variables of emotional intelligence, job satisfaction, organizational citizenship behavior, organizational commitment and indicates that the highest percentage of scores found in the organizational citizenship behavior with an average total score of 77.26%.

Table 2
Test Results between Variable Effects

Variable Test	Estimate	S.E.	C.R	P	Hypothesis
EI → OCB	0.645	0.075	8.446	<0.05	Significant-Positive
JS → OCB	0.482	0.057	8.296	<0.05	Significant-Positive
EI → OC	0.470	0.079	5.806	<0.05	Significant-Positive
JS → OC	0.421	0.062	6.611	<0.05	Significant-Positive
OCB → OC	0.260	0.059	4.254	<0.05	Significant-Positive

EI=Emotional Intelligence; JS=Job Satisfaction; OCB= Organizational citizenship behavior; OC= Organizational Commitment

Meanwhile, the lowest score was shown on the job satisfaction variable with an average total score of 63.01% included in the sufficient category. In testing the 7 hypotheses, causality relationships analysis was conducted between the researches constructs as detailed in Table 2. Moreover, Tables 3-5 show the analysis of direct effects, indirect effects, and total effects. In addition, Figure 2 showed the full model with Structural Equation Modeling (SEM) analysis with AMOS that highlight the relationship among variables investigated in this study.

Table 3
Standardized Direct Effects (Group number 1 - Default model)

	Emotional Intelligence	Job Satisfaction	OCB	Organizational Commitment
OCB	0.592	0.617	0.000	0.000
OC	0.483	0.433	0.243	0.000

Table 4
Standardized Indirect Effects (Group number 1 - Default model)

	Emotional Intelligence	Job Satisfaction	OCB	Organizational Commitment
OCB	0.000	0.000	0.000	0.000
OC	0.157	0.149	0.000	0.000

Table 5
Standardized Total Effects (Group number 1 – Default model)

	Emotional Intelligence	Job Satisfaction	OCB	Organizational Commitment
OCB	0.572	0.637	0.000	0.000
OC	0.651	0.612	0.243	0.000

6. Discussion

According to the results of data analysis, it is estimated that the standardized regression weight coefficient value was 0.645. The CR value was 8.446 (>1.96) greater than 1.96 and the p-value was <0.05 . These findings indicate emotional intelligence has a positive effect on organizational citizenship behavior. Thus, the first hypothesis (H1) is accepted. These findings are in line with previous studies (Amar, 2019; Supriyanto et al., 2019; Widiani et al., 2019; Yuliansyah et al., 2019). Based on the results of the data analysis, it is estimated that the standardized regression weight coefficient value was 0.482. The CR value was 8.229 (>1.96) greater than 1.96 and the p-value was <0.05 . These results indicate job satisfaction has a positive effect on organizational citizenship behavior. Thus, the second hypothesis (H2) is accepted. The results support the previous studies (Rafiei, 2017; Levitats et al., 2019; Oliver, 2020; Widiani et al., 2019; Yuliansyah et al., 2019). The results of the data analysis

showed that the estimation of the standardized regression weight coefficient value was 0.470. The CR value was 5.806 (>1.96), greater than 1.96 and the p-value was <0.05. These results indicate emotional intelligence has a positive effect on organizational commitment of lecturers. Thus, the third hypothesis (H3) is accepted. The results are following the previous studies (Dixit & Singh, 2019; Levitats et al., 2019; Tan et al., 2019; Widiani et al., 2019; Yuliansyah et al., 2019). Based on the results of data analysis, it is estimated that the standardized regression weight coefficient value was 0.421. The CR value was 6.611 (>1.96), greater than 1.96 and the p-value was <0.05. These results indicate job satisfaction has a positive effect on organizational commitment of lecturers. Thus, the fourth hypothesis (H4) is accepted. This finding is in line with previous studies (Alfonso et al., 2016; Khalili, 2017; Miao et al., 2017; Oliver, 2020; Supriyanto et al., 2019; Tan et al., 2019). Following the results of the data processing, it is estimated that the standardized regression weight coefficient value was 0.260. The CR value was 4.254 (>1.96), greater than 1.96 and the p-value was <0.05. These findings indicate organizational citizenship behavior has a positive effect on organizational commitment of lecturers. Thus, the fifth hypothesis (H5) is accepted. This finding supports the findings from previous studies (Yoo, 2016; Rafiei, 2017; Miao et al., 2018; Miao et al., 2019; Shahab et al., 2019).

The results of data analysis obtained the test results using the Sobel test of 3.772 (>1.96) with a p-value of 0.00. Meanwhile, the estimated value of the standardized direct effect and the standardized indirect effect between emotional intelligence on the organizational commitment mediated by organizational citizenship behavior was direct < indirect. The relationship testing between the two variables showed a value of 0.492>0.147. Thus, the sixth hypothesis (H6) is accepted which means emotional intelligence has a positive effect on the organizational commitment of lecturers through organizational citizenship behavior as the mediator. These findings are in accordance with the findings from previous studies (Amar, 2019; Dixit & Singh, 2019; Levitats et al., 2019; Widiani et al., 2019; Yuliansyah et al., 2019). From the results of data analysis using the Sobel test, the value obtained was 3.854 (>1.96) with a P-value of 0.00. Meanwhile, the estimated value of the standardized direct effect and the standardized indirect effect between emotional intelligence on the organizational commitment of the lecturer mediated by organizational citizenship was direct < indirect value. The relationship testing between the two variables obtained a value of 0.433 > 0.159. Thus, the last hypothesis (H7) is accepted which means job satisfaction has a positive effect on the organizational commitment of lecturers through organizational citizenship behavior as the mediator. The findings support the findings from previous studies (Bolino et al., 2002; Pradhan et al., 2016; Amar, 2019; Tantra, 2018; Supriyanto et al., 2019; Widiani et al., 2019; Yuliansyah et al., 2019).

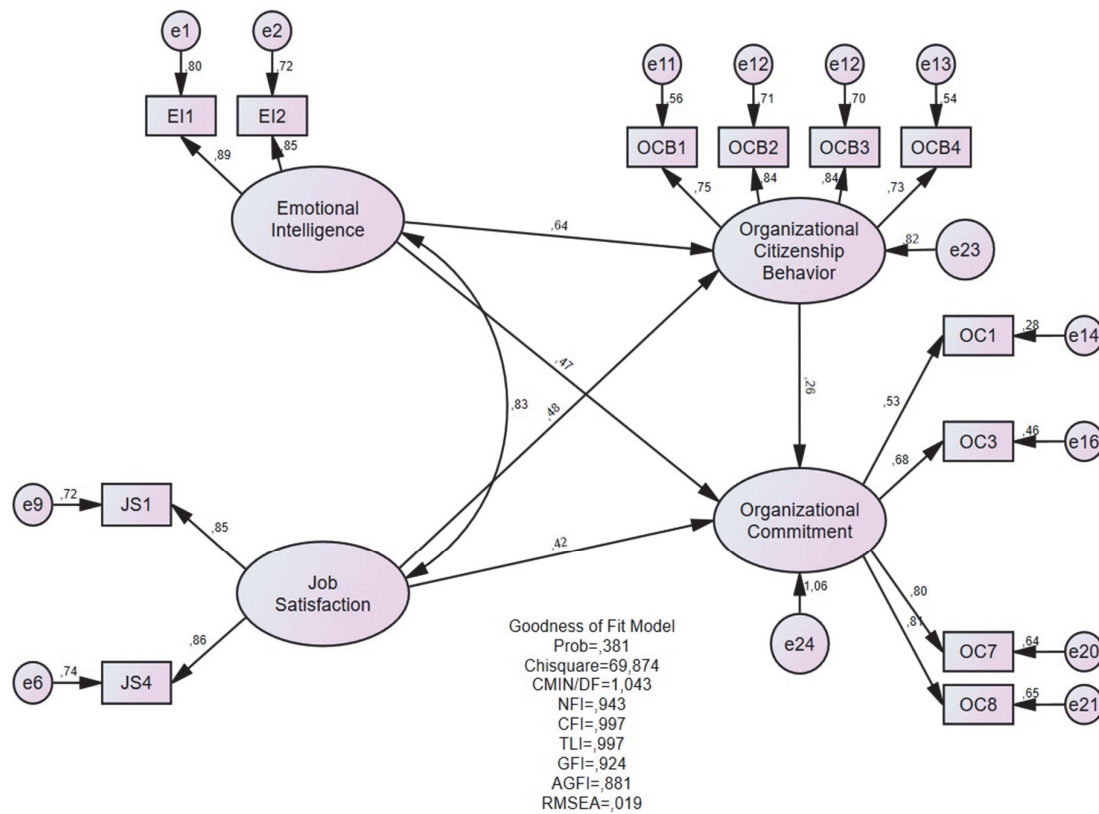


Fig. 3. Full Model

7. Conclusion

This study has aimed to analyze a model for improving the organizational citizenship behavior of lecturers in Bandung, Indonesia. The findings have shown that the emotional intelligence had a positive effect on organizational citizenship behavior; job satisfaction had a positive effect on organizational citizenship behavior; emotional intelligence had a positive effect on organizational commitment; job satisfaction had a positive effect on commitment organization; organizational citizenship behavior had a positive effect on organizational commitment; emotional intelligence had a positive effect on organizational commitment through organizational citizenship behavior as a mediating variable; job satisfaction had a positive effect on organizational commitment through organizational citizenship behavior as a mediating variable.

Job satisfaction supported by good organizational citizenship behavior might be able to increase organizational commitment to achieve the company's goals. This finding indicates that emotional intelligence and job satisfaction might affect organizational commitment mediated by organizational citizenship behavior in lecturers at private universities throughout Bandung. The results of the study have indicated that there is an indirect effect between job satisfactions on organizational commitment at the private university throughout Bandung through organizational citizenship behavior.

The limitation of this study is that this study only covered the university in Bandung that has not thoroughly examined various universities in Indonesia. Thus, further study is expected to be able to investigate and analyze both public and private universities in Indonesia.

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