

The Role of Job Satisfaction as Mediator in the Relationship between Self-Efficacy and Organizational Citizenship Behavior among Indonesian Teachers

Ulfiani Rahman

Wan Shahrazad Wan Sulaiman

Rohany Nasir

Fatimah Omar

School of Psychology and Human Development
Faculty of Social Sciences and Humanities
Universiti Kebangsaan Malaysia
43600 UKM Bangi
Selangor

Abstract

In implementing educational goals, teachers play an important role in ensuring their effectiveness. This study was aimed to test the model of self-efficacy, job satisfaction and organizational citizenship behavior. This study also tested the role of job satisfaction in mediating the relationship between self-efficacy and organizational citizenship behavior. The respondents were 208 teachers in South Sulawesi, Indonesia. The scales used were the Teacher Self-Efficacy Scale, the Minnesota Satisfaction Questionnaire (MSQ), and the Organizational Citizenship Behavior Scale. Results of the model showed a good fit model with $\chi^2=127.94$, $p<0.001$, CFI=0.95, GFI=0.93, TLI=0.93, and RMSEA=0.05. Findings showed positive and significant relationships among the variables: between self-efficacy and organizational citizenship behavior, $\beta=0.32$, $p<0.001$; between job satisfaction and organizational citizenship behavior, $\beta =0.57$, $p<0.001$; and between self-efficacy and job satisfaction, $\beta =0.45$, $p<0.001$. In addition, job satisfaction significantly mediated the relationship between self-efficacy and organizational citizenship behavior.

Keywords: self-efficacy, job satisfaction, organizational citizenship behavior, mediator, structural equation modeling

1. Introduction

The role of teachers is essential in ensuring the effectiveness of education. Teachers are expected to have the vision of developing a civilized society. This shows that the job scope of teachers are becoming more challenging as it goes not just teaching and educating students but also guiding, developing students' social skills and intellectual abilities and forming moral character of students. Having said this, teachers' responsibilities also encompass administrative tasks in which they have to fulfill. The multitude of responsibilities and tasks calls for the willingness of teachers to sacrifice a lot of their time and effort in becoming good teachers. This behavior that identifies teachers as good teachers at the school just as Organ (1988) defines as "the good soldier syndrome" can also be referred to as organizational citizenship behavior.

Organizational citizenship behavior is a natural behavior that is voluntary in which individuals do not expect any reward, and the behaviors are not related to the formal reward system and it can enhance the effectiveness of the organization. This behavior among teachers indicates that they contribute to the school beyond their formal job description. Organ (1988) defines organizational citizenship behavior as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (p. 4). As such, organizational citizenship behavior among teachers is important as it relates to other factors such as job satisfaction, burnout, organizational commitment and performance.

There are several reasons why organizational citizenship behavior influence the effectiveness of an organization (Podsakoff et al., 2000) namely individuals having this behavior can: (1) assist their colleagues in completing their tasks and management; (2) help in using the organizational resources effectively for productive outcomes; (3) increase the needs to provide organizational resources for productive outcomes; (4) coordinate effectively activities among members and groups; (5) increase the stability of work ability in the organization; and (6) increase organizational ability to adapt towards changes in the work environment. These are consistent with several aspects of organizational citizenship behavior as proposed by Podsakoff et al. (1997) in which there are three dimensions of organizational citizenship behavior which are altruistic or helping behavior, civic virtue and sportsmanship.

If individuals in an organization can show organizational citizenship behavior, then the organization will not face difficulties in improving employees' behavior as they can coordinate themselves for the benefit of the organization. For example, providing help to colleagues to assist in the smooth running of tasks. This is supported by Van Dyne et al. (1994) and Van Scotter and Motowidlo (1996) who state that helping behavior is affiliation behavior that can strengthen relationship, more so in the school environment when teachers tend to perform beyond their roles shown by helping their colleagues at school. The helping behavior of teachers is related to their self-efficacy. Only teachers with high self-efficacy can expand their effort to help their colleagues as they have the capability to complete extra tasks. In this context, self-efficacy is the confidence level of an individual's ability to self-perform a specific task (Bandura, 1994; Greenberg & Baron, 2000).

Previous studies have shown significant relationship between self-efficacy with organizational citizenship behavior. Somech and Drach-Zahavy (2000) conducted a study to explore the concept of extra-role behavior and it's relation to job satisfaction, self-efficacy and collective efficacy. The respondents in their study were 251 teachers in north Israel. The findings showed a positive association between self-efficacy and organizational citizenship behavior. Dussault (2006) also conducted a study on high school teachers in France. The respondents involved were 279 female and 208 male teachers with the mean age of 40.4 years. Findings showed that there was a significant and positive correlation between teachers' ability to teach and organizational citizenship behavior such as altruism, courtesy, civic virtue and conscientiousness while self-efficacy was significantly correlated with sportsmanship.

Bogler and Somech (2004) also found that self-efficacy significantly predicted organizational citizenship behavior. Their study examined the influence of teacher empowerment on organizational commitment, professional commitment and organizational citizenship behavior. The respondents were 983 teachers and data were analyzed using correlation and multiple regression. Results showed that teachers' perception about their empowerment was significantly correlated with commitment to the organization and profession, and organizational citizenship behavior. This finding was supported by Beauregard (2012) who examined personality as predictor of OCB, and gender as a moderator in the link between personality and OCB. A total of 223 public sector employees in the United Kingdom participated in this study. Results showed that general self-efficacy predicted more participation in citizenship behaviors, but only for men. Women appear to carry out citizenship behaviors regardless of how confident they feel in being able to perform successfully.

Teachers will also perform organizational citizenship behavior if they have high job satisfaction. Newstrom and Davis (2002) define job satisfaction as a pleasant feeling about their jobs. In this respect, job satisfaction is feeling happy and unhappy relatively different between the thought and desire of behavioral objectives. Similarly, Kreitner and Kinicki (2005) state that job satisfaction is an emotional response to various aspects of employment. Further, Ivancevich, Konopase, and Mattesan (2005) state that job satisfaction is an attitude that employees have toward their duties as a result of their perception of the tasks. Riggio (1990) also states that job satisfaction is an assessment of the job, the extent to which a satisfactory job is assessed by individual needs.

Support for the relationship between job satisfaction and organizational citizenship behavior was provided by several studies. Zeinabadi (2010) examined the relationship between job satisfaction, organizational commitment and organizational citizenship behavior among 652 teachers in Tehran, Iran. Results showed a significant coefficient between intrinsic job satisfaction with normative commitment and organizational citizenship behavior. These results were also confirmed by Ackfeldt and Coote (2005) who found a positive relationship between job satisfaction with organizational citizenship behavior among 211 customer-contact employees.

Similar findings were obtained by several other studies indicating that as job satisfaction increases, so does organizational citizenship behavior (LePine, Erez & Johnson, 2002; Schmit & Alscheid, 1995; Schneider, Ashworth, Higgs & Carr, 1996; Tang & Ibrahim; 1998). In addition, there was also evidence on the significant relationship between self-efficacy and job satisfaction. Judge et al. (2005) showed that there was a positive relationship between self-efficacy and job satisfaction. A study done by Mulki, Lassk and Jaramilo (2008) also found that there was a positive relationship between self-efficacy and job satisfaction. This is reinforced by a study done by Skaalvik and Skaalvik (2010) who state that self-efficacy was a significant predictor of job satisfaction.

One study that examined the role of job satisfaction in mediating job characteristics and OCB was conducted by Chiu and Chen (2005). Respondents involved 270 employees from 24 electronic companies. Findings showed that job variety and job significance had a significant positive relationship with OCB, whereas job identity, job autonomy, job feedback and job interdependence were not significantly related to OCB. Furthermore, job satisfaction, especially intrinsic satisfaction, was a mediating mechanism of the relationship between job variety, job significance and OCB. Finally, extrinsic satisfaction did not mediate the relationship between job characteristics and OCB. This finding suggests that practicing managers should enrich job characteristics and place greater emphasis on enhancing employees' intrinsic satisfaction to promote employees' OCB.

Despite the numerous studies on the antecedents of organizational citizenship behavior (OCB), relatively few researchers have examined the role of job satisfaction as mediator in the relationship between self-efficacy and OCB. The aims of this study therefore, were to investigate the relationship between self-efficacy, job satisfaction and OCB and to clarify the mediating effects of job satisfaction.

2. Method

2.1 Participants

The participants in this study were 339 teachers in religious schools who were employed in the senior high school or Madrasah Aliyah Negeri of South Sulawesi. Participants were selected using stratified random sampling by selecting respondents from 11 religious schools in the North, East, West, South and Middle area of South Sulawesi, Indonesia. However, after analysis of normality only 208 respondents were used as samples.

2.2 Research Instruments

In this research, three scales were used and they are:

- i. Teacher Self-Efficacy Scale was developed by Schwarzer, Schmitz and Daytner (1999) and contains 10 items. The responses use five point Likert scale with 1=Not at all true to 4=Exactly true. Reliability of this scale was $\alpha=0.80$.
- ii. The Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, England, dan Lofquist (1967). This scale consists of 20 items and measures two dimensions which are intrinsic satisfaction containing 14 items and extrinsic satisfaction containing six items. The responses use five point Likert scale with 1=Very dissatisfied to 5=Very satisfied. The result of reliability test showed a Cronbach alpha of 0.84.
- iii. The Organizational Citizenship Behavior Scale used was a combination of scales developed by Netemeyer et al. (1997), Organ and Konovsky (1989), and Williams and Anderson (1991). The scale comprises 13 items, with three subscales namely helping behavior containing five items, sportsmanship containing four items, and civic virtue containing four items. The responses use five point Likert scale with 1=Strongly disagree to 5=Strongly agree. The reliability of this scale was $\alpha=0.77$.

2.3 Procedure

The research was conducted by first getting permission from the Ministry of Education, South Sulawesi, Indonesia. Once approval was obtained, the researchers administered the questionnaires to participants at their schools. Instructions were given to participants and items were explained to participants when necessary. All the completed questionnaires were then collected by researchers.

The data were analyzed using structural equation modeling (SEM) with AMOS 5 program. The goodness of fit of the model was evaluated using five indices, which reflected the overall model fit: (1) the chi-square statistic; (2) the goodness-of-fit index (GFI); (3) the comparative fit index (CFI); (4) the Tucker-Lewis index (TLI) which compared the estimated model with the null model; and (5) the root mean-square error of approximation (RMSEA).

The GFI, CFI and TLI usually vary along a 0 to 1 continuum in which values greater than 0.90 and 0.95 are typically taken to reflect acceptable and excellent fit to the data (Schumacker & Lomax, 1996). Browne and Cudeck (1993) also suggest that RMSEA less than 0.05 is indicative of a “close fit” and that values up to 0.08 represent reasonable errors of approximation.

3. Results

The respondents' demographic profile is presented in Table 1. A total of 138 respondents (41%) were male teachers while another 201 respondents (59%) were female teachers. They ranged in age with 35 respondents (10%) aged between 20 to 30 years old, 140 respondents (41%) between 31 to 40 years old, 142 respondents (42%) between 41 to 50 years old, and 22 respondents (7%) between 51 to 60 years old. The majority of the respondents (82%) were married, while 56 respondents (17%) were still single and four respondents (1%) were divorced. Respondents also varied in their length of service, with 169 respondents (50%) have worked less than 10 years, 143 respondents (42%) have worked between 11 to 20 years, 25 respondents (7%) have worked between 21 to 30 years, and two respondents (1%) have worked between 31 to 40 years.

Table 1: Respondents' Demographic Profile

Demography	Group	Frequency	Percentage
Gender	Male	138	41.0
	Female	201	59.0
Age	20-30 years	35	10.0
	31-40 years	140	41.0
	41-50 years	142	42.0
	51-60 years	22	7.0
Marital status	Single	56	17.0
	Married	279	82.0
	Divorced	4	1.0
Length of service	0-10 years	169	50.0
	11-20 years	143	42.0
	21-30 years	25	7.0
	31-40 years	2	1.0

The model was tested on the data consisting of self-efficacy as predictor variable, job satisfaction as mediator variable and organizational citizenship behavior as the outcome variable using structural equation modeling (SEM). The results as shown in Figure 1 showed that the model χ^2 was 127.94, $p < 0.001$. However, the model has good fit with the data with goodness of fit indices fulfilling the minimum requirement which is $> .90$ (Schumacker & Lomax, 1996). The results showed that GFI=0.93, CFI=0.95 and TLI=0.93. In addition, the values of RMSEA=0.05. This means that the model fit the data well.

Further analysis of path coefficient was analyzed to examine the direct and indirect effects among the variables. Results of the study showed that there was a significant and direct relationship between self-efficacy and organizational citizenship behavior with $\beta=0.32$, $p < 0.001$. This means that self-efficacy influenced teachers' organizational citizenship behavior. There was also a significant and direct relationship between job satisfaction and organizational citizenship behavior with $\beta=0.57$, $p < 0.001$. This means that job satisfaction influenced teachers' organizational citizenship behavior. Finally, the findings showed a significant and direct relationship between self-efficacy and job satisfaction with $\beta=0.45$, $p < 0.001$.

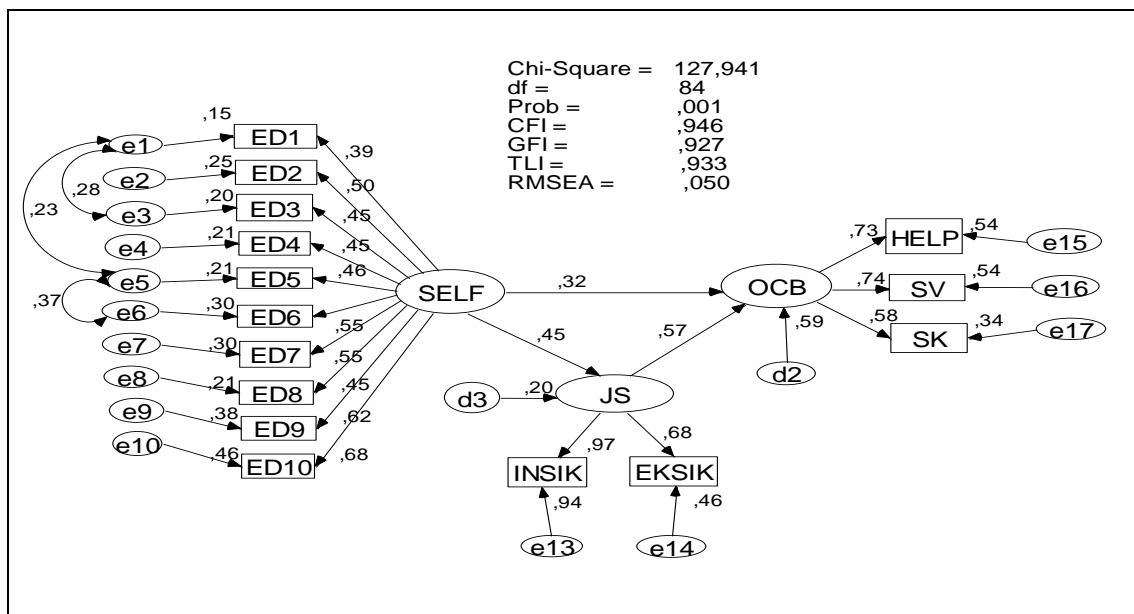


Figure 1: Job Satisfaction as Mediator between Self-Efficacy and Organizational Citizenship Behavior

Self-efficacy contributed 20% variance towards job satisfaction while combined together, both self-efficacy and job satisfaction contributed 59% variance towards organizational citizenship behavior. The role of job satisfaction as mediator variable was also tested in this model. The mediator effect was calculated following Hair et al.’s (2006) recommendation by multiplying the path coefficient between self-efficacy with job satisfaction and job satisfaction with organizational citizenship behavior. Results showed that the mediator effect was 0.26 which exceeds the value of 0.08 deemed as having importance (Hair et al., 2006).

4. Discussion

From the above findings of the study, job satisfaction has a significant effect in the relationship between self-efficacy and organizational citizenship behavior. This is consistent with previous studies, although not directly. If viewed in isolation, there was a significant relationship between self-efficacy and organizational citizenship behavior and this was consistent with past studies (Bogler & Somech, 2004; Dussault, 2006; Somech & Drach-Zahavy, 2000). This finding supports previous studies by Zellars et al. (2001) and Karatepe et al. (2006) who found significant relationship between self-efficacy and job satisfaction. When individuals experience pleasure in work, then they will do other jobs beyond the perception of their roles or obligations. Similarly, findings by Salehi and Goltash (2011) showed a positive relationship between job satisfaction and organizational citizenship behavior.

Thus, it can be said that job satisfaction played a significant role in mediating the relationship between self-efficacy and organizational citizenship behavior. Chiu and Chen’s (2005) study have also proved that job satisfaction was a mediator although it mediated the relationship between job characteristics and organizational citizenship behavior. In view of the social cognitive theory, human beings are not only driven by the strength in themselves, nor automatically shaped and controlled by external stimuli. More precisely, human functions are described in the reciprocal relationship between behavior and cognitive factors (personal) and the environment (Bandura, 1986). Self-efficacy therefore is believed to be the key to performing a job successfully. In addition, self-efficacy can also affect patterns of thinking and behavior in making a decision.

In other words, individuals with higher scores of self-efficacy have higher job satisfaction, and in turn this high level of job satisfaction influences the increase in organizational citizenship behavior. Significant relationship between self-efficacy and job satisfaction showed that when an individual has confidence in his ability, he will be successful in completing the job. Consequently, he will be able to feel satisfaction in his work.

Results also pointed out the existence of the significant relationship between job satisfaction and organizational citizenship behavior which showed that teachers who were satisfied at work would also be able to do other jobs beyond his formal obligations. In other words, teachers will easily develop a sense of empathy for colleagues in completing their tasks and responsibilities. Moreover, teachers in religious schools have a culture of community participation in which they always help fellow colleagues and this influences their job satisfaction.

5. Conclusion

Based on the findings, job satisfaction significantly mediated the relationship between self-efficacy and organizational citizenship behavior. Findings obtained showed a positive and significant relationship between self-efficacy and organizational citizenship behavior. There was also a positive and significant relationship between job satisfaction and organizational citizenship behavior. Self-efficacy was also significantly related to job satisfaction.

The positive traits showed that when teachers have high self-efficacy, they also have high job satisfaction at work and consequently performed organizational citizenship behavior more frequently. By equipping individuals with high self-efficacy, they can help to perform productive activities, have the courage to take risks and to maximize their capabilities at work. Moreover, teachers become aware that the teaching profession is a challenging and rewarding profession. Positive behaviors can therefore help teachers in carrying out their tasks and responsibilities effectively to achieve the national mission of educating students.

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