

COMMITMENT AND COMPETENCY AS AN ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

PREDICTOR AND ITS EFFECT ON THE PERFORMANCE

A Study of Private Vocational High Schools in Klungkung Regency, Bali, Indonesia

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Abstract

This research aims to conduct study and analysis about the role of teacher's commitment and competency as Organizational Citizenship Behaviour (OCB) predictor and also its effects to the teacher's performance. The research is conducted in some private vocational high schools in Klungkung Regency, Bali, Indonesia; it is analysed using Partial Least Square with SmartPLS 2.0 M3 programme. The results of the research find out that teacher's commitment and competency is the OCB predictor. Teacher's commitment does not significantly affect the teacher's performance itself. OCB does not affect the teacher's performance. The most influencing factor to the teacher's performance in this research is competency.

Keywords: Commitment, competency, organizational citizenship behaviour, performance.

INTRODUCTION

Teacher is the most important part to form qualified and educated human resources, especially in Bali Province Indonesia which still requires qualified teachers to transfer knowledge for student's and nation's future. Thus, rightly, teacher has reliable competency and high commitment to be able to conduct qualified education process. The good and the bad of result study quality of the students is the teacher's responsibility (Umirso dan Gojali, 2013:31). According to Sutrisno (2011:25), the success of education process mostly depends on the teacher, besides to the adequate teaching material availability and information and communication technology acquisition.

Satori (2009:1.19) said that to build the whole Indonesian people, teacher is the leading implementer device. Teacher is the activator subject of whole learning components. Sagala, (2011:4), assured that qualified human resources can be resulted from the qualified education. This insists the teacher to have high competency and commitment, in order to be able to get good performance so can develop qualified human resources.

Some research's results find out that commitment, competency and organizational citizenship behaviour/OCB can improve the performance. Unal, (2013) in his research found out that commitment affects positively to the OCB. The same research's results are found by Muhammad (2012), Qamar (2012), Sethi (2012), Mihdar (2013), Ngadiman, et al., (2013), Syahrudin, et al., (2013), Ghazemi dan Keshavarzi (2014), Wang (2014), Olowookere, (2014), Sari, et al., (2014), Nwibere (2014). The research's result by June, et al., (2013), concluded that competency also affects worker's performance. The parallel research's result is found by Patulak, et al., (2013), reinforced more by Lotunani, et al., (2014), research's results which also found that each of competency and commitment affect positively and significantly to the performance. The commitment itself also affects to the performance, based on the Rizal (2014) research's result. Karavardar (2014), in his research found that OCB affects positively and significantly to the worker's performance. The same research's results are found by Khazaei, et al., (2011), Tehran, et al., (2013), Maharani, et al., (2013), Firmansyah, et al., (2014), Kolade, et al., (2014).

The teacher's commitment

Wirawan (2008:133) defines commitment as a reflection of member's pride toward the organization and the degree of loyalty to the goal's achievement of the organization; commitment is a relative strength from the individual's identification and involvement in an organization. The organizational commitment is a degree where a worker believes and accepts the organizational goals, and also is willing to stay still in the organization (Mathis dan Jackson,

2011:122). The organizational commitment is also defined as a degree where a worker defines himself/herself with the organization and is willing to conduct hard work for the organization's interest (Noe, 2011:20).

Meyer & Allen express that commitment's indicators consist of: (1) the affective commitment, which is related to the willingness to be tied to the organization, which the individual stays in the organization because of own desire, (2) the continuance commitment, which is related to the assessment toward the cost if leaving the organization, and (3) the normative commitment, which emphasises in how far a person is psychologically related to be a worker in an organization which is based on the loyalty, warm, ownership, pride, pleasure and happiness (Robbins dan Judge, 2012:101).

The teacher's competency

Based on McClelland, the competency is defined as a person's characteristic affecting directly to the performance, or can predict the performance very well (Rivai dan Sagala, 2011:299), Dessler (2010:145), said that competency as a characteristic of person's ability which can be proven so it can bring out an achievement. Competency is a knowledge, skill, experience and individual's quality needed to perform a work (Hendro, 2011:184). While, according to Spencer, competency consists of: motive, trait, self concept, skill, and knowledge (Moeheriono, 2012:10). And according to Samana, said that teacher's competency is an ability displayed by a teacher in performing his or her duty in giving educational service to the society. The competency is also defined as basic characteristics which can be related to the increasing performance of individual or team (Yamin and Maisah, 2010:7).

The professional teacher's competency indicators, according to Cooper, consists of having knowledge about study and human's behaviour, having knowledge and mastering the learned field of study, having the proper attitude about the self, school, colleagues, the learned field of study, having the skill in teaching technique (Satori, 2009:1.18). According to Suwardi, the teacher's competency indicators are including: learning management component, potential development component, and academic acquisition component (Yamin and Maisah, 2010:7).

Organizational Citizenship Behaviour (OCB)

Some writers express the term of Organizational Citizenship Behaviour (OCB) differently, such as Prosocial Behaviour, Extra-Role Behaviour, Contextual Performance, Organizational Spontaneity, Spontaneous Organizational Behaviour, Even Counter-Role, Extra-Role Performance, Civic Citizenship. The meaning is the optional behaviour which is not a part of worker's formal work duty, but is supporting the function of organization effectively (Robbins and

Judge, 2012:40). According to Organ, OCB is an individual behaviour voluntarily (without any coercion), indirectly (explicitly) acknowledged formally in appreciation system. It is also said that OCB is the free behaviour (discretionary), indirectly to get the appreciation from formal reward (William and Setiawan, 2013).

The OCB's indicators according to Katz, consist of: Cooperating with other, Protecting the organization, Volunteering constructive ideas, Self-training, maintaining a favourable attitude to word the company (Podsakof, et al., 2000). While, according to Podsakoff (2000), the OCB's indicators consist of: Helping Behaviour, Sportsmanship, Organizational loyalty, Organizational Compliance, Individual initiative, Civic Virtue, self-development.

The teacher's performance

According to Moeheriono (2012:95), performance is a view of implementation achievement degree of an activity program or policy in realizing a target, goal, vision and mission of organization applied in strategically plan of an organization. Rivai and Sagala (2011:548-549), define performance as a real behaviour displayed by each person as work achievement produced by a worker based on his/her role in the organization. Performance is a person's activity in conducting his/her basic duty, (Sembiring, 2012:81). While, Mathis and Jackson (2011:378) said that basically, performance is what is done or not done by a worker. According to Wirawan (2012:5), performance is the output produced by the work's functions or indicators of a profession in a certain time.

The performance indicators according to Mathis and Jackson (2011: 378) are the elements of worker's performance including: work result quantity, work result quality, work result time accuracy, attendance and the cooperation ability. According to Lamatenggo (2012:71), the teacher's performance is simplified to be 5 indicators namely: the work quality, speed and accuracy, initiative in working, the ability to cooperate, and the ability to communicate the work.

The relationship of commitment, competency, OCB and performance

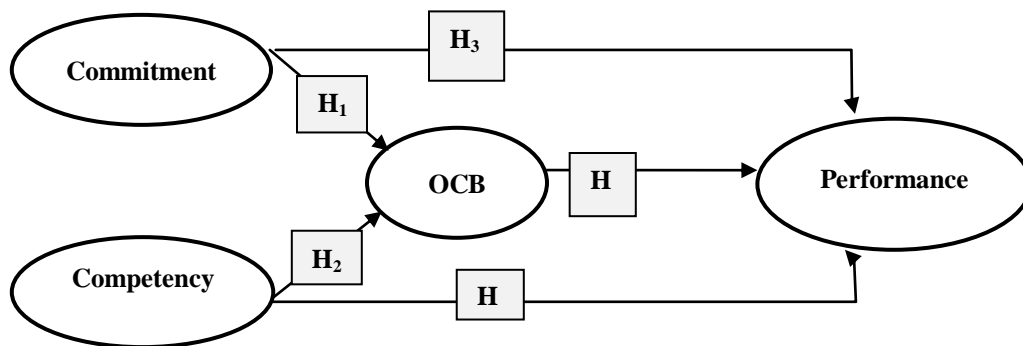
A person with high commitment will do anything for the organization progress (Koesmono, 2005). The organizational commitment can be used to predict the professional activity and work behaviour (Sahertian, 2010). Mathis and Jackson (2011:264), said that knowledge, skill and behaviour are a competency mostly required by a worker to be able to conduct the job well. Rivai and Sagala (2011:301), believe that competency is the success key factor in working. The relationship between competency and performance is very close (Yamin and Maisah, 2011:11). This is strengthened by Wirawan (2012:9), that performance has causal relationship with

competency. Moehariono (2012:10), also said the similar thing, which competency has causally related relationship with worker's performance.

Robbins and Judge (2012:61) mention that the ability directly affects the degree of performance. Simanjuntak, says that the factors influencing the individual performance, one of which is the individual competency including work ability and skill, work experience, education and training, work ethic, and motivation (Wirawan, 2012:10). Related to the teacher's performance, Lowler, says that the teacher's performance is related to the ability and proficiency in conducting something related to his/her profession as a teacher (Herman, 2011). The organization having workers with good OCB will have better performance (Robbins and Judge, 2012:40).

Based on the above explanation, so the model and hypothesis formulation in this research can be shown in the figure 1 below:

Figure 1. The Conceptual Framework



H₁ : the teacher's commitment affects positively and significantly to the OCB

H₂ : the teacher's competency affects positively and significantly to the OCB

H₃ : the teacher's commitment affects positively and significantly to the teacher's performance

H₄ : the teacher's competency affects positively and significantly to the teacher's performance

H₅ : OCB affects positively and significantly to the teacher's performance

RESEARCH METHOD

The research is conducted in private vocational high school in Klungkung Regency, Bali Province, Indonesia, involving the permanent teachers of the institution including the civil service teachers employed by the related schools. Accidental sampling is used, total of the teachers are 63 respondents and 61 is manageable questionnaires.

The indicators to measure the organization commitment are based on the Meyer & Allen's (1997) concept consisting of: affective commitment, continuance commitment and normative commitment. And the indicators to measure the teacher's competency refer to the Law number 15 year 2007 consisting of pedagogical competency, professional competency, personal competency and social competency. The OCB indicators are measured based on the model developed by Organ (Alizadeh, et al., 2012), consisting of: Altruism, conscientiousness, sportsmanship, civic virtue, and courtesy. The data analysis technique is conducted by Partial Least Square (PLS) model using SmartPLS 2.0 M3 programme.

EMPIRICAL RESULTS AND DISCUSSION

The analysis of research's results is shown by table 1, figure 1 and figure 3 below. Table 1 shows that the outer loading coefficients of each indicator are above 0,50 for all indicators, so all indicators of research model former are valid. Table 2 shows the AVE coefficient, which all are above 0,5; the Composite Reliability is above 0,70 and the Croncabch Alpha is also above 0,70; this shows that the used indicators in this research are reliable.

Table 1. Results of Outer Loading measurement

Variable	Indicator	Coefficient Outer Loading	T-Statistic
Teacher Commitment (X ₁)	Effective Commitment	0,8869	40,8157
	Continuance Commitment	0,8589	23,0140
	Normative Commitment	0,7799	11,2141
Teachers Competence (X ₂)	Pedagogic Competency	0,8867	53,7055
	Professional Competency	0,8982	50,7055
	Personality Competency	0,8069	19,0319
OCB (Y ₁)	Social Competency	0,8253	24,5851
	Altruism	0,7872	13,8026
	Civies Virtue	0,8799	52,6525
	Sportsmanship	0,8949	33,1927
	Conscientiousness	0,9077	73,5188
Teacher Performance (Y ₂)	Courtesy	0,8314	24,2850
	Planning of learning	0,8131	43,1386
	Implementation of learning	0,7964	19,9346
	Learning outcome assessment	0,8186	29,9681

Table 2: Overview (AVE, Composite Reliability, R², Cronbach Alpha, Cummunality)

Variabel	AVE	Composite Reliability	R-Square	Cronbach Alpha	Communality
Performance	0,6552	0,8507	0,5686	0,7377	0,6552
Commitment	0,7109	0,8803	0,0000	0,8145	0,7109
Competency	0,7272	0,9141	0,0000	0,8749	0,7272
OCB	0,7420	0,9348	0,5568	0,9132	0,7420

The Q Square Predictive Relevance (Q²) calculation, to measure how good the observation can be obtained by the research's variable, shown below.

$$Q^2 = 1 - \{(1 - R_{y_1^2})(1 - R_{y_2^2})\}$$

$$Q^2 = 1 - \{(1 - 0,5568)(1 - 0,5686)\}$$

$$Q^2 = 1 - \{(0,4432)(0,4314)\}$$

$$Q^2 = 1 - 0,191196$$

$$Q^2 = 0,8088 \text{ (80,88 \%)}$$

The above calculation shows that 80,88% of the model can be explained by the research's variables, while the remaining of 19,12% is the error factor or other variable excluding the research's model.

The whole model accuracy can be shown by the Godness of Fit (GoF) calculation, shown in below calculation.

$$\text{GoF} = \sqrt{(\overline{\text{com}} \times \overline{R^2})}$$

$$\text{GoF} = \sqrt{\{[(0,6552+0,7109+0,7272+0,7420)/4] \times [(0,5686+0,5568)/2]\}}$$

$$\text{GoF} = \sqrt{\{(0,5627)(0,7088)\}}$$

$$\text{GoF} = \sqrt{0,39889}$$

$$\text{GoF} = 0,6316$$

The structural model evaluation measured by Q Square Predictive Relevance(Q²) and Goodness of Fit (GoF) show that the models formed by the constructs have good model category. The hypothesis test result can be explained by figure 1 and 2 and table 3 below.

Figure 2. The path diagram of analysis result using SmartPLS 2.0 M3 programme (before bootstrapping)

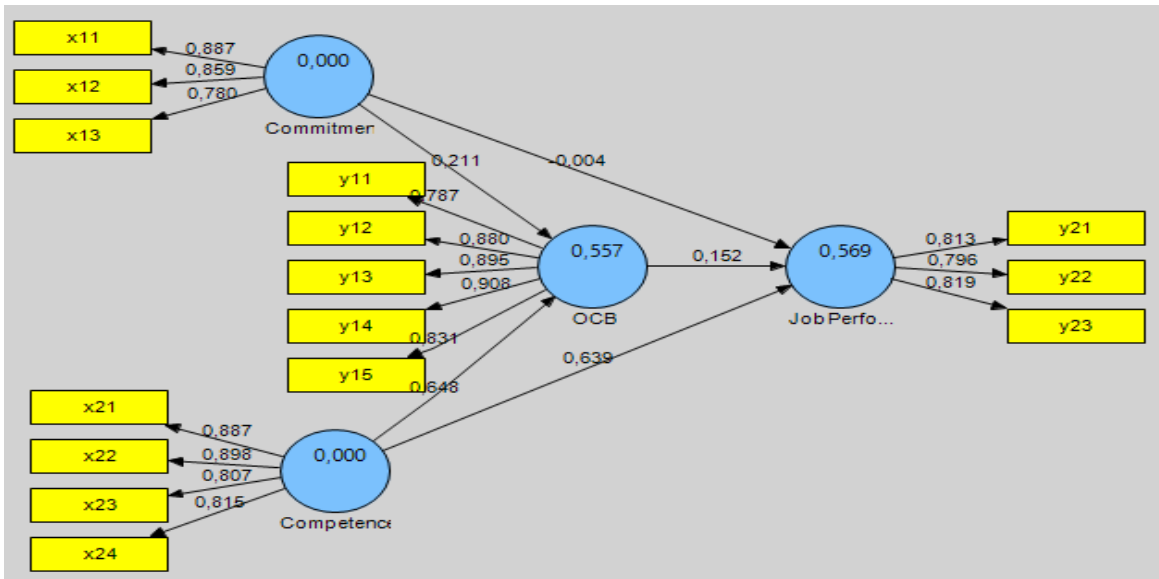


Figure 3. The path diagram of analysis result using SmartPLS 2.0 M3 programme (after bootstrapping)

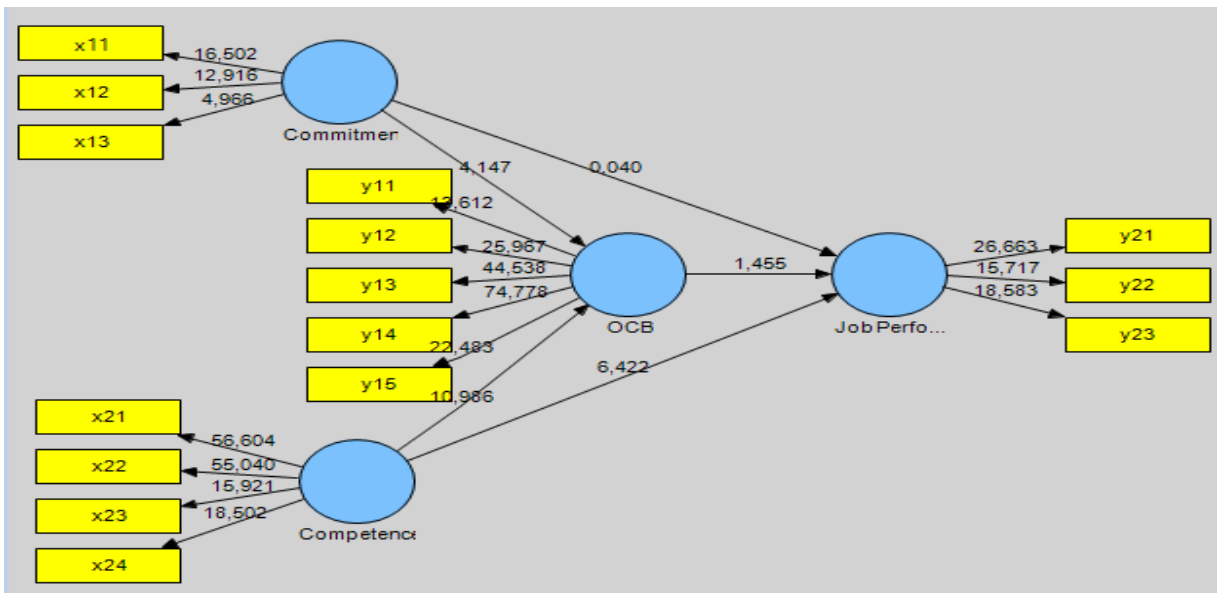


Table 3, shows the connectedness result from all variables measured in this research. The effect of teacher’s commitment to OCB shows the results as 0,211 and significant in 0,05 level, where the T-statistic is 4,147 > 1,96, this means that **H₁ is accepted**. The meaning that the teacher’s commitment measured based on the affective commitment, continuance commitment

and normative commitment as the indicators, can increase school citizen's behaviour. This research's result is in line with the opinions by Gautam, et al.,(2004), Koesmono (2005), Cohen (2006).

Table 3. Test Results of Direct Relation of Teacher's Commitment, Teacher's Competency, OCB and Teacher's Performance As The Variables

Relation between variable	Bootstrapping	T-Statistic	Remark
Teacher Commitment (X_1) \rightarrow OCB(Y_1)	0,211	4,147	significance
Teacher Commitment (X_1) Teacher Performance (Y_2)	-0,004	0,040	in-significance
Teacher Competency (X_2) \rightarrow OCB(Y_1)	0,648	10,986	significance
Teacher Competency (X_2) \rightarrow Teacher Performance (Y_2)	0,639	6,422	significance
OCB(Y_1) \rightarrow Teacher Performance (Y_2)	0,152	1,455	in-significance

The effect of teacher's competency to OCB is 0,648 and significant, where the T-statistic value is $10,986 > 1,96$. This result shows that **H₂ is accepted**. This research's result gives meaning that the improvement of teacher competency measured based on the pedagogical competency, professional competency, personal competency and social competency as the indicators, can increase the teacher's OCB. This is in line with Mathis and Jackson (2011:264), Rivai and Sagala's opinion (2011:299).

The effect of teacher's commitment to teacher's performance is -0,004 which is not significant, because the T-statistic value is $0,040 < 1,96$, it means that **H₃ is rejected**. This gives meaning that the teacher's commitment measured based on the affective commitment, continuance commitment and normative commitment as the indicators do not affect the teacher's performance. This research's results are in line with the research conducted by Handayani (2008).

The effect of teacher's competency to the performance is 0,639; which is significant because the T-statistic value is $6,422 > 1,96$, showing that **H₄ is accepted**. It means that the teacher competency measured based on the pedagogical competency, professional competency, personal competency and social competency as the indicators, can improve teacher's performance. This is in line with Yamin and Maisah (2011:10), and Wirawan' opinion(2012:9).

While the effect of OCB to the performance is 0,152 which is not significant, where the T-statistic value is $1,455 < 1,96$. This means that **H₅ is rejected**, it means that OCB measured based on the altruism, civic virtue, sportsmanship, conscientiousness, and courtesy as the indicators do not affect the teacher's performance.

CONCLUSION

Based on the whole research, this research finds out that teacher's commitment affects positively and significantly to teacher's OCB. This indicates that the teacher's commitment improvement in private vocational high schools in Klungkung Regency can encourage the OCB improvement of the concerned teachers. The teacher's competency has positive and significant effect to the OCB, this means that the improvement of teacher's competency can improve the OCB of concerned teachers. The teacher's commitment does not affect the teacher's performance, this shows that the improvement of teacher's commitment cannot encourage the improvement of teacher's performance in those schools. The teacher's competency affects positively and significantly to the teacher's performance, meaning that the improvement of teacher's competency can improve teacher's performance. The OCB does not affect teacher's performance, meaning that the improvement of OCB in those schools cannot encourage the improvement of teacher's performance.

LIMITATIONS AND FUTURE RESEARCH

The limitation in this research is using small sample in one regency so that the finding cannot be generalized. The further research is advised to take broader research's scope, in some regencies or provinces by using broader variables, like entering variables such as work satisfactory, compensation, work climate, leadership, organizational culture, and other relevant variables as the predictors affecting teacher's performance.

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