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PREFACE

Thanks to God, with the almighty grace.

We are really grateful that the 4th Gadjah Mada International Conference of Economics and Business 2016 had been held successfully on November 25-27, 2016 by Faculty of Economics and Business Universitas Gadjah Mada at Jogja Plaza Hotel, Sleman, Yogyakarta. Tokens of appreciation should be rendered to our presenters, participants and all of you that made the event could be organized and carried out with the highest quality, comfort, and precision that we could give. Even though there are some mistakes that we did during the event, we apologize deeply for that. These Proceedings are compiled as a collection of all presenter's research papers. Showing the creativity of ideas that could also be seen as an art inside the field of science.

The theme of this year conference is "Research, Production, in Business Model Trilemma on ASEAN Economic Community," and this theme is manifested in the presented papers that are compiled in these proceedings, comprised of the scholarly work from this global environment and as well as the honorary speakers. Therefore, we would like to express our gratitude and credits to Journal of Indonesian Economy and Business Faculty of Economics and Business Universitas Gadjah Mada.

Professor Christopher Mannings (Crawford Schools, Australia Nationals University), Professor Dr. Mudrajad Kuncoro, M.Soc.,Sc. (Universitas Gadjah Mada), Dr.Satya P.Chattopadhyay Ph.D (University of Scranton) and Arie Setya Yudha (Molay Tacticals) for taking the time to contribute and share their expertise and experiences to the conference that have enriched our knowledge in this field.

All the scientists and researchers that have also contributed their research, ideas, results, and encouraging one another to learn more by sharing, learning, and discussion sessions. There were 119 papers from – different countries presented in the conference. Some of them have agreed to include their full papers in the proceedings.

The proceeding and presentations cover various topics, ranging from economics, marketing management, human resources management, financial management, operation management, supply chains management, and accounting.

We sincerely hope that these proceedings and the conference in particular will grant benefits to all of the participants and also the readers. Especially as a reference for further Economics and Business development in Indonesia and all over the world.

We welcome and will receive any suggestions and constructive feedback to improve the organizing strategy for the betterment and development of Gadjah Mada International Conference of Economics and Business conferences and proceedings. We look forward to see you again in our next event.

Yogyakarta, December 2016.

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Comparing of Entrepreneurial Intention Student: Before and After taking
Entrepreneurship Course

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**THE INFLUENCE OF PERCEIVED ORGANIZATIONAL SUPPORT,
JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT TOWARD
ORGANIZATIONAL CITIZENSHIP BEHAVIORS
(A Study of Permanent Lecturer at Lambung Mangkurat University, Banjarmasin)**

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ABSTRACT

The study of lectures behaviors in performing their role is very interesting to be done because it has a direct bearing on the success of the higher educational process in producing high quality human resources. This kind of responsibility is quite possible to emerge a behavior that exceeds the job role. Profession as a lecture does not only require knowledge mastery, but also specific skills (such as interpersonal and good communication skills). Lecturers' flexible working hours which are often demanded reinforce the reasons why organizational behaviors which exceed in-role behaviors in the form of organizational citizenship behaviors (OCBs) are likely to emerge. The purpose of this research is intended to obtain the empirical findings of: (1-3) The influence of perceived organizational support on lecturers' job satisfaction, organizational commitment, and organizational citizenship behaviors; (4-5) The influence of job satisfaction on lecturers' organizational commitment and organizational citizenship behaviors; and (6) The influence of organizational commitment on lecturers' organizational citizenship behaviors. The population in this research is all of ULM permanent lecturers. Respondents are taken from 4 academic ranks which represented by Asisten Ahli (Instructor), Lektor (Assistant Professor), Lektor Kepala (Associate Professor), and Guru Besar (Professor). 130 samples were collected by using a proportional-stratified random sampling. Partial Least Square (PLS) method was used to analyze the data. The results showed that POS has significant effect on lecturers' job satisfaction; POS has no significant effect either on lecturers' organizational commitment or organizational citizenship behaviors; job satisfaction has significant effect on lecturers' organizational commitment but has no significant effect on OCBs; and organizational commitment has significant effect on lecturers' OCBs. The implications and further research are discussed.

Keywords: *Perceived Organizational Support, Job Satisfaction, Organizational Commitment, Organizational Citizenship Behaviors.*

1. INTRODUCTION

Several studies in the field of higher education states that the existence of a lecturer is one of the factors determining the success rate of students in the process of transformation of science and technology as well as ethical and moral internalization. The existence of a lecturer is expected to encourage students to study in earnest and optimize the capabilities themselves, although it depends on student willingness himself. Therefore, the improvement of services, knowledge, direction

and guidance of lecturers to their students often become public attention.

Some of the educational issues that often arise such as inadequate qualifications and competence of lecturers, a low level of lecturer's welfare, low degree of work ethic and commitment to the profession and a lack of public recognition to profession of lecturers. As revealed by Danim (2002: 18), quite often lecturers receive initial training in inadequate quantities, given the task of carrying out the complex work with little formal assistance, accept low prestige of the

profession, a lot of condemnation and under the auspices of an institution that is less take effect. In the environment of higher education organization, in particular, there are various issues related to some aspects of lecturers' situational characteristics (Herawati, 2003: 22-23). According to Herawati, the teachers often perceive their work as a lecturer does not require specific skills and most of lecturers prefer to meet the need to be accepted by the social environment rather than perform optimally. In addition, the lecturers perceive they have limited authority in performing their duties.

In the context of organizational behavioral sciences, various problems faced by lecturers can be associated with the demanding roles it faces, a lack of resources, as well as the limitations of what is expected to be obtained on the job. These problems become an obstacle to the realization of one of the three important roles a lecturer in the organization, in particular the extra role behavior, better known by the term organizational citizenship behaviors (OCBs).

The discussion about OCBs would not be separated from the concept of organizational support to its employees as one of the factors that influence the formation of such behavior. To foster organizational citizenship behaviors (OCBs) or a good extra role behavior of every member of the higher educational organization (the lecturers), adequate organizational support to each individual lecturer is needed. Perceived Organizational Support implies the extent to which an organization is considered to appreciate the values of employee contributions and cares about their welfare. In addition, to encourage every member of the organization showed good behavior with extra role, the attitudes associated with the work itself (work-related attitudes) should be considered also. Greenberg and Baron (2003) mentioned that the attitudes related to work such as job satisfaction and an employee commitment to the organization that hired him/her.

Kreitner and Kinicki (2003: 274) state that organizational commitment reflects the state in which an individual identifies himself with the organization and bound by its objectives. Employees who are committed to the organization and work in general have a tendency to believe that the work is central to

their lives. They believe that work is a tribute. They are also easily show stand against laziness (Lapierre, 2001). Employees who are committed to their organization or professions feel that the work satisfies their needs. Employees who have a commitment to the organization have a high level of involvement to organizational values and goals. In addition, when members of the organization feel well-treated and receive proper support from organization then he will feel satisfied and a sense of obligation to reciprocate good treatment from the organization will exist. The job satisfaction within themselves and a sense of commitment to the organization will encourage them to work beyond their formal role.

The impact of low perceived organizational support resulting in low satisfaction which in turn cause low degree of lecturer commitment to the organization. Ultimately, in these conditions, organizational citizenship behaviors within each faculty member are much less likely to appear.

Based on the problem formulation, the research questions that arise are:

1. Does perceived organizational support have significant influence on job satisfaction of ULM lecturer?
2. Does perceived organizational support have significant influence on organizational commitment of ULM lecturer?
3. Does job satisfaction have significant influence on organizational commitment of ULM lecturer?
4. Does job satisfaction have significant influence on organizational citizenship behavior of ULM lecturer?
5. Does organizational commitment have significant influence on organizational citizenship behavior of ULM lecturer?
6. Does perceived organizational support have significant influence on organizational citizenship behavior of ULM lecturer?

Research Target

The target of this study was to obtain empirical evidence to explain the relationship between perceived organizational support and organizational citizenship behavior through the creation of job satisfaction and organizational commitment. The existence of empirical

evidence will become the basis to give certain recommendation to the leader of the university and faculty in formulating organizational policies related to organizational support provided to the lecturers so they may increase job satisfaction and organizational commitment and encourage the emergence of positive organizational citizenship behavior among lecturers in favor of efficiency, effectiveness and organizational creativity.

Research Urgency

The urgency of this study can be mentioned as follows: (1) Providing additional empirical evidence regarding the importance of organizational support as a basis for improving lecturers' job satisfaction, organizational commitment and organizational citizenship behaviors; (2) There have been no similar studies ever conducted in ULM with totally the same variables so this research is expected to be feasible.

Contributions

This research is expected to contribute in the development of science and technology, especially in the theoretical aspects for the development of Management, especially in the field of Human Resources management and Organizational Behavior in Indonesia, through the understanding of the importance of the organizational support and its consequences to job satisfaction and organizational commitment to foster positive organizational citizenship behavior among lecturer in higher educational organizations and is expected to be able to explore new approaches with regard to all aspects.

2. LITERATURE REVIEW & HYPOTHESES DEVELOPMENT

This section describes the theories and concept used to develop the research model and hypotheses. The theories used in this study are the social exchange theory and organizational support theory. The concepts used in this study are:

Perceived Organizational Support

Perceived Organizational Support is defined as an employee perceptions regarding the extent to which the organization gives support to employees and the extent of the organization's readiness to provide assistance

when needed (Pack, 2005). According to Eisenberger and Rhoades (2002), POS refers to the perception of organizational support of employee perceptions regarding the extent to which organizations value their contributions and cares about their welfare. If the employees consider they receive high level of organizational support then the employee will unite the membership of the organization into their identities and then develop a relationship and a more positive perception about the organization. With the united of membership in the organization with the identity of the employee, the employee will feel as part of the organization and feel a responsibility to contribute and give their best performance for the organization.

Job Satisfaction

Job satisfaction according to Wexley and Yukl as quoted by As'ad (2003: 104) is "the way an employee feels about his/her job". The meaning of the statement is that job satisfaction is one's feelings toward his work. Weiner (1982) stated that job satisfaction is an attitude towards work-related conditions, facets, or aspects of the job. Vroom as quoted by As'ad (2003: 104) noted that job satisfaction as a reflection of the positive attitude. In a broad sense, Jernigan *et al.* (2002) reported that job satisfaction is defined as one's sense of satisfaction not only with the work but also with the larger organizational context within work exists. Thus, job satisfaction is not only related to satisfaction with work itself but also related to the broader organizational context related to the job.

Organizational Commitment

According Aldag and Reschke (1997), organizational commitment is defined as the strength of an individual's identification with, involvement in, and attachment to the organization. It means that, the organizational commitment is defined as the power of the individual to identify, engage and committed to the organization. The development of research on the construct of organizational commitment gave rise to various views, such as a consensus on organizational commitment in a multidimensional context. For example, Allen and Meyer (1990) introduces the construct of organizational commitment in three dimensions, namely (1) affective

commitment as an emotional attachments to organizations where employees identify themselves to the organization and enjoy the membership of the organization; (2) continuance commitment is related to the costs occurred when leaving the organization, and (3) normative commitment, as a feeling of responsibility to remain in the organization.

Organizational Citizenship Behavior

Definition of organizational citizenship behavior according to Organ *et al.* (2006: 8) is the employees extra-role behavior in a working group that like to do other tasks beyond their main tasks as contained in the job description, explicit action is not recognized by the formal system of the company, but it can improve the overall efficiency and effectiveness of the organization. In line with the opinion from Organ, Jacqueline *et al.* (2004) defines organizational citizenship behavior as extra-role behavior as the actions of employees to perform additional tasks in a working group that is not officially requested by the company but is the desire of the employee and worked voluntarily as a form of employee assistance to the organization.

According to Podsakoff *et al.* (2000), OCB is a profound individual contribution exceeding the demands of a role in the workplace and has impact on performance assessment. OCB involves some behavior includes behavior of helping others, volunteering for extra duties, and adherence to the rules and procedures in the workplace. From an organizational point of view, OCB is necessary because the behaviors included in the OCB improve resource utilization and reduce the need for more formal control mechanism and does not require a lot of expense (Organ, 1999; Podsakoff and McKenzie, 1996).

Seven (7) types of extra-role behavior or organizational citizenship behavior according to Organ *et al.* (2006: 297), namely: (1) helping behavior, (2) sportsmanship behavior, (3) organizational loyalty behavior, (4) organizational compliance behavior, (5) individual initiative behavior, (6) civic virtue behavior (sincerity), and (7) self-development behavior.

This section briefly describes the hypothesis formulation of this study with the theoretical basis or the general underlying concept which taken from previous empirical

studies to strengthen the hypotheses formulation. Here is the elaboration of the hypotheses formulation in this study.

Perceived Organizational Support and Job Satisfaction

Perceived organizational support is defined as an employee perceptions regarding the extent to which the organization gives support to employees and the extent of the organization's readiness to provide assistance when needed (Pack, 2005). According to Eisenberger and Rhoades (2002), the perception of organizational support refers to employee perceptions regarding the extent to which organizations assess their contributions and cares about their welfare. In a POS there are elements of fairness, respect, attention to the lives of workers and consider the objectives and values of employees (Eisenberger *et al.*, 1986). Perception of organizational support is likely to increase if organizations implement a good reward system, provide opportunities for advancement and implement positive policies in the workplace. Because job satisfaction is a form of emotional response to a situation that reflects the work, performance assessment, or work experience (Locke, 1976; at Brooke, Jr. *et al.*, 1988), the perception of the organizational support workers will have an effect on job satisfaction.

Several studies have found a positive relationship between POS and job satisfaction e.g. Liu (2004) and Wulani (2004) and a meta-analysis conducted by Riggle *et al.* (2009) which confirmed the findings related to POS with attitudinal outcomes. Similar results were also found in a study conducted by Beheshtifar *et al.* (2012), Kuo *et al.*, (2015) and Kurtesis *et al.* (2015). Based on the above explanation, it is predicted that the lecturers who have a high perception of the support organizations tend to have high job satisfaction. In accordance with these predictions, research hypothesis that can be formulated is:

H₁: Perceived organizational support significantly influences ULM lecturers' job satisfaction.

Perceived Organizational Support and Organizational Commitment

Organizational support theory is used to describe the employee's emotional attachment

to the organization. When employees feel that they provided with good support from the organization, the employee felt responsible for replying to their organization. The obligation feeling increases employee commitment to the organization (Eisenberger, 2001). In line with the organizational support theory, commitments identified as the impact of employee perceptions regarding organizational support (Rhoades, 2001). This relationship is proven through research conducted by Rhoades (2001) using a sample of employees from various organizations. This study found that employees who feel that they have the support from the organization have a sense of meaningfulness in their selves. This increases the commitment on the employee. This commitment ultimately encourages employees to help the organization achieve its goals and improve their performance expectations that are noticed and appreciated by the organization.

The organizational support theory also assumes that perceived organizational support produce a feeling of obligation for employees to help the organization achieve its goals, keep remaining to the organization and safeguarding the welfare of the organization. Perceived organizational support has positive outcomes for employees and organizations. Perceived organizational support assumes that employees establish a common belief that an organization concerned with the existence and well-being of employees are personally and appreciate the contributions of the employees in the organization. Thus, employees feel that they must repay to the organization for the benefits given to them by giving profitable contribution to the organization.

Basically, lecturers who consider that organizational support organization is available at any time if required and enforced in a fair and reasonable way likely to have a high perception of organizational support. Various experiences lecturers received and experienced during their devotion to their institution will affect their job satisfaction. The larger the organizational support given to him and the more aspects of work that meets his expectations then lecturers' job satisfaction will be higher. Empirical studies that find positive and significant relationship between perceived organizational support to job satisfaction conducted by LaMastro (2000),

Liu (2004), Wulani (2004), Liu (2009), Ekawati and Andini (2008), Riggle *et al.* (2009), Beheshtifar *et al.* (2012) as well as Kurtessis *et al.* (2015).

Based on the above, it can be predicted that the higher the perceived organizational support, the higher the lecturers' job satisfaction. In accordance with the predictions, research hypothesis that can be formulated is:

H₂: Perceived organizational support significantly influences ULM lecturers' job satisfaction.

Job Satisfaction and Organizational Commitment.

The relationship between job satisfaction and organizational commitment can occur when members of the organization has a high level of satisfaction within the organization so that they have the attitude, confidence and trust and a positive perception of the organization. Employee's job satisfaction on various aspects of the work leads to the emergence of a strong commitment to the organization that hired him. Someone who feels satisfied in his work showed a positive attitude and behavior towards the organization. Workers who are satisfied demonstrate greater commitment compared with workers who are not satisfied. Workers who are satisfied have greater commitment that can be seen from the sense of ownership to his organization. He identifies himself as part of the organization and increasingly tied to the organization. Even more when there is a match between his values and organizational goals. This of course reinforces the worker loyalty towards the organization. Closer attachment to the organization, bigger a sense of ownership and the more suitability the organization's values with the worker's values is an indication of a person's affective commitment. It means worker's perceived job satisfaction increases his affective commitment.

In addition, someone who satisfied with his work increasingly obliged to serve the organization. Organization has provided services and met the needs of their employees so this raises a person's desire to provide feedback to the organization. Reciprocity may include the implementation of obligations, loyalty, and better performance. Workers who really satisfied demonstrate its commitment to

the organization not only based on his needs (continuance commitment) but also based on obligation (normative commitment) and the desire to achieve the goals of the organization (affective commitment). If the normative and affective commitment increase due to the perceived satisfaction then one no longer think of his needs but more on his devotion to the organization.

Several previous studies concluded job satisfaction as an antecedent to organizational commitment (Moorman *et al.*, 1993; Lok and Crawford, 2001, Lee *et al.*, 2006; Dickinson, 2009; Warsi *et al.*, 2009, Zeinabadi, 2010; Ismail, 2011; Mehradi, 2012; Aslam, 2012; Sambung, 2012; Ngadiman, 2013, and Amos *et al.*, 2015). Based on description above, it can be predicted that the higher lecturer's job satisfaction on various aspects of his work, the higher the lecturer's organizational commitment. In accordance with the predictions, research hypothesis that can be formulated is:

H₃: Job satisfaction significantly influences ULM lecturers' organizational commitment.

Job Satisfaction and Organizational Citizenship Behaviors.

According to Organ *et al.* (2005), individuals who experience job satisfaction in the organization personally perform better. Robbins (2006) similarly states that a satisfied employee has a greater tendency to speak positively about the organization, helping colleagues, and make their job performance beyond the normal forecast, as well as more obedient to the call of duty.

There is a variety of evidence for a positive relationship between OCB and job satisfaction. William and Anderson (1991) found a positive relationship between extrinsic and intrinsic job satisfaction to each dimension of OCB. Instead, Lee and Allen (2002) found that intrinsic job satisfaction is positively related to OCB-O but not with OCB-I. In the context of higher education in Malaysia, Ahmad (2006) found that 4 (four) work attitude namely organizational commitment, job satisfaction, procedural fairness, and distributive justice has a direct positive influence on academician organizational citizenship behaviors.

Furthermore, a study among nurses in a health care institution (Othman, 2002) found that job satisfaction, organizational commitment and ethical climate had a relationship with OCB. Kuehn and Al Busaidi (2002) in their research drew the conclusion that the most influential variables on OCB compared with other variables used in the study were job satisfaction and normative commitment.

This is supported by research conducted by Jahangir *et al.* (2004) which found that employees with high job satisfaction featuring extra-role behavior (OCB) better. Other research results that support the above description are Bateman and Organ (1983), William and Anderson (1991), Bolon (1997), Konovsky and Organ (1996), Wagner and Rush (2000), Yoon and Suh (2003) Begum (2005), Kim (2006), Virela *et al.* (2006), Vandick *et al.* (2008), Foote and Ping Tang (2008), and Vilela *et al.* (2008).

Research conducted by the citizens of Oman found that there is a consistent positive relationship between job satisfaction and OCBs in Oman community. Other empirical studies that found significant relationship between job satisfaction and OCBs conducted by Moorman *et al.* (1993), Moorman and Lyn (2002), Wulani (2004), Lee *et al.* (2006), Nur and Organ (2006), as well as Zeinabadi (2010). In addition, Mohammed *et al.* (2011), Ngadiman (2013) and Rahman *et al.* (2014) also found a significant relationship between job satisfaction and OCBs lecturers in higher education environments.

Based on the description above, it can be predicted that the higher lecturer's job satisfaction on various aspects of his work, the higher the lecturer's organizational citizenship behavior. In accordance with the above predictions, research hypothesis that can be formulated is:

H₄: Job satisfaction significantly influences ULM lecturer's organizational citizenship behavior.

Organizational Commitment and Organizational Citizenship Behaviors.

Organization needs to get lecturers' organizational commitment of their lecturers by giving assistance and support to the lecturers in conducting self-actualization and achieving all their goals. The support can be

given by organization such as providing training for lecturers to broaden their skills and solve problems in the workplace, ensuring their work and gave power to the lecturers to plan and inspect the work itself, as well as help lecturers to continue their education and personal development. The supports in helping lecturers' self-actualization contributes in building lecturer's commitment and loyalty to the university which have impact on performance improvement. In this case the lecturers who have a strong commitment towards the organization tend to show positive OCBs among colleagues.

A number of empirical studies which describes the influence of the components of organizational commitment on OCBs, conducted by Meyer and Allen (1991) which found that affective organizational commitment has relationship with OCBs, while continuance commitments has no relationship with OCBs. The research was supported by Morrison (1994) which stated that among the components of organizational commitment (affective, normative and continuant), the most dominant influence is affective commitment. Instead, Kuehn and Al Busaidi (2002) in his study actually drew the conclusion that the most influential variables on OCBs compared with other variables used in the study were the job satisfaction and normative commitment. In general it can be concluded that both affective, normative and continuance commitment obviously have effect on the emergence of OCBs.

Other empirical studies that prove the existence of a significant relationship between organizational commitment with OCBs among other research are Lyn and Moorman (2002), Wulani (2004), Liu (2009), Lee *et al.* (2006), Nur and Organ 2006), Geh (2009), Noor (2009), Tan *et al.* (2009), Zeinabadi (2010), Mohammad *et al.* (2011), Ngadiman (2013), and Rageb *et al.* (2013). Based on the description above, it can be predicted that the higher lecturer's organizational commitment to his institution, the higher lecturer's organizational citizenship behavior. In accordance with the predictions, research hypothesis that can be formulated is:

H₅: organizational commitment significantly influences ULM lecturer's organizational citizenship behaviors.

Perceived Organizational Support and Organizational Citizenship Behavior.

Perceived organizational support is defined as an employee perceptions regarding the extent to which the organization gives support to employees and the extent of the organization's readiness to provide assistance when needed (Pack, 2005). According to Eisenberger and Rhoades (2002), the perception of organizational support refers to employee perceptions regarding the extent of organization values their contributions and cares about their welfare. If the employee considers high level of organizational support then the employee is willing to unite their membership as a member of the organization into their identities and then develop a relationship and a more positive perception to the organization. The united of employee membership in the organization with the employee identity, make the employee feel as part of the organization and have a responsibility to contribute and deliver their best performance for the organization. This allows the emergence of the relationship between POS and OCBs.

Shore and Wayne (1993) found that POS becomes a predictor of OCBs and positively related to performance and OCBs. Workers who feel supported by the organization, provide reciprocal and lowering the imbalance in the relationship to engage in citizenship behaviors. Miao (2010) and Chiang *et al.* (2012) also found a significant relationship between the POS with the OCBs. Chiaburu *et al.* (2015) state that there is a significant positive relationship between the POS with OCBs where the level of the relationship between these two variables depends on the particular cultural setting.

Based on the study of theoretical and empirical studies as described above, it can be predicted that the higher the perceived organizational support at the higher organizational citizenship behavior professor. In accordance with the predictions, research hypothesis that can be formulated is:

H₆: Perceived organizational support significantly influences ULM lecturers' organizational citizenship behaviors.

3. RESEARCH METHOD

Research Design

This study is an explanatory (causality) study that aims to find explanations of the relationship between variables using hypothesis testing which results can be used as a basis for generalization (Sekaran, 2003: 126). Primary data was collected using questionnaire survey technique.

Population, Sample Size and Sampling Techniques

The population in this study is all of 1022 ULM lecturers whose status as Civil Servants that spread across 10 faculties with 54 courses within the Lambung Mangkurat University. Sample size in this was 130 lecturers selected through proportional-stratified random sampling.

Research Variables Classification

Based on the pattern of causality in Figure 1, the various latent variables used in this study can be classified as follows: independent variable (exogenous) represented by perceived organizational support; mediating variables (intervening) is represented by job satisfaction and organizational commitment; while the dependent variable (endogenous) represented by organizational citizenship behaviors.

Research Instruments

This study used survey methods with questionnaire instrument to collect data. Statements in the questionnaire were made in a close-ended questionnaire consist of 5 (five) points Likert Scale.

4. ANALYSIS & DISCUSSION

Respondents in this study consisted of Chairman of the Program or Head of Department who was taken as a separate sample to give an assessment to OCBs of ULM lecturers' as his/her subordinate. Lecturers selected as respondents are the source of the data as well as the subject of the study. The Chairman of the Program or Head

of Department is taken as data source also. Chairman of the Program and Head of Department is the direct supervisor of the subjects studied so they formally authorized to provide an assessment to the lecturers who become their subordinates and it is expected that the assessment from immediate supervisor towards the lecturers can be more objective compared to lecturer's self-assessment on their OCBs. The unit of research analysis was done at the individual level.

All of the 130 questionnaire were returned, giving a 100% response rate and all of them were fit for use in our analysis. Table 1 presents a description of this study samples' characteristics. The description of the samples characteristics provides an overview of the faculty of origin, gender, academic qualification, academic rank, and tenure. Based on this description, there is no missing value in the sample.

Characteristics of Samples

The representation of survey respondents based on faculty of origin can be seen in Table 1 which shows that the majority of samples came from FKIP. 73 out of 130 respondent (56.15%) are female, 105 out of 130 respondent (80.77%) have an master (S2) degree, 51 out of 130 respondent (39.23%) hold their academic rank as Assistant Professor (Lektor) and 31 out of 130 respondents (23,84%) have work tenure less than 10 years.

To ensure face validity and content validity referred to the initial questionnaire was reviewed in advance by 5 senior lecturers of Organizational Behavior course and also have been reviewed by the Promoter and co-promoter of the author, followed by a pilot test with 30 participants. Their comments and suggestions were used to improve the final version of the questionnaire.

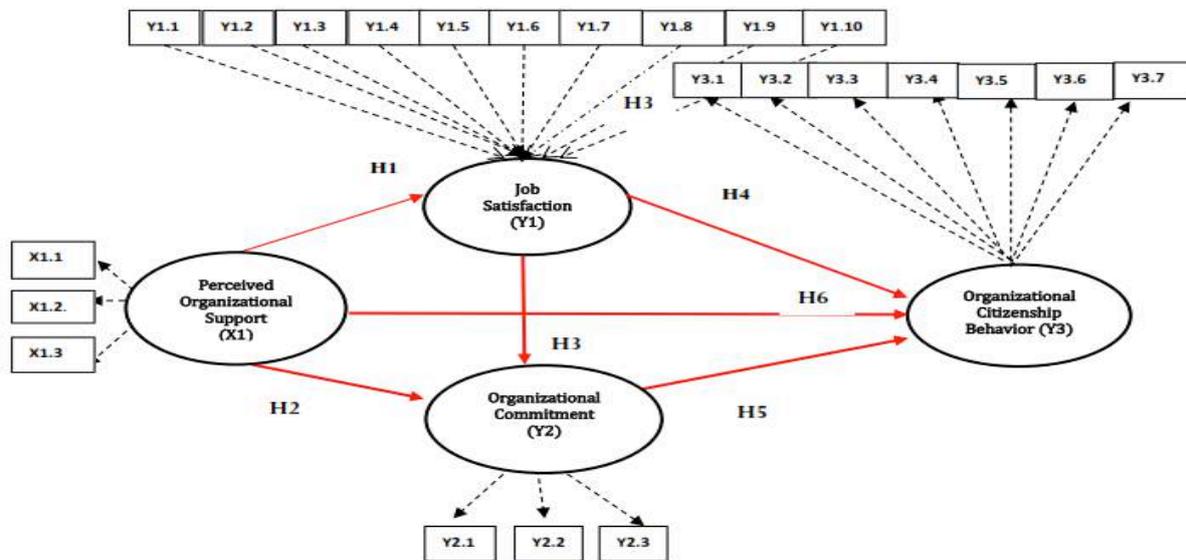


Figure 1. CONCEPTUAL MODEL

Notes:

- : Latent Variable
- : Indicator (Manifest Variable)
- ▶ : Dimensional Relationship
- ▶ : Causal Relationship

X1 : Perceived Organizational Support
 X1.1 Fairness
 X1.2 Supervisory support
 X1.3 Organizational rewards and job conditions

Y2 : Organizational Commitment
 Y2.1 Affective Commitment
 Y2.2 Normative Commitment
 Y2.3 Continuance Commitment

Y1 : Job Satisfaction
 Y1.1 Satisfaction on achievement
 Y1.2 Satisfaction on recognition
 Y1.3 Satisfaction on work itself
 Y1.4 Satisfaction on responsibility
 Y1.5 Satisfaction on advancement
 Y1.6 Satisfaction on company policy
 Y1.7 Satisfaction on administration
 Y1.8 Satisfaction on supervision
 Y1.9 Satisfaction on interpersonal relations
 Y1.10 Satisfaction on working conditions

Y3 : Organizational Citizenship Behaviors
 Y3.1 Helping behavior
 Y3.2 Sportsmanship behavior
 Y3.3 Organizational loyalty behavior
 Y3.4. Organizational compliance behavior
 Y3.5. Individual initiative behavior
 Y3.6 Civic virtue behavior
 Y3.7 Self-development behavior

TABLE 1. CHARACTERISTICS OF SAMPLE

No.	Faculty of origin	Sample Size	Gender		Academic Qualification		Academic Rank				Tenure (years)					
			M	F	S2	S3	AA	L	LK	GB	< 5	< 10	< 15	< 20	< 25	> 25
1.	FKIP	25	13	12	20	5	5	9	11	1	6	3	0	0	9	7
2.	HUKUM	7	5	2	7	0	1	2	4	0	1	2	1	0	2	1
3.	EKONOMI	14	5	9	12	2	2	6	6	0	1	1	3	1	5	2
4.	FISIP	9	5	4	9	0	1	5	3	0	0	3	1	2	2	1
5.	PERTANIAN	14	7	7	6	8	1	4	7	2	0	3	2	0	7	2
6.	KEHUTANAN	9	6	3	3	6	0	3	5	1	0	0	4	3	2	0
7.	PERIKANAN & KELAUTAN	10	4	6	9	1	2	2	6	0	0	1	2	3	3	1
8.	TEKNIK	15	8	7	13	2	6	5	4	0	3	6	2	3	1	0
9.	KEDOKTERAN	15	1	14	15	0	6	6	3	0	0	7	6	2	0	0
10.	MIPA	12	3	9	11	1	4	6	2	0	0	5	6	1	0	0
TOTAL		130	57	73	105	25	26	51	49	4	11	31	27	15	29	16

Source: Data processed (2016)

Notes: M = Male; F= Female, S2= Master degree; S3 = Doctorate degree, AA = Asisten Ahli (Instructor), L= Lektor (Assistant Professor); LK=Lektor Kepala (Associate Professor); GB=Guru Besar (Professor)

Based on the outcome of the PLS measurement model in Table 2, the empirical model tested in this research has fulfilled the criteria of the validity and reliability tests. Job satisfaction measurement is considered as formative construct having ten (10) indicators whereas the other constructs are considered as reflective constructs. The reason of considering job satisfaction as a formative construct based on the understanding that someone's satisfaction to his/her workplace is the sum of the satisfaction he/she might experience towards various aspects of his/her job. In this case, the

indicators of job satisfaction construct drawn from the Herzberg's Motivator-Hygiene theory. PLS provides the facility to test formative construct. The validity test was conducted by examining T as bootstrap results in outer weight outcomes. The formative indicators are considered valid if the T-statistic values > 1.64 (Jogianto, 2011). The validity test for formative construct has been done in accordance with the application of PLS analysis procedure.

TABLE 2. TEST RESULTS OF PLS METHOD OF MEASUREMENT MODEL

	AVE *	Composite Reliability*	R Square	Cronbach's Alpha**	Communality*
X1	0.723942	0.886688		0.807189	0.723942
Y1			0.619347		0.449345
Y2	0.572551	0.800206	0.292613	0.625695	0.572551
Y3	0.648804	0.927869	0.383400	0.909085	0.648805

Source: Data processed (2016)

Note: * Valid if AVE and or Communality > 0.5

** Reliable if Composite Reliability or Cronbach's Alpha > 0.6

This study examines six main hypotheses. Hypothesis testing using the Partial Least Square method were evaluated through the significance parameter of the t-statistics. Table 3 presents the results of the hypothesis

testing using the Partial Least Square techniques.

TABLE 3. TEST RESULTS OF PLS METHOD OF STRUCTURAL MODEL

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)	P-Value	Result
X1 -> Y1	0.78699	0.78801	0.04017	0.04017	19.59293	0.00000	Supported
X1 -> Y2	0.05368	-0.00806	0.15752	0.15752	0.34077	0.73328	Rejected
X1 -> Y3	-0.07158	-0.10627	0.13386	0.13386	0.53475	0.59282	Rejected
Y1 -> Y2	0.49768	0.58641	0.16538	0.16538	3.00940	0.00262	Supported
Y1 -> Y3	0.22841	0.29790	0.15791	0.15791	1.44643	0.14806	Rejected
Y2 -> Y3	0.50872	0.48531	0.08369	0.08369	6.07894	0.00000	Supported

Source: Data processed (2016)

Based on the results of the hypotheses testing, it can be concluded that 3 of 6 hypotheses were statistically significant. The results were able to explain the link among POS, job satisfaction, and organizational commitment as the antecedents of OCBs. This study examined a conceptual model of lecturers OCBs. The finding of this study is considered to be important by providing additional empirical evidence regarding the importance of organizational support as a basis for improving ULM lecturers' job satisfaction, organizational commitment and organizational citizenship behaviors. The following section is intended to discuss the results of this study with detail.

The analysis of hypothesis 1 which states that POS influences job satisfaction. This hypothesis was statistically supported by the study findings. This finding is consistent with the opinion of Shore (in Rhoades, 2001) which states that job satisfaction is directly influenced by the employees' perception of the organization. Employees who have a positive perception of organizational support feel more satisfying job. POS contribute to overall job satisfaction for POS socioemotional needs of lecturers, raising expectations of performance-reward, and indicate the availability of assistance when needed. The results also support the idea of Baron and Greenberg (1990), which identifies factors that cause job satisfaction that organizational factors, company-specific policies and perceptions about the quality of supervision (perceived quality supervision). These three factors are included in the dimensions of POS in the ULM environment.

The results of this study also consistent with a set of previous research of Chiang *et*

al. (2012), Rhoades and Eisenberger (2002), Liu (2004), Wulani (2004), Liu (2009), Ekowati and Andini (2008), Riggle *et al.* (2009), Beheshtifar *et al.* (2012), Kuo *et al.*, (2015) and Kurtesis *et al.* (2015) which found a positive relationship between POS and job satisfaction, which means if the POS increases, job satisfaction increases, and vice versa. POS variable in this study was measured by three indicators, namely fairness, supervisory support, and organizational rewards and working condition. Of the three indicators as a reflection of the POS, the average value of the highest response was on the dimensions of fairness (3.71), followed by supervisory support (3.29) and organizational rewards and working condition (3.21). Higher responses to the dimensions of fairness indicate that ULM lecturer prioritize their application of any element of fairness in the implementation of policy made by the faculty and the university.

The analysis of hypothesis 2 which states that Perceived Organizational Support influences organizational commitment. This study found that ULM lecturers' Perceived Organizational Support did not positively influence their organizational commitment. It means that hypothesis 2 was not statistically supported. This finding is not consistent with the opinion of Eisenberger *et al.*, 1986 which stated that the Perceived Organizational Support affects the level Organizational Commitment. The results of this study is not consistent with some of the studies that found a significant correlation between the POS with affective commitment as practiced Shore and Tetrick (1991); Shore and Wayne (1993); Wayne *et al.* (1997); and Randall *et al.* (1999) and not consistent with a finding of Wayne *et*

al. (1997) which states that there is a positive correlation POS with normative commitment. Supposedly, when organizations make investments and to give recognition to their workers, they boost a strong social exchange relationship (Wayne *et al.*, 1997). Furthermore, the result of this study is not consistent with the findings of Liu (2004) who claimed that the high POS will result in low turnover intentions, the emergence of a desire to avenge the organization with better performance, increased organizational commitment and OCBs. The study is not consistent with the research of Lew (2009) who discovered the role of POS to the sense of responsibility, affective commitment and the low turn-over at private colleges in Malaysia. Furthermore, the results of this study do not support a finding Chiang *et al.* (2012), Eisenberger *et al.* (1990, 2001), Liu (2004), Wulani (2004), Liu (2009), Ekowati and Andini (2008), Riggle *et al.* (2009), Beheshtifar *et al.* (2012) as well as Kurtessis *et al.* (2015).

The inconsistency of this study findings compared to previous empirical research is due to organizational support provided by the university to the lecturers which still considered as minimal. Related to RI Law No.14/2005 on Teachers and Lecturers and PP 37/2009 which states that the lecturer as professional educators and scientists, the university leader should provide maximum support to the implementation of the tasks of lecturers such as transform, develop and disseminate science and technology and the arts through education, research and community service. Besides the institutional support of the profession of lecturers can be administered in the form of procurement and increased employment/academic activities, an additional source of income, increased expertise, proficiency/skill that meet quality standards as a profession, improvement of academic qualifications, as well as increased competence and responsibility for the execution of tasks as a professional lecturer. In addition, the organizational support from university leader should be guarantee for the fulfillment of the rights of lecturers in earning an income above the minimum necessities of life and health insurance; promotions and awards; protection of intellectual property; chance to improve their competences;

academic freedom, academic forum and scientific autonomy, freedom in giving graduation ratings of students and the freedom of joining association of professional organizations. On the other hand, the fulfillment of the various rights of the lecturer claimed responsibility for the lecturer in the form of an obligation to implement Tridharma Perguruan Tinggi; plan, implement and evaluate the teaching and learning process (PBM); promoting and developing academic qualifications; act objectively and not discriminative; upholding the legislation, codes of ethics, religious values and ethics; as well as preserving the unity and integrity of the nation. The result of this study explains that the relationship between POS and organizational commitment should be done through the mechanism of job satisfaction formation. That is, the effect of POS on lecturer organizational commitment can only occur through the role of job satisfaction.

The analysis of hypothesis 3 which states that job satisfaction influences organizational commitment. This hypothesis was statistically supported by the study findings. This finding is consistent with the study of Moorman *et al.*, 1993; Lok and Crawford, 2001, Lee *et al.*, 2006; Dickinson, 2009; Warsi *et al.* (2009), Zeinabadi, 2010; Ismail, 2011; Mehradi, 2012; Aslam, 2012; Sambung, 2012; Ngadiman, 2013, and Amos *et al.* 2015) which showed that job satisfaction is an antecedent to organizational commitment. The relationship between job satisfaction and organizational commitment can occur when members of the organization has a high level of satisfaction within the organization so that they have the attitude, confidence and trust and a positive perception of the organization who hired him. Their employees' satisfaction on various aspects of the work led to the emergence of a strong commitment to the organization that hired him.

The result of this study is also consistent with the study of Pounder and Reyes (1993) in Mastro (2003) which states that the level of commitment of teachers is directly proportional to the satisfaction they feel at work. Related to this result, a lecturer who was satisfied in his work showed a positive attitude and behavior towards the organization. Satisfied lecturers demonstrate greater commitment compared to dis-satisfied group.

Satisfied lecturers' commitment can be seen from higher sense of belonging to the organization. He identifies himself as part of the organization and increasingly tied to the organization. Even more when there is a match between his values and goals of the organization where he works. This of course reinforces lecturer's loyalty towards the organization. Closer attachment to the organization, higher a sense of belonging and more suitability of the organization's values with the lecturer's values is an indication of increased lecturer's affective commitment. Thus, the perceived job satisfaction increased lecturer's affective commitment.

Additionally, a lecturer who satisfies with his work has more obliged to serve the organization. Organization has been providing services and meeting the needs of lecturers to feel satisfied and happy. This raises a person's desire to provide reciprocal to the organization. Reciprocity may include the implementation of obligations, loyalty, and better performance. If the increase of obligation to serve the organization caused by the satisfaction he felt, meaningful job satisfaction increases lecturer's normative commitment. Lecturers are completely satisfied not only to work to meet their needs. He will show his loyalty, sacrifice, dedication and increasingly obliged to defend the values and goals of the organization as well as trying to perform a better performance. This shows that job satisfaction is directly proportional to the affective and normative commitment. The greater the job satisfaction of the lecturers, the higher the affective and normative commitment will. Satisfied lecturers demonstrate their commitment to the organization not only based solely on their needs (continuance commitment) but also based on obligation (normative commitment) and the desire to achieve the goals of the organization (affective commitment).

The analysis of hypothesis 4 which states that job satisfaction influences organizational citizenship behaviors. This study found that ULM lecturers' of job satisfaction did not positively influence their organizational citizenship behaviors. It means that hypothesis 5 was not statistically supported. This finding is not consistent with the study of William and Anderson (1991) who found a positive relationship between extrinsic and intrinsic job satisfaction with each dimension of OCBs.

In addition this study also did not support the results Ahmad (2006) which states that the four (4) working attitude that organizational commitment, job satisfaction, procedural fairness, and distributive justice has a direct positive influence on the behavior of academics citizenship. Furthermore, the result of this study is not consistent with Othman (2002) which found that job satisfaction, organizational commitment and ethical climate has a relationship with OCBs.

The results of this study is also not consistent with the findings of Moorman *et al.* (1993), Moorman and Lyn (2002), Wulani (2004), Lee *et al.* (2006), Nur and Organ (2006), Zeinabadi (2010), Muhammad *et al.* (2011), Ngadiman (2013), Rahman *et al.* (2014) and Sambung (2012) that found a significant relationship between job satisfaction and OCBs-O on the faculty in higher education environments. The result of this study explains that there is no direct relationship between job satisfaction and OCB but the relationship may occur through the role of organizational commitment. It is found that high job satisfaction cannot automatically lead to good OCBs but should be done through the creation mechanisms of organizational commitment that led to the emergence of positive OCBs.

The analysis of hypothesis 5 which states that lecturer's organizational commitment influences their OCBs. This hypothesis was statistically supported by the study findings. This finding is consistent with the study of Meyer, Allen and Smith (1993) states that organizational commitment has a positive correlation with the type of behavior OCBs. Organizational commitment is basically seen as the engagement and loyalty displayed by an employee to his institution. Such loyalty associated with the context of this research implies that a lecturer with high organizational commitment is certainly willing to work beyond their formal burden of tasks. Lecturer with high organizational commitment will raise a behavior that exceeds its in-role (extra-role/OCBs).

The results of this study showed similarities with the findings of other studies that assess the role of organizational commitment component which has dominant influence on OCBs. Research conducted by Meyer and Allen (1991) concluded that the

shape of affective organizational commitment has a very close relationship with OCBs, while continuance commitment it is not related to OCBs. The results of this study also have similarities with the research findings of Morrison (1994) which states that affective commitment has the dominant influence to OCBs. Based on the responses obtained from respondents in this study, it is known that they gave highest response on affective commitment, followed by normative commitment and continuance commitment.

The result of this study is not consistent with the study results of Kuehn and Al Busaidi (2002) which concluded that the most influencing variable on job satisfaction and OCBs is normative commitment. In general, the result of this study provides support to some previous empirical studies that found the existence of a significant relationship between organizational commitment to OCBs such as Moorman and Lyn (2002), Wulani (2004), Liu (2009), Lee *et al.* (2006), Nur and Organ (2006), Geh (2009), Noor (2009), Tan *et al.* (2009), Zeinabadi (2010), Mohammad *et al.* (2011) and Ngadiman (2013).

The analysis of hypothesis 6 which states that perceived organizational support influences organizational citizenship behaviors. This study found that ULM lecturers' perceived organizational support did not positively influence their organizational citizenship behaviors. It means that hypothesis 6 was not statistically supported.

This finding is not consistent with the study of Shore and Wayne (1993) which found that the POS becomes a predictor of OCBs and positively related to performance and OCBs. Furthermore, the results of this study is not consistent with Liu (2009), Miao (2010), Chiang *et al.* (2012), Yulianti (2015), and Chiaburu *et al.* (2015) who found a significant relationship between the POS with the OCBs.

The result of this study explains that the relationship between POS and OCBs must be through the mechanism of job satisfaction and organizational commitment creation.

5. CONCLUSION

a. The results of this study explain that ULM lecturers' POS contribute significantly in establishing or improving their job satisfaction. Lecturers' high perception on the fairness of support provision and

rewards to high performance given by the organization and comfortable working conditions as well were proved to contribute significantly to their job satisfaction.

- b. ULM lecturers' job satisfaction was proved to significantly influence their organizational commitment. It can be explained that lecturers' satisfaction on various aspects of their work formed their general job satisfaction, which in turn encourages the creation of a high commitment to the organization.
- c. ULM lecturers' organizational commitment was proved to significantly influence their OCBs. The result of this study explains that ULM lecturers' organizational commitment has important and significant contribution in the formation of their OCBs. ULM lecturers' organizational commitment which measured on the basis of indicators of affective, normative and continuance commitment was proved to influence the existence of their OCBs.
- d. These study findings can be used as a source of information for policy makers in ULM Banjarmasin regarding to their efforts in improving ULM lecturers' OCBs through the improvement of ULM lecturers' perceived organizational support (POS), job satisfaction and organizational commitment as well. Based on these findings, such improvement to the existing policies that have been implemented related to the lecturers' interests and rights can be conducted.
- e. The results of this study support the theory of Social Exchange advanced by Peter M. Blau (1918-2002), and a series of theoreticians who move in the realm of the theory of 'social exchange'. Social exchange theory raises autonomy of individuals and their interaction with the social structure. The most important features of social exchange theory lay in its analysis of social relations by cost and reward. Blau concept of the social exchange is limited to the behavior that resulted in discipline or reward, which means that the behavior will stop when the perpetrator assumes that he will not be rewarded again. Blau stated that a tug of war between the fundamental social actors

that caused the social exchange theory. This is reflected through the ULM faculty job satisfaction according to Blau is a consequence of the perception of professors regarding organizational support he felt while working at educational institutions Unlam. Their high perception about the organizational support boosts lecturers' organizational commitment (normative and affective) that is reflected in the positive behavior of OCB lecturers to the institution, colleagues and themselves.

6. RECOMMENDATION

Based on the results and conclusions obtained in this study, some suggestions are proposed as follows:

- a. To improve the POS, the organization may implement a fair system of reward and punishment, provide career advancement opportunities equitably and fairly and enact positive policies in the workplace as well.
- b. To increase job satisfaction, the university administrator needs to pay attention to things or indicators that have a score lower as the award given by the leadership, organization and management in employment, policies that exist in employment, promotion at work, as well as clear career path within the work. In addition, for job satisfaction among faculty can be increased, the faculty and the university must find ways to recognize the contributions of faculty through awards on an annual basis and pursue cultural communication more transparent, which in particular can improve consensus among lecturers in various subject to the priority of education, teaching and research. Their understanding of the underlying factors of job satisfaction of the lecturers can direct the administrator to develop more workable initiatives to improve the lecturers' morale and commitment.
- c. To improve organizational commitment can be done by holding a job evaluation to see how willing the faculty in working optimally. Job evaluation can be used to find flaws conducted by lecturers so as to provide guidance and insight to the lecturers can be given in order to maximize their skill, knowledges and

abilities to run their profession better. Furthermore, the college officials should be able to encourage the lecturers to participate actively in the decision making process so that the opinions and will of the lecturers can be transformed into concrete action has gained the recognition of all the academic community.

- d. The effort to improve the OCBs lecturers should be considered two (2) main factors: internal factors and external factors of the lecturers. Internal factors comes from within the faculty of employees such as the lecturer's moral itself, lecturer satisfaction on his job and organization, lecturer's desire and positive attitude toward his work and organizations. While the external factors such as the improvement of the management system, the system of leadership and organizational culture.
- e. Further research is recommended to conduct a review of the variables that inconsistent with previous studies. Further understanding to the theories associated with indicators of perceived organizational support, job satisfaction, organizational commitment and OCBs is needed. In addition, the unit of analysis should also be expanded and not only focused on one university to generalize the results.

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