

## IMPROVING THE ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) THROUGH DEVELOPING JOB SATISFACTION AND INTERPERSONAL COMMUNICATION (EMPIRICAL STUDY AT JUNIOR HIGH-SCHOOLS IN BOGOR, INDONESIA)

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**Abstract.** *The teachers' Organizational Citizenship Behaviour (OCB) becomes an important factor in the teaching process at school. Unfortunately, based on the preliminary survey at several Junior High-School in Bogor, it had been found that many teachers had a low level of OCB. Also, it had been found that teachers had low levels of job satisfaction and ineffective interpersonal communication. Based on that issues, we formulated the objectives of this research to improve the teachers' OCB through developing job satisfaction and interpersonal communication. The objectives of improving teachers' OCB will become an effective effort to improve the teaching process in the classroom and further will improve the quality of education. This research was carried out on 266 teachers from 20 Junior High-Schools, in Bogor. This research used a quantitative method and used the correlational technique to assess the degree of relationship among those variables. The findings of this research can be summarized that there is a positive and significant correlation: between job satisfaction with OCB ( $r = 0.605$ ,  $p < 0.01$ ), between interpersonal communication with OCB ( $r = 0.604$ ,  $p < 0.01$ ) and between job satisfaction and interpersonal communication simultaneously with OCB ( $r = 0.613$ ,  $p < 0.01$ ). Based on those findings, it can be concluded that job satisfaction, as well as interpersonal communication, have the strength to predict teachers' OCB. These findings supported the recommendations to improve OCB by developing teachers' job satisfaction and interpersonal communication.*

**Keywords:** *Organizational Citizenship Behaviour (OCB); job satisfaction; interpersonal communication*

### I. INTRODUCTION

Teachers hold a crucial function, role, and position in human development in a country's education field. A professional teacher requires a number of requirements, such as qualified education, task responsibility, professional job behavior, and others, in the situation and the conditions expected from the profession (Setyaningsih & Suchyadi, 2021). It is very important that the teacher has the willingness to show behavior exceeding the duty of teachers, known as Organizational Citizenship Behaviour (OCB). Some prior research has given evidence that OCB had a strong relationship with Job Performance (Firmansyah, Christianity, and Ellitan, 2014) and also OCB had a strong relationship with Organizational Commitment (Bone, 2018). This research started with a preliminary survey. The survey used a sample of 30 teachers from several Bogor City Junior High Schools. This survey result showed indications that most teachers did not optimally engage in activities within their organization, providing the initial assumption that OCB among school teachers in Bogor City is still low-level. The indications showed such as that most teachers tend not to optimally involve in activities both inside and outside of school, and the behavior of helping others rarely showed in daily school life. The tasks carried out are still limited to meeting the required formal job description. The preliminary survey results also indicated that many factors could affect teachers' OCB; among them were teachers' job satisfaction, interpersonal communication, organizational culture, and work motivation. As a condition, the research would like to study some variables related to Organizational Citizenship Behaviour (OCB) in terms of teachers' job satisfaction and interpersonal communication. Then, the objectives of this research are to find a new way to improve OCB by developing teachers' job satisfaction and interpersonal communication.

Since Chester Barnard (in Organ, 2011) stated that "the willingness of a person to contribute efforts in the cooperative system is dispensable", as the basic idea of OCB, then the term of OCB became popular. Organ et al (2011) conceptualized OCB into five dimensions, namely, conscientiousness, sportsmanship, courtesy, civic virtue, and altruism. In explanation of these variables, he noticed that-Conscientiousness is a discretionary behaviour of employees that exceed the minimum role requirements in organization. Sportsmanship refers to the willingness of employees to tolerant less ideal circumstances without complaining. Courtesy is another shape of discretionary behaviour that prevents work-related problems with other employees. The person who shows Civic Virtue, participate responsibly in, is involved in, or is concerned about the life of the company. Finally, Altruism is a discretionary behaviour of helping others in organizationally related task or problem. Colquitt, Lepine and Wesson (2015:) defined OCB as voluntary employee activities that may or may not be rewarded but that contribute to the organization by improving the overall quality of the setting in which work takes place. The first category of citizenship behaviour is the one with which you're

most likely to be familiar: Interpersonal Citizenship Behaviour. Such behaviours benefit co-workers and colleagues and involve assisting, supporting, and developing other organizational members in a way that goes beyond normal job expectations. For example, Helping involves assisting co-workers who have heavy workloads, aiding them with personal matters, and showing new employees the ropes when they first arrive on the job. Courtesy refers to keeping co-workers informed about matters that are relevant to them. Sportsmanship involves maintaining a good attitude with co-workers, even when they've done something annoying or when the unit is going through tough times. The second category of citizenship behaviour is Organizational Citizenship Behaviour. These behaviours benefit the larger organization by supporting and defending the company, working to improve its operations, and being especially loyal to it. For example, Voice involves speaking up and offering constructive suggestions for change. Civic Virtue refers to participating in the company's operations at a deeper-than-normal level by attending voluntary meetings and functions, reading and keeping up with organizational announcements, and keeping abreast of business news that affects the company. Boosterism means representing the organization in a positive way when out in public, away from the office, and away from work. Mardhiah, Hardhienata and Sunaryo (2018) argued that teacher's commitment in the form of self-potential development, motivation, loyalty and high concern for school will improve the quality of schools. The success of a teacher is determined by how the teacher is committed to the task with the level of education or knowledge. With commitment, the functions given to him will be carried out correctly. High commitment to the work, is a motivation to do something with sincerity. Robbins and Judge (2018) defined OCB as the discretionary behaviour that is not part of an employee's formal job requirements, and that contributes to the psychological and social environment of the workplace. Successful organizations have employees who do more than their usual job duties who provide performance beyond expectations. Organizations want and need employees who make positive contributions that aren't in any job description, and evidence indicates organizations that have such employees outperform those that don't. Based on OCB references mentioned above, it can be synthesized that OCB is a discretionary behaviour that exceed minimum role requirements in organization, voluntary activities that no related to reward system, and contributes to the psychological and social environment of the workplace. OCB has 5 dimensions, namely conscientiousness, boosterism and sportsmanship, courtesy, civic virtue and altruism.

Gibson et al (2006) define job satisfaction as the attitude that workers have about their jobs. It results from their perception of the jobs. The job satisfaction have associated with (a) pay (wage or salary), (b) the job it-self, (c) promotion opportunities, (d) Supervisor's ability, and (e) relationship with co-workers. Rue and Byars (2007) defined job satisfaction as an employee's general attitude towards work. This can be affected by factors such as working conditions, pay and benefits, employee attitudes towards the organisation, supervision of the work, the age and health. That mind-set can be negative or positive depending on the mind-set of the employees toward the main components of job satisfaction. It gives us the understanding that job satisfaction does not come naturally for granted; but many factors that cause an employee be satisfied. Luthans (2011) stated that job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important. Through the years five job dimensions have been identified to represent the most important characteristics of a job about which employees have affective responses. These are (a) the work itself. The extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility, (b) Pay. The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization, (c) Promotion opportunities. The chances for advancement in the organization, (d) Supervision. The abilities of the supervisor to provide technical assistance and behavioural support, and (e) Co-workers. The degree to which fellow workers are technically proficient and socially supportive. According Rochyadi, Hardhienata & Sunaryo (2017), Job satisfaction is a pleasurable emotional that is resulting from the appraisal of one's job or job experiences. It represents the how people feel about the job and what they think about their jobs.: Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees experience low job satisfaction when their negative feelings believe about obligations or take part in their task activities. There are five (5) factors mostly enjoyed by individuals in the work, namely: a) salary (high and uncertain), b) promotion (opportunities based on performance and ability), c) the supervision of bosses (the employment relationship that good with the boss, and the award), d) colleagues (the excellent and responsible connection), and e) the work itself (the ability to realize the flexibility, creativity, achievement, etc.). Robbins & Judge (2018) defines that job satisfaction is evaluative statement either for pleasure or un-pleasure toward individual objects or events. Discontent is essentially a person's assessment of the work. Many factors affect employee satisfaction, including: salaries, allowances, achievement, autonomy, recognition, communication, working conditions, the importance of work, co-workers, professionalism, organisational climate, interpersonal relationships, working for a prominent institution, supervisory support, positive activity, job security, workplace flexibility, working in a cohesive team and genetic factors. Low work satisfaction is associated with the laborious tasks such as documentation, repetition task, the tension in the role expectations, ambitious role, conflicted role, feeling overloaded, increasing the need to be available for overtime, a co-worker relationships, personal factors and organisational factors. Based on theory explored, it can be concluded that job satisfaction is an attitude or feelings towards a job that makes him feel satisfied or not. Some indicators that are related to job satisfaction of school teachers are (a) the receipt of salary (b) promotion opportunities (c) organisational environment, (d) allowances. In a simply way, it can be seen that individual with high job satisfaction tend to behave citizenshiply. Research by Urfiani Rahman (2013) concluded that job satisfaction had positive and significant relationship with OCB ( $r = 0.571$ ,  $p < 0.01$ ). Other research by Vaijayanthi, Shreenivasan & Roy (2014) concluded that job satisfaction had positive and significant relationship with OCB ( $r = 0.653$ ,  $p < 0.001$ ).

Interpersonal communication involves a direct verbal or nonverbal interaction between two or more active participants. Interpersonal communication can take many forms, both formal and informal, and be channeled through numerous media and technologies (Hitt, Miller and Colella, 2011). Hellriegel and Slocum (2011) defined interpersonal communication is the pattern of

communication flows, relationships, and understandings developed over time among people, rather than focusing on the individual and whether a specific message is received as intended by the sender. This pattern involve the ongoing flow of verbal, written, and nonverbal messages between two people or between one person and others. Communication channels can influence the likelihood of a match between messages as sent and as actually received and interpreted. The more accurately the message moves through the channel, the more clearly the receiver will understand it. Interpersonal communication is the process of sending and receiving symbols with attached meanings. The key elements in the communication process include a source, which encodes an intended meaning into a message, and a receiver, which decodes the message into a perceived meaning. The receiver may or may not give feedback to the source. The information source, or sender, is a person or group trying to communicate with someone else. The source seeks to communicate, in part, to change the attitudes, knowledge, or behavior of the receiver. A team leader, for example, may want to communicate with a division manager in order to explain why the team needs more time or resources to finish an assigned project. This involves encoding the process of translating an idea or thought into a message consisting of verbal, written, or nonverbal symbols (such as gestures), or some combination of these. The choice of channel can have an important impact on the communication process. Some people are better at particular channels, and certain channels are better able to handle some types of messages. In the case of the team leader communicating with the division manager, for example, it can make quite a difference whether the message is delivered in person or electronically. The communication process is not complete even though a message is sent. The receiver is the individual or group of individuals to whom a message is directed. In order for meaning to be assigned to any received message, its contents must be interpreted through decoding. This process of translation is complicated by many factors, including the knowledge and experience of the receiver and his or her relationship with the sender. A message may also be interpreted with the added influence of other points of view, such as those offered by co-workers, colleagues, or family members. Problems can occur in receiving when the decoding results in the message being interpreted differently from what was originally intended. Feedback is the process through which the receiver communicates with the sender by returning another message. Feedback represents two-way communication, going from sender to receiver and back again. Compared to one-way communication, which flows from sender to receiver only, two-way communication is more accurate and effective, although it may also be more costly and time consuming. Gibson et al (2012) defined interpersonal communication as flow or exchange information between individuals in face-to-face and group situations. Interpersonal communication satisfaction in work environment is positively related to OCB. However, the main motive of the relationship between communication satisfaction and OCB is prescribed in the social exchange theory. This theory argues that people reciprocate the advantages that they receive from their organization (Kandlousi et al, 2010). Ekowati, Thamrin Abdullah and Sunaryo (2016) said interpersonal communications are the delivery and reception of messages in the exchange of information between individuals, directly as well as generating feedback so that the message can be understood by the two parties. The indicators are a) the transmission of information, b) sensitive to the feelings of others, c) feedback, d) information acceptance e) using time effectively, f) comfortable conditions when obtaining information. Based on references above mentioned, it can be concluded that Interpersonal communication is the process of sending and receiving information and symbols with attached meanings, in a two-ways personal communication, and used the feedback mechanism. The most important factor are sender, message, decoding-encoding, receiver, and feedback. A satisfied communication in the organization can be assumed as a lubrication for exercising OCB. A research by Kandlousi et al (2010) had a conclusion that interpersonal communication which bring satisfaction lead to OCB in a certain way. Other research by Ramaraju (2012), had a conclusion that interpersonal communication, in a psychological perspective, became a smoothing factor toward the manifestation such behavior like OCB. Based on the literature review and evidence from prior researches above mentioned, it can be stated research hypotheses as follows: There is a positive relationship between job satisfaction with OCB, There is a positive relationship between interpersonal communication with OCB. There is a positive relationship between job satisfaction and interpersonal communication simultaneously with OCB.

## II. METHODS

This study used the quantitative method, applied statistical correlational techniques, and used the questionnaires as instruments for data collecting. Job satisfaction and Interpersonal Communication designed as independent variables toward OCB as dependent variable. Descriptive and correlational statistics were used for finding the relationship among research variables and initial solution to the problem encountered. It means that increasing job satisfaction and interpersonal communication will lead to increase OCB. The entity of this study were 793 public school teachers spreading out in 20 (twenty) junior highs in Bogor, West Java Indonesia. By using formula of Taro Yamane 266 teachers were taken as the research sampling unit. The normality assumption is prerequisites to proceed to further test calculated with Lilliefors' formula. Analysis is conducted with multiple linear regression to test for linearity of the relationship between job satisfaction and interpersonal communication with OCB. Hypothesis testing is performed at a significance level of 0.05 using Product-Moment Coefficient of Correlation which used to identify the level of relationship between independent variables with dependent variable.

**III. RESULTS AND DISCUSSIONS**

Most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and OCB. We hear debates and confusion about whether satisfied employees are productive employees, and HR practitioners rightfully struggle as they must reduce costs and are concerned about the effects on job satisfaction and, in turn, the impact on performance and other outcomes. Most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and OCB. Hypothesis testing in this research proved that job satisfaction positively and moderately affects OCB with correlation coefficient value of 0.605 ( $p < 0.01$ ). Almost the same with Budiyanto and HW Oetomo (2011) concluded that the relationship between job satisfaction and OCB was moderate ( $r = 0.582, p < 0.01$ ). This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and OCB was strong. Interpersonal Communication had a positive relationship with OCB, with correlation coefficient value of 0.604 ( $p < 0.01$ ). This shows that 36.5% of OCB is determined by interpersonal communication, while the other 63.5% is contributed by other variables. This finding indicates that interpersonal communication is the delivery of messages and the exchange of direct and face to face information between individuals as well as to generate feedback to make the message understood and be conveyed properly. Interpersonal communication is one factor that can be improved so that teachers can optimize their function in carrying out their duties to achieve the best educational purpose. Thereby increasing teacher interpersonal communication will lead to the higher level of OCB in school.

The hypothesis testing results show that there is a significant relationship between job satisfaction and interpersonal communication simultaneously to OCB, with correlation of coefficient values = 0.613 and the coefficient of determination = 0.3759. This means that only 37.59% of OCB is caused by job satisfaction and interpersonal communication while at 62.41% is contributed by other variables not included in the model. The result of simultaneous coefficient of correlation (that had same level coefficient correlation with single one) means that job satisfaction and interpersonal communication can be used as a single predictor or simultaneous predictors toward OCB. The results of hypotheses testing, those are the coefficient of correlations between research variables, can be summarized in the table below.

Table 1. The Coefficient of Correlations between Research Variables (n = 266)

| NO | Relationship between Variables   | Coefficient of Correlation* | Conclusion                       |
|----|--|-----------------------------|----------------------------------|
| 1  | Job Satisfaction with OCB  | 0.605 $p < 0.01$            | Accepted the Research Hypotheses |
| 2  | Interpersonal Communication with OCB                                     | 0.604 $p < 0.01$            | Accepted the Research Hypotheses |
| 3  | Job Satisfaction and Interpersonal Communication Simultaneously with OCB | 0.613 $p < 0.01$            | Accepted the Research Hypotheses |

\* Calculated with the Pearson's Product-Moment Correlation Formula.

**IV. CONCLUSION**

The research findings can be concluded that (a) there was a positive and significant relationship between the job satisfaction and OCB, (b) there was a positive and significant relationship between Interpersonal Communication and OCB, and (c) there was a positive and significant relationship between Job Satisfaction and Interpersonal Communication simultaneously with OCB. Based on the initial design of the constellation between variables, the results showed that the contribution of job satisfaction variable on OCB was 36.2% and interpersonal communication was 36.5 % indicating the moderate contribution to the teachers' OCB. When combined together, contribution of the job satisfaction and interpersonal communication reaches 37.59% indicating the contribution of other variables not included in the model to predict on OCB are 62.41% confirming this model is of moderate goodness. Based on the conclusion above mentioned, it can be formulated some recommendations as follows Developing a socialization program to explain and to make clear of all job/work aspects, reward system, career planning, need for teamwork, and supervision, to all teachers in the research setting. Developing a training program to improve interpersonal communication among teacher, and between Principals-teachers communication. By implementing all programs above mentioned, it can be predicted that developing teachers' job satisfaction and interpersonal communication can improve teachers' OCB. Other researchers wishing to conduct similar studies may include other variables such as; teacher's professional commitment, achievement motivation, work culture of teachers, teachers' resilience, creativity, work experience, teacher's training, decision-making techniques and so forth.

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