



The Effect of Career Development, Perception of Organizational Justice and Job Satisfaction on Teacher's Organizational Citizenship Behavior

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ABSTRACT

The objective of this research is to examine the effect of career development, perception of organizational justice and job satisfaction on teacher's organizational citizenship behavior (OCB) of the Public Senior High School in Gorontalo regency, Gorontalo province. This research used the quantitative approach with survey method. The samples of this research were 178 employees selected randomly. The data were obtained by distributing questionnaire and analyzed by using descriptive statistics and path analysis in inferential statistics. The results of the research can be concluded that: Career development had a direct effect on teacher's OCB, perception of organizational justice had a direct effect on teacher's OCB, job satisfaction had a direct effect on teacher's OCB, career development had a direct effect on teacher's job satisfaction, perception of organizational justice had a direct effect on teacher's job satisfaction. Therefore to improve teacher's OCB career development, perception of organizational justice and job satisfaction should be improved.

Keywords: Career Development, Organizational Justice, Job Satisfaction, Organizational Citizenship Behavior

JEL Classifications: D23, L2

1. INTRODUCTION

Organizational citizenship behavior (OCB) is essential and vital for school organization, especially to encourage and to promote the school organization as a learning center that can generate superior quality education output. Reality on the ground shows that there are some teachers who have a relatively high OCB so its performance is quite good and then have implications for improving the quality of education. However, there are also teachers whose OCB are relatively limited, the indications include: Lack of extra awareness to improve the quality of education through a process of continuous quality learning, lack of innovation in promoting school; low sportsmanship in dealing with problems and challenges that arise in school; and limited willingness to do extra and best for school interest and educational progress. Conditions of high and low OCB will occur also among Teachers of Senior High School (SMA) in Kabupaten Gorontalo. When studied in depth with reference to the literatures, many factors influence OCB. Some of

them are career development, organizational justice perceptions, job satisfaction, work motivation, organizational culture, reward systems, personality, organizational atmosphere, organizational commitment, job characteristics, emotional intelligence, and leadership.

2. LITERATURE REVIEW

In the dynamics of organizational life, in particular non-profit organizations such as educational organizations, it needed extra role behavior, commonly called OCB. Another term of OCB is extra-role behavior. According to Aldag & Reschke (cited in Alotaibi, 2001) OCB is one form of prosocial behaviors. OCB is one form of social behaviors. Schnake (cited in Alotaibi, 2001) defines OCB as "functional, extra-role, prosocial behavior, directed at individuals, group, and/or an organization." Such behavior is needed to support the activities of the organization that not always can be done formally through organizational routine

activities. In certain conditions, sometimes organizations need extra role behavior (Igor and Akhmetshin, 2015), particularly when organizations need support of employee activity that cannot be judged or rewarded with money.

According to Organ (cited in Tschannen-Moran, 2003) OCB is implemented in five dimensions: Altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, with the following explanation: (a) Altruism, i.e., altruism, such as providing aid to the new co-workers, and making time for others indicated directly on other individuals, but a contribution to efficiency is based on individual performance improvement, (b) conscientiousness, i.e., the nature of prudence, such as the efficiency of spending time, high attendance rates are contributing to efficiency, both by individuals and groups, (c) sportsmanship, i.e., the nature of sportsmanship and positive, such as avoiding complaints and petty grievances by maximizing the total amount of time spent in the constructive efforts within the organization, (d) courtesy, i.e., the nature of polite and obedient, such as through a warning letter, or notice, and forward the right information is to help prevent problems and maximize the use of time, and (e) civic virtue, i.e., the nature of wise or good membership, such as serve a committee or committees, perform functions even it is not required to give a good impression for the organization, and provide the necessary services for the organization.

The research results of the OCB effect on organizational performance conducted by Podsakoff and MacKenzie as quoted by Elfina, OCB has the following effects: (1) Increasing the productivity of co-workers, which can be specified: (a) Employees who help other co-workers will accelerate the completion of co-workers task, and (b) over time, helping behavior showed by the employee can spread the climate to the employees in other work units; (2) improving leader productivity, which can be explained: (a) Employees who show the behavior of civic virtue, which indicates the voluntary participation and support the functions of the organization both professionally and social nature, will help the leader to get feedback and suggestions for improving the effectiveness of the organization, and (b) polite employees, willing and sincere to avoid any conflict with co-workers will produce climate and conducive working environment and help leader avoid crisis management; (3) saving resources owned by the management and the organization as a whole. If employees help each other in solving the problem in a work, the leader does not have to intervene and may use the time to perform tasks that are considered managerial as planning and evaluation; (4) helping to conserve scarce energy resources to maintain the group function; (5) can be an effective tool to coordinate work group activity; (6) increasing organization's ability to attract and retain the best employee; (7) improving the stability of the organization's performance; (8) improving the organization's ability to adapt to environmental changes (Debors, 2003). Under such conditions, OCB is essential for life of employee and organization.

In the context of individual and organizational goals, career development is the process of improving the ability of individual work in order to achieve the desired career. The career development aims at matching individual goals with available career opportunities within the company for now and for the future.

Commitments in career development may delay the obsolescence of human resources which will cost the company. There are three crucial points in career development. First, when the first time received as a worker, the experience in the early days of work greatly affects the formation of the character of his/her career. Second, in mid-career (mid-career) that is the period where a worker started to have pressure and responsibilities unlike the first time he/she is received as workers. At this time the workers face the turning point, when worker face stagnation career (career plateaued). Third, the period leading up to full-time service, where workers face uncertainty due to economic conditions, social, psychological and interpersonal relationships (Rivai, 2004).

From the organizational point of view, according Byars and Rue (2008), career development has three main objectives, namely: (1) To meet the needs of human resources of organization in short-term and long-term, (2) to give better information for organizations and individuals about potential career paths within the organization, and (3) to considerably utilize human resources programs that has been existed by integrating the activities of selecting, assigning, developing and managing individual career by organization planning. Mondy (2010) identified several career development purposes, among which are: (a) Increasing the satisfaction of workers specific development needs. Workers who see her/his development needs will be met, tend to be more satisfied with the work and the organization, (b) improving performance, within the meaning of the work itself mostly influence on career development. Each type and work level can give a challenge and a different experience, (c) increasing workers loyalty and motivation. Individuals who believe that the company pays attention to career planning would prefer surviving within an organization, and (d) identifying training and development needs. If someone wants a definite career path and does not currently have the right qualifications, then it will be identified as training and development needs. This description reinforces previous opinion that career development has a very broad purpose, encompasses the needs and interests of organizations and workers.

The term of organizational justice comes from the word justice and organization. The word justice is derived from the word fair, which, according to Weller, has the connotation of good feeling, appropriate, correct and honest. If someone looks at the difference between receiving awards for his/her efforts when compared to others, it will motivate them to work more or decreased (Weller, 1995). Gordon (1993) introduced seven dimensions of organizational fairness/justice, namely: (1) Pay rules, (2) pay administration; (3) work place; (4) pay level; (5) rule administration; (6) distribution of jobs; and (7) latitude (Aamodt, 2007). Aamodt mentioned that organization justice has three forms. First, distributive justice is "perceived fairness of the actual decision made in an organization." It means that distributive justice is a justice derived from actual decision obtained from organization. Second, procedural justice is "perceived fairness of the method used to arrive at the decision." It means that procedural justice is a justice derived from method heading to decision making. Third, interactional justice is "perceived fairness of the interpersonal treatment receive." It means that justice derived from interpersonal treatment accepted.

Although conceptually job satisfaction represents the attitudes rather than behavior (Waleed and Ahmad 2016), researchers of organizational behavior consider it as an important dependent variable (Robins and Judge, 2007), which need to be evaluated its existence each time. Job satisfaction is defined variously by experts. According to Spector, job satisfaction is how people feel about their work and the various aspects of their work (Spector, 1997). For Nelson and Quick (2006) job satisfaction is a positive emotion or pleasant conditions arising from employment or work experience ratings. Luthans (2008) provided a definition of job satisfaction as a positive emotional or pleasant condition of appraisal or a person work experience. Meanwhile, according to Luthans job satisfaction is the result of workers' perceptions of how their work provides something that is consider important. Moreover, according to Robbins and Judge (2007), job satisfaction is also a positive feeling about the work of someone who emerged from the assessment of his/her characters. Test results of some hypothesis in this research shows that perceptions of organizational justice directly affect positively and significantly related to OCB. These findings provide a fairly clear picture that the strength of OCB are also formed by the employee perceptions to organizational justice. If employees perceive the organization can treat their employees fairly, it can strengthen their OCB. On the contrary, if employees perceive the organization does not show fairness towards employees, it can weaken the OCB of employees.

Organizational justice refers to one's judgment about the extent of someone is treated fairly by the organization. Justice can be realized in the form of distributive justice, procedural justice, and interactional justice. When organizations treat employees fairly, whether distributive, procedural and interactional, then the employee will perceive a positive way so that employees are treated humanely and with dignity. Such feelings can encourage employees willing to do anything beyond its primary role as an employee. In this case OCB reflects the actions of employees who do voluntary basis beyond its role that provide a positive contribution to the development and organizational effectiveness. This role can be either in the form of: Altruism, consciousness, sportsmanship, courtesy, and virtue. The influence of organizational justice on OCB also applies in the context of the educational environment. If the teachers are treated fairly by schools or leader as authority, then it would be rated positively so that teachers are willing to commit acts of altruism, sportsmanship, courtesy, and virtuous beyond the role that should be done by a teacher at school.

Based on previous research also found that organizational justice influences OCB, as conducted by Cohen-Charash and Spector (2001). The results showed that one form of organizational justice, namely interactional justice, has a positive relationship with OCB. The research of Yilmaz and Tasdan (2009) also found that organizational justice related to extra role behavior (OCB). Thus, this research emphasized the empirical fact that perceptions concerning organizational justice affect OCB.

From the facts and literature above, it can be formulated research problem: Does career development, perceptions of organizational justice and job satisfaction directly influence to OCB? Does the

career development and perceptions of organizational justice directly effect on job satisfaction?

3. METHODOLOGY

This research applies survey method. This research is conducted in order to obtain valid data and information in order to determine the effect of career development, perceptions of organizational justice, and job satisfaction toward OCB of teachers of Senior High School in District of Gorontalo. The population is 328 Senior High School teachers who are Civil Servant in the District of Gorontalo. Samples are 178 teachers, taken by proportionate random sampling. The data collection of this research was conducted using questionnaires, while data analysis technique used is path analysis.

4. RESULTS AND DISCUSSION

The results of statistical calculations in this research support the hypothesis on the influence of job satisfaction towards OCB. These results indicate that the increasing of job satisfaction will affect in the increasing of OCB. Similarly, if the job satisfaction decreases, it will have an impact on the decreasing of OCB.

Job satisfaction is the need of every individual in work, so it needs to be pursued by each organization. Job satisfaction refers to the condition that one feels a pleasant feeling which arise as a result of job appraisal or work experience that happened in the workplace, particularly with respect to those aspects of work that can satisfy the employees like the work itself, promotion, supervision, business partners, working conditions, challenges, and communication. When working aspects are met well and adequately, then the employees will feel happy and satisfied. This in turn will stimulate employees to perform actions beyond the role that obviously make a positive contribution to the organization, or commonly known OCB. When employees derive from satisfaction on various aspects of work such as the work itself, promotion, supervision, business partners, working conditions, challenges, and communication, employees may be compelled to think, act and behave altruistic, rich consciousness, sportsmanship, courtesy, and wholesome for the benefit of the organization, so that the image and dignity of the organization are raised.

In the context of school organization, job satisfaction is also needed in order to strengthen the OCB. When teachers are satisfied with the various aspects of work as the work itself, promotion, supervision, business partners, working conditions, challenges, and communication, then the teacher is willing to do extra action role for schools that goes far beyond its educational role as a teacher. The opposite condition that the teacher will not care about the interests of the organization and their colleagues when teachers do not feel any satisfaction in work.

Research related to the effect of job satisfaction to OCB among others Schnake et al. (1995). Their findings show that job satisfaction is a factor that can be used to improve OCB, as well as fairness and leadership factors. Therefore, the results of this

research can reinforce previous findings that show the influence of job satisfaction to OCB.

4.1. Effect of Career Development against Job Satisfaction

The existence of job satisfaction is not only important individually, but also organizationally. Especially organizationally, the importance of job satisfaction is due to it can encourage employee performance at a better rate. Job satisfaction showed pleasant feeling of employee which arise as a result of an assessment of the aspects of the work or work experience. An aspect of work as the work itself encompasses promotion, supervision, business partners, working conditions, challenges, and communication. If the condition of the aspects of work is satisfactory employee, it will provide a strong passion for the employees to perform better.

The emergence of job satisfaction among others is driven by factors of career development which is progressing well. Career development in an organization is one of the objects of important perception, so that it can give influence to attitudes and behaviors of employees as well as their emotional condition. As discussed earlier, that job satisfaction showed a pleasant feeling or emotional condition. Therefore, if an employee has a good perception on the implementation of career development, it can provide a positive impact on the emergence of job satisfaction. With the development of a good career, it will allow employees gain promotion quickly, enjoying their work with pleasure, and feel challenged, so that employees are satisfied with the condition. The same thing can also go to the teacher. When career development for teacher takes place well and reasonably, so that teachers have a great opportunity to be promoted, it can bring job satisfaction.

Previous research has also shown the importance of career development in improving job satisfaction. This is as shown in a research conducted by Kim (2002) with researching officials at the Department of Energy Nevada. His findings showed that supervisor support to employee career has a significant influence to employee job satisfaction. Therefore, the results of this research reinforce the influence of career development to job satisfaction.

4.2. Effect of Perception on Organizational Justice against Job Satisfaction

The results of statistical calculations in this research showed that perceptions of organizational justice have a significant effect to job satisfaction. These findings indicate that positive employee perceptions about justice organization will give a positive implication to job satisfaction increase. Conversely, if the employee perceives little or no equity in the organization, then it happens the employee is not satisfied.

In previous research also found that organizational justice affects to job satisfaction. It is an understanding, definitions and limitations above which are showed that in essence, job satisfaction reflect positive emotions (fun) someone who emerges from the assessment or work experience.

Career development directly influences to OCB with 0.298 path coefficients and t count > t-table value. Perceptions of

organizational justice directly influence OCB with 0.286 path coefficient and t count > t-table value. Job satisfaction directly influences OCB with 0.213 path coefficient and t count > t-table value. Career development directly influences to job satisfaction and the path coefficient 0.439 and t count > t-table value. Perceptions of organizational justice directly influence job satisfaction with 0.227 path coefficient and t count > t-table value.

Thus, the findings of this research explain that: (1) Career development directly has a positive effect to OCB of High School teacher in the district of Gorontalo. These results indicate that career development taken place adequately in school can lead to the increase of OCB of teachers, (2) perceptions of organizational justice directly have positive effect to OCB of High School teacher in the District of Gorontalo. These results are carried out by Al-Zu'bi (2010) whose findings show that organizational justice has a positive relationship with job satisfaction, where the job satisfaction of employees depend on organizational justice applied by managers. The findings are also supported by research of Fatt et al. (2010) who conduct research in Malaysia whom are working on small and medium enterprises. The results showed that the better perceptions of procedural justice and distributive justice, it will increase job satisfaction.

From some of the previous research, it shows clearly that perceptions of organizational justice are a factor that affects job satisfaction. Thus, this research reinforces previous research concerning the influence of perceptions about organizational justice to job satisfaction.

5. CONCLUSION

Career development directly has positive influence to OCB of Senior High School teacher in District of Gorontalo. This result shows that career development which takes place adequately in school can affect an increase of OCB of teachers. Perception towards organizational justice directly has positive effect to OCB of Senior High School teacher in District of Gorontalo. These results indicate that a positive perception concerning school organizational justice causing an increase of OCB of teachers. Job satisfaction has a direct positive effect towards OCB of Senior High School teacher in District of Gorontalo.

Overall, the high teacher job satisfaction has an impact on the increase of teachers' OCB. Career development has a direct positive effect on Senior High School teacher job satisfaction in District of Gorontalo. This confirms that career development in schools leads to increase job satisfaction of teachers. Perception of organizational justice has a direct positive effect on Senior High School teacher job satisfaction in District of Gorontalo. These findings show that a positive perception of school organizational justice leads to increase job satisfaction of teachers.

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