

# The Role of Work Engagement in Mediating Perceived Organizational Support and Organizational Commitment Relationship to Organizational Citizenship Behavior

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## ABSTRACT

This paper reviews the important role of *work engagement* (WE) in bridging the relationship between perceived organizational support (POS) and organizational commitment (OC) on organizational citizenship behavior (OCB) to private university lecturers. WE is one of the positive behaviors in the form of positive engagement cognitively, emotionally, and physically to increase productivity and morale. High WE is the main capital in creating lecturer OCB. Several previous studies have shown that high POS and OC have not consistently resulted in good OCB. With these considerations in mind, this study presents a WE that believed to be able to strengthen POS and OC relations with OCB. It is hoped that this paper will provide a new perspective on the role of WE and other factors that can improve OCB for lecturers at private tertiary institutions. This study uses a quantitative approach and descriptive design. The research respondents were lecturers spread across 7 tertiary institutions in Baubau City. While data collection was carried out using digital instruments in the form of google forms which were distributed and managed to collect a sample of 257 respondents. The results of this study indicate that WE has a significant positive influence in bridging the relationship between POS and OC towards OCB. This study suggests paying more attention to WE and OC because they have been proven to significantly contribute to increasing OCB in private university lecturers.

## Keywords

*work engagement; perceived organizational support; organizational commitment; organizational citizenship behavior*

## INTRODUCTION

Human resources are an important capital for an organization. As the main resource, the lecturer acts as a driving force for all the potential that the organization has (Mousa & Othman, 2020; Zhou et al., 2020). In addition to implementing all the dharma that exist in higher education organizations, lecturers also have a position as a determinant of the continuity of quality management functions and processes in tertiary institutions (Arwildayanto et al., 2020; Kahar et al., 2020). Therefore, lecturers are decisive in achieving optimal tertiary performance. Given the importance of the role of lecturers in tertiary institutions, this study specifically examines the factors that influence organizational citizenship behavior (OCB) as a form of positive behavior that can have an impact on improving university performance (Dai et al., 2021; Yan et al., 2021). The results of a review of previous studies show that there are still inconsistencies in the findings of researchers, where some of them state that *perceived organizational support* (POS) and organizational commitment (OC) have an impact on increasing organizational citizenship behavior (OCB) (Hanapi et al., 2020; Piotrowski et al., 2020; Riyanto et al., 2021; Safitri & Riyanto, 2020; WG Kim et al., 2020; López-Cabarcos et al., 2020), but some others reported that POS and OC did not have a significant effect on increasing OCB (Jehanzeb, 2020; Morales-Sánchez & Pasamar, 2020; El Shaer, 2019; Junawar et al., 2020). This reason

prompted the presentation of the concept *work engagement* (WE) as a solution as well as filling the research gap. WE is believed to be an effective formula in increasing OCB (Odetti et al., 2020; Shams et al., 2020; Tefera & Hunsaker, 2020; Yang et al., 2020). With capital engagement, a lecturer will maintain his energy and enthusiasm so that he is consistently involved in every higher education activity (Gemeda & Lee, 2020; Tisu et al., 2020). Lecturers with good WE will show high work enthusiasm, deep work appreciation, and maximum immersion in work (Dai et al., 2021; Rabiul & Yean, 2021). WE is also an important supplement in organizations that can maintain and maintain positive behaviors in organizations such as OCB (Kim et al., 2020; Tefera & Hunsaker, 2020). With WE, all lecturer activities in tertiary institutions will take place at the highest level of enthusiasm. Besides that, the complexity of work challenges during the Covid-19 pandemic and the current industrial revolution 4.0 requires the management of private tertiary institutions to encourage the presence of WE to lecturers (Chen & Fellenz, 2020; Hammedi et al., 2021; Tisu et al., 2020). High lecturer WE can be a supplement for universities to make creative breakthroughs so they can compete in today's uncertain situation (Côté et al., 2020; Dai et al., 2019). This study was carried out in private tertiary institutions with the consideration that studies on WE and OCB in private tertiary institutions were still few, especially in island areas with relatively limited access. On this basis, the study in this study was directed to analyze the effect of perceived organizational support (POS) and organizational commitment (OC) on organizational citizenship behavior (OCB) with work engagement (WE) as a mediator.

*Perceived organizational support* (POS) in this study is defined as the lecturer's perception of the university's support for him. A high POS will create good trust in universities and bring peace at work (Imran et al., 2020). POS can encourage the presence of good work optimism (Côté et al., 2020). With POS, all the potential possessed by lecturers can be mobilized to improve higher education performance. POS also plays an important role in creating a balanced working relationship between lecturers and universities (Akgunduz et al., 2018). There are 5 important things that build a lecturer POS. First; fairness, namely the existence of justice. POS can grow by creating distributive justice between lecturers and universities. The fairer the university's actions towards lecturers, the better the lecturer's perception of the organization will be (Loi et al., 2019). Second; job condition, namely good working conditions. Safe, comfortable and healthy working conditions contribute to building POS. The better the work environment, the better the lecturer's assessment of the tertiary institution (Al-Omar et al., 2019). Third; supervisory support, namely the existence of leadership support. The support of higher education leaders to lecturers is one of the determinants of the assessment of the existence of organizational support. Leaders who pay full attention to lecturers are perceived as good leaders and exemplary. Because the leadership is a symbol of the organization, the leadership's attention to lecturers is perceived as a form of concern from the tertiary institution itself (Al-Omar et al., 2019; Wen et al., 2019). Fourth; recognize achievement, namely the recognition of achievement. Various achievements and excellence of lecturers recognized by universities will form the perception that universities really understand and appreciate the work of their lecturers. So that every contribution given to tertiary institutions will always be valuable and not in vain (Bibi et al., 2019; Takeuchi et al., 2021). Fifth; giving help is help when needed. There is one aspect that is very influential in determining whether there is a POS, namely the provision of assistance by universities when lecturers need them (Sulistiyawati & Sufriadi, 2020). This aspect occupies an important position because it directly touches the deepest side of the lecturer's psychology. Because of this, the experience of obtaining assistance from a university will be remembered for a long time (Aragasi & Pangandaman, 2021). Thus, all the elements forming the POS as mentioned above are believed to be able to encourage an increase in work engagement (WE) for lecturers. A good WE is a golden gate in realizing high organizational citizenship behavior (OCB).

*Organizational commitment* (OC) is an important capital needed by organizations to grow and develop in the midst of very tight competition (Sopiah et al., 2020). OC in this study is defined as a condition in which a lecturer is in favor of the goals and principles of the college and has the desire to maintain membership in the college (Kilaberia, 2020; Lee et al., 2020). There are 5 important aspects that build OC lecturers in their organizations. First; *employee willingness* namely the existence of a will to survive in the organization. The willingness of a lecturer to survive at a tertiary institution is influenced by working conditions and human relations in it (Rajabi et al., 2021). Universities that are able to create a climate of dialogue, maintain human relations, and view this as a valuable investment will easily develop *employee willingness*. Healthy interaction that is built in college is the main requirement for better personality growth (Ngaliman, 2019). Furthermore,

this positive personality becomes the energy to drive various programs in order to achieve the vision, mission and goals of the organization (Suharto et al., 2019). Second; *employee loyalty* namely loyalty to the organization. Loyalty is not only determined by the contribution of higher education institutions to lecturers, but is also influenced by work comfort, professional intimacy, and the creation of a culture of knowledge sharing among fellow lecturers (Ruiz-Palomo et al., 2020). This intense knowledge sharing can encourage the presence of emotional bonds so as to create intimacy in college. Through this familiarity, all tasks, functions, responsibilities carried out by a lecturer can be completed properly. This familiarity is also a staple in forming a great team in college (Fournier et al., 2021). Third; *employee pride* namely the presence of a sense of pride in the organization. The pride of lecturers in tertiary institutions can be of various types and forms, but in general the pride of lecturers is formed from the achievement and maximum performance as a result of great teamwork (Mahjoub et al., 2018). The achievements and achievements of high-quality lecturer work which are fully supported by the tertiary institution directly trigger a sense of salute and pride. Pride is also driven by the maintenance of positive values in the organization such as respect for human values, tolerance, team cohesiveness, and concern to ease the burden on others (Kilaberia, 2020; Nurjanah et al., 2020). Fourth; *employee belief*, namely high trust in the organization. The desire to stay and survive as a lecturer can be driven by high trust in universities. Employee beliefs are heavily influenced by lecturers' assessment of the bright prospects of tertiary institutions in the future, opportunities for the growth of better character, created career opportunities, and the realization of good awards from tertiary institutions (Lee et al., 2020). In addition, the atmosphere of the work environment with good cohesiveness is a supporting factor for lecturers' employee beliefs (Kotzé & Nel, 2020). Fifth; *employee indebtedness* namely the debt of gratitude or services from the organization. Debt of gratitude is one form of attachment of lecturers to tertiary institutions. Lecturers who are attached to tertiary institutions are based on the presence of higher education concerns when lecturers need help and the presence of tertiary institutions' attention to special moments for lecturers (Sadeghi & Razavi, 2020). Thus, all elements forming OC as described above are believed to be able to increase lecturer work engagement (WE). A good WE is the main energy in improving lecturer organizational citizenship behavior (OCB) (Nurjanah et al., 2020).

*Work engagement (WE)* in this study is defined as a lecturer's work involvement in higher education activities. WE is a deep bond between lecturers and universities through work relationships and friendship that are difficult to separate (Ampofo, 2020; Kotzé & Nel, 2020). There are 5 main things that are believed to form WE lecturers. First; vigor or enthusiasm. WE is marked by the presence of very high work enthusiasm for the lecturers themselves (Shi & Gordon, 2020). Lecturers with WE are always passionate about their work, so that all work can be completed very well (Dai et al., 2021; Niswaty et al., 2021). Second; Dedication is totality in work. Lecturers with dedication will be diligent, persistent, tenacious, and give their best effort. Lecturers will only be satisfied if they have presented maximum work results. Third; absorption, namely integration with work activities. This is marked by the lecturer's efforts to fully immerse himself so that all the energy he has is fully devoted to work (Anasori et al., 2021). Fourth; Focus is full intensity and concentration at work. Lecturers with high focus will only concentrate on the activity, so that time is short and passes so quickly (Greenier et al., 2021). In addition, lecturers will have high intensity in thinking about assignments and unfinished work. Fifth; going extra mile namely readiness and sincerity to work harder. Lecturers will have a very strong effort with high persistence to complete their assignments. The effort shown far exceeds the efforts of other lecturers (Khan, 2021; Ozturk et al., 2021). Furthermore, a great curiosity and high interest in work and innovation efforts from his work will be born (Coo et al., 2021; Fan et al., 2021). With high WE then collegewill be able to mobilize all the potential that lecturers have in order to achieve their best performance (Monje Amor et al., 2021). Achieving the best performance of lecturers will also lead tertiary institutions to achieve their best performance (Deng et al., 2021). The ability of tertiary institutions in realizing lecturer WE is a major achievement that must be maintained and maintained continuously. With a high WE, universities can easily solve every problem they face (Heyns et al., 2021; Teng et al., 2021).

*Organizational citizenship behavior (OCB)* in this study is defined as forms of lecturers' caring behavior towards tertiary institutions. This caring behavior is represented in 5 ways. First; altruism, namely behavior that voluntarily helps co-workers by being totally involved until the helping activity is complete. Involving oneself in helping is also carried out intimately by removing psychological barriers so that the process of helping and sharing knowledge for problem solving can run well (Tuan et al., 2021). Lecturers with high

altruism will also try to take over the duties of absent lecturers and offer to complete the tasks of colleagues who experience work overload. Lecturer initiatives like this will solve many university problems (Kaur & Randhawa, 2021). Second; conscientiousness, namely behavior that exceeds work standards set by the organization such as absenteeism exceeding the minimum requirements and enforcing discipline or organizational rules even though there is no supervision of him. Lecturers voluntarily encourage themselves to increase their knowledge, skills and competencies including following, studying and applying the latest technology from the field they are engaged in (Pletzer, 2021). Lecturer with high conscientiousness will have encouragement from within himself to immerse himself in completing tasks better, repeating them until they are better than before, even creating new formulas needed by the organization (Tuan et al., 2021). Third; sportsmanship which is the ability to tolerate, understand the state of the organization which is not good and not profitable, the attitude of not complaining and not blaming other parties, and not exaggerating problems within the organization (Davison et al., 2020). Lecturers with good sportsmanship behavior will always build positive relationships with their colleagues to prevent conflicts from arising, besides that they will always rely on collectivity in solving various problems. With sportsmanship capital, lecturers will continuously provide inspiration and optimism in looking at the future of higher education (Yang et al., 2020). Fourth; civic virtue, namely a form of concern on organizational survival. This behavior can be pay attention to the important things that must exist and be owned by universities, provide advice on the creation of shared values on campus, and introduce various developments in knowledge and technology that can be accessed to be given to universities (Aguiar-Quintana et al., 2020). Lecturers with good civic virtue will foster a continuous culture of knowledge sharing among fellow lecturers and universities. With this pattern, the psychological barriers between lecturers will be reduced and teamwork cohesiveness will be well developed (Tefera & Hunsaker, 2020). Fifth; *courtesy* namely the behavior of togetherness and close friendship at work. This behavior will encourage the presence of a sense of caring for fellow lecturers so as to create familiarity, cohesiveness, and work collectivity. Lecturers with courtesy behavior will create a culture of mutual admiration for each other's strengths and understand the shortcomings of others. This behavior will create a perspective that each lecturer has their own strengths and weaknesses (Kaur & Randhawa, 2021). Therefore, every lecturer has roles and responsibilities that are equally important for tertiary institutions. Creation of courtesy behavior is also very effective for preventing conflict within the organization (Meng et al., 2021).

To provide a strong scientific footing, this study is rooted in social exchange theory (SET) with the belief that there will always be exchanges that occur between individuals and individuals, individuals and groups, and between individuals and organizations (Akarsu et al., 2020; Chia-An Tsai & Kang, 2019; Wang et al., 2019). The POS, OC, WE, and OCB constructs that are the subject of this study are well accommodated by SET theory. Based on the causal relations described above, a framework of thought and logic was developed that the higher the POS and OC, the higher the WE, thereby encouraging an increase in lecturers' OCB, as illustrated below;

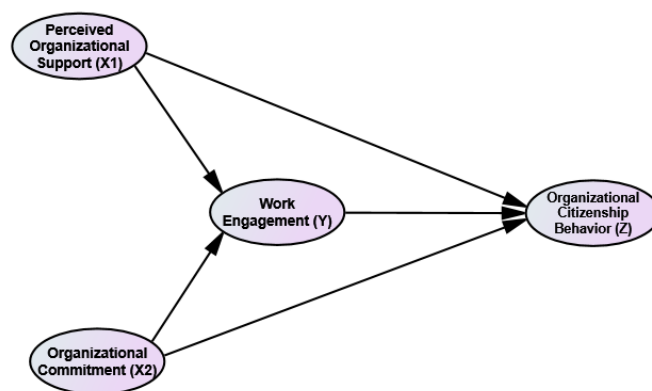


Figure 1. Conceptual Framework

**Hypothesis**

Referring to the literature review and conceptual framework mentioned above, this study develops 7 research hypotheses, including:

Hypothesis 1 (H1); The higher the POS, the higher the OCB

Hypothesis 2 (H2); The higher the POS the higher the WE

Hypothesis 3 (H3); The higher the OC, the higher the OCB

Hypothesis 4 (H4); The higher the OC, the higher the WE

Hypothesis 5 (H5); The higher the WE, the higher the OCB

Hypothesis 6 (H6); WE can act as a good mediator in the relationship between POS and OCB

Hypothesis 7 (H7); WE can act as a good mediator in the relationship between OC and OCB

## METHODS

### Samples and procedures

This study was conducted using a quantitative approach and descriptive method which aims to describe and acknowledge analysis of the influence of POS and OC on OCB mediated by WE. To facilitate the implementation of the study, the data collection using a digital questionnaire in the form of a google form. The population in this study were lecturers spread across 7 private tertiary institutions in Baubau City, namely; Dayanu Ikhsanuddin University, Buton Muslim University, Muhammadiyah University of Buton, Buton Raya Institute of Technology and Health, STIKES IST Buton, STKIP Pelita Nusantara, and Baubau Polytechnic. The research sample was 257 respondents drawn by proportional random sampling. This study utilizes an analytical tool in the form of SPSS software version 22 combined with SEM AMOS version 22 (Blunch, 2012). The characteristics of the respondents include; most of the respondents were male (60.7%), and some were female (39.3%). The average education is masters (79.8%), the average length of being a lecturer is > 5 years (68.5%), the most academic positions are expert assistants (44.7%), and the average is not/not yet certified (65.4%).

### Measurement

The instrument test was carried out in 2 stages consisting of a validity test *product moment* and method reliability test *cronbach alpha* (Basden, 2021; Khorsan & Crawford, 2014). The following describes the results of validity tests on each construct and indicator. First; organizational commitment construct measured by 5 indicators modified from Edward Bashaw & Stephen Grant (1994) as well as Rameshkumar (2020) consists of; employee willingness, employee loyalty, employee pride, employee belief, and employee indebtedness. Employee willingness indicators are measured by statements; "the level of my will to survive and pursue the teaching profession as a life choice" ( $\alpha = 0.741$ ), employee loyalty with a statement; "my level of loyalty and commitment to advancing this PTS" ( $\alpha = 0.775$ ), employee pride with a statement; "I am proud of the good name, image and achievements of PTS" ( $\alpha = 0.789$ ), employee belief items by statement; "my level of confidence in the positive values that are adhered to, and the belief that this PTS will be much better in the future" ( $\alpha = 0.783$ ), and item employee indebtedness by statement; "the degree of my inner bond or emotional connection with this PTS" ( $\alpha = 0.759$ ). Second; the construct of perceived organizational support (POS) is measured by a modified indicator of Rhoades and Eisenberger (2002) includes; fairness, job conditions, supervisory support, recognize achievement, and giving help. Fairness indicators are represented by statements; "my assessment of the fair and equal treatment given by PTS to lecturers" ( $\alpha = 0.799$ ), job condition items are measured by; "my assessment of work environment support (safety, comfort, cleanliness, facilities, and work relations)" ( $\alpha = 0.743$ ), supervisory support items are measured by; "my assessment of the support of PTS leaders and education providers for the future of lecturers" ( $\alpha = 0.727$ ), item recognize achievement is measured by; "my assessment of awarding by PTS for the achievements and performance of lecturers" ( $\alpha = 0.775$ ), as well as giving help items measured by; "My assessment of PTS's response to lecturers who are in need of assistance" ( $\alpha = 0.677$ ). Third; the work engagement (WE) construct includes 5 items modified from Wilmar B. Schaufeli (2018), consists of; vigor, dedication, absorption, focus, and going extra mile. Vigor indicators are measured by statements; "my enthusiasm and fighting power in completing the main task as a lecturer" ( $\alpha = 0.785$ ), item dedication is measured by; "level of belief that my work inspires and benefits others" ( $\alpha = 0.826$ ), item absorption is measured by; "the level of feeling happy when I work intensely" ( $\alpha = 0.822$ ), item focus is measured by; "my level of intensity in thinking about tasks and unfinished

work" ( $\alpha = 0.496$ ), and items going extra mile are measured by; "the degree to which I am willing to take on additional work or greater responsibility" ( $\alpha = 0.789$ ). Fourth; organizational citizenship behavior (OCB) construct, also consists of 5 indicators adopted from Bies and Organs (1989) namely; altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism indicators are measured by statements; "My willingness to help when my colleagues need help related to my duties as a lecturer" ( $\alpha = 0.628$ ), conscientiousness indicators are measured by; "My willingness to complete assignments based on the quality standards that apply in private universities or study programs" ( $\alpha = 0.639$ ), sportsmanship indicators are measured by; "My willingness to take responsibility if there is a failure in PTS or study program" ( $\alpha = 0.652$ ), the courtesy indicator is measured by; "My willingness to share knowledge and experience with colleagues" ( $\alpha = 0.473$ ), then the civic virtue indicator is measured by; "My willingness to contribute thoughts/suggestions/inputs for the advancement of PTS/study program" ( $\alpha = 0.659$ ).

Because the results of the analysis of the validity test of the instrument show that the indicators focus on the constructs of work engagement and courtesy on the construct of organizational citizenship behavior are below the conditions required, then both are amputated. After the amputation treatment is carried out then all indicators show valid results ( $> 0.50$ ). As for the reliability test method *cronbach alpha* also yields coefficient = 0.954 ( $> 0.70$ ) so all indicators declared reliable (Khorsan & Crawford, 2014). Measurement of all variables assessed with ordinal scale where severity of the questions given have a score range between 1-10, this is intended to reduce the degree of error for respondents in giving answers (Davvetas et al., 2020; Hiong et al., 2020).

## RESULTS

### Data Quality Analysis

To ensure that the data is free of bias and homogeneous, before the SEM analysis is carried out, a level test is first run through the SPSS software. The test results show that all sample data are at a significance level  $> 0.05$ , so it can be concluded that the data is homogeneous and comes from the same population group. After the data is declared homogeneous, the analysis is continued to determine the level of normality of the data using the AMOS software. The results of the data normality test show that overall the data has an abnormal distribution and is in the category of substantial negative skewness. This is indicated by the *cr* skewness value above + 2.58. Refers to formulas Tabanick & Fidell (2003) data transformation is carried out with the formula  $X_n = \lg_{10}(KX)$  where  $X$  = normalized variable,  $K$  = constant number. The reduction in  $X$ , namely the observed variable, must show a number that is still positive, therefore it is as suggested Tabanick & Fidell (2003) then  $K = 11$  is used, according to the measurement score, namely 1-10. The results of the transformation in the end show that all data are normally distributed so that the analysis can be continued. The next step is to observe the outliers from the sample data. Indication of data outliers can be seen from whether there are values that exceed the maximum z-score (Hair et al., 2010). The results of the analysis show that there is no sample data with a z-score  $\geq 3.0$ . Therefore it is ensured that the sample data is free of outliers (Hair & Sarstedt, 2019). The next stage is observation to determine whether there is multicollinearity in the relationship of each independent variable. The results of the analysis show that the correlation between exogenous constructs produces a correlation coefficient of 0.716, which is less than 0.85. This means that there is no multicollinearity between the independent variables in the observed model (Tarka, 2018).

After all of the above has been done, the analysis is focused on seeing the fulfillment of the factorial weight of each indicator using the confirmatory factor analysis (CFA) technique. The full model CFA results show that the lambda values or factor weights on exogenous and endogenous variables meet the specified statistical identity requirements ( $> 0.60$ ) with a Critical Ratio above 1.96 at a significance probability  $< 0.05$ . Therefore all indicators are a good reflection of the variables, and therefore the analysis can be continued to test the significance of the variables (Kwan & Chan, 2011; Tarka, 2018).

### Analysis of Variable Significance, Validity and Reliability

Based on the results of confirmatory factor analysis, this study measures the level of convergent validity and construct reliability with the test results as presented in Table 1.

**Table 1. Convergent validity and construct reliability of research variables**

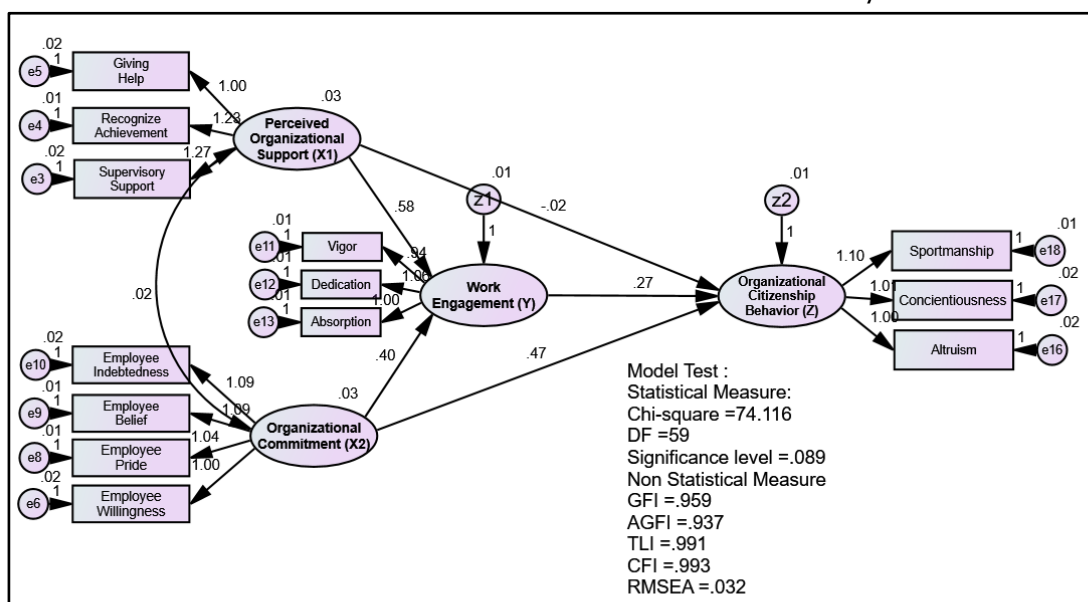
Variable	Indicator	Standard Estimates	SE	Squared Standard Estimates	Convergent Validity (>0.50)	Construct Reliability (>0.70)
Perceived Organizational Support (POS)	Fairness (POS1)	0.924	0.146	0.854	0.692	0.918
	Job conditions (POS2)	0.881	0.224	0.776		
	Supervisory support (POS3)	0.835	0.303	0.697		
	Recognize achievements (POS4)	0.826	0.318	0.682		
	Giving help (POS5)	0.672	0.548	0.452		
Organizational Commitment (OC)	Employee willingness (OC1)	0.803	0.355	0.645	0.689	0.917
	Employee loyalty (OC2)	0.875	0.234	0.766		
	Employee pride (OC3)	0.893	0.203	0.797		
	Employee beliefs (OC4)	0.820	0.328	0.672		
	Employee indebtedness (OC5)	0.750	0.438	0.563		
Work Engagement (WE)	Vigor (WE1)	0.849	0.279	0.721	0.805	0.925
	Dedication (WE2)	0.932	0.131	0.869		
	Absorption (WE3)	0.908	0.176	0.824		
	Going extra miles (WE5)	0.897	0.195	0.805		
	Altruism (OCB1)	0.662	0.562	0.438		
Organizational Citizenship Behavior (OCB)	Conscientiousness (OCB2)	0.724	0.476	0.524		
	Sportsmanship (OCB3)	0.742	0.449	0.551		
Behavior (OCB)	Sportsmanship (OCB3)	0.742	0.449	0.551		
	Civic Virtue (OCB5)	0.699	0.511	0.489		

\*The CFA is run twice, by alternating constrained positions

As presented in table 1 above, this study presents variables with good validity as measured by the convergent validity index (AVE) where all variables have a convergent validity index greater than required, namely > 0.50. The four variables have good validity, namely POS (0.692), OC (0.689), WE (0.805), and OCB (0.504). Reliability measurements also show good achievement above the cut of value of > 0.70, namely POS (0.918), OC (0.917), WE (0.925), and OCB (0.800). Therefore, the analysis can be continued with model testing and causality hypothesis testing.

**Model Test Results**

Basically the model test is intended to see how the influence of all exogenous variables together on endogenous variables. Model test can also be intended to see whether the model built is statistically significant or not. The test parameters of the original model were the degree of chi-square test and the achievement of the significance level (Hair & Sarstedt, 2019). Because this measure is difficult to achieve, experts develop indices that are able to represent good models (Blunch, 2012; Henseler, 2012). The following presents a picture of the results of the model test with the attainment of model fit in this study.



**Figure 2: Model Test Results**

Figure 2 above shows that the results of the model test run show good index fulfillment and are above the required cut of value, therefore the model is declared fit.

**Table 2. Achievement of Model Fit Index**

Goodness of Fit Index	Cut of Value	Results	Information
Chi –Square	It is expected that the value is small	74,116 *)	Good
Significance Probability	≥ 0.05	0.089	Good
CMIN/DF	≤ 2.00	1,256	Good
RMSEA	≤ 0.08	0.032	Good
GFI	≥ 0.90	0.959	Good
AGFI	≥ 0.90	0.937	Good
TLI	≥ 0.95	0.991	Good
CFI	≥ 0.95	0.993	Good

\*) Small Chi-Square value, when compared with the Chiinv number using the excel program, namely =Chiinv(signif, degree of freedom) at a significance level of 5%, df = 59 the result = 77.93052.

The final results of the full SEM test as contained in table 2 show that the model is well confirmed and meets the goodness of fit criteria based on the required rule of thumb. That is, the model can be tested empirically (there is agreement with the data used in this study). Besides that, the model developed is the most logical model that can be used in an effort to improve lecturer OCB. In addition, observations were also made on the residual covariance of the sample data. The criteria and limits used in the standardized residual covariances matrix are  $\pm 2.58$  at a significance level of 5%. The results of the analysis on the AMOS software showed that there were no residual values that exceeded  $\pm 2.58$ . Therefore, this model meets the requirements for good model acceptance. Thus testing the regression hypothesis can be continued.

### Hypothesis test

In order to test the hypothesis in this study, the structural equation model (SEM) technique was used with AMOS 22 software (Blunch, 2012). The reason for choosing the SEM technique over other multivariate analysis techniques is motivated by the following considerations: First, SEM is an analytical technique that can simultaneously test the meaning and weight of the variable indicators used while simultaneously testing the causal relationships contained in a model. Second, SEM has flexibility in model specifications for analysis, namely the possibility of changing the role of a variable, which at the same time can be an independent variable and at the same time a dependent or mediating variable. Third, SEM allows for an integrated mediation and moderation analysis in one process. Fourth, SEM allows researchers to develop competing models to find the most suitable model supported by sample data. Fifth, SEM allows testing of the mediation hypothesis to prove the existence of partial or full mediation in an easier process. Sixth, with SEM researchers can easily perform model comparisons either between sample groups or with competing models so that it is faster to justify the most appropriate model and supported by sample data (Blunch, 2012; Hair & Sarstedt, 2019).

This study uses 3 stages of hypothesis testing in data processing to ensure that each data is processed properly according to its respective purpose. The first stage is confirmatory factor analysis to ensure that all the variables used in the study have been properly identified (Blunch, 2012). The second stage is simultaneous testing of all hypotheses developed in this structural model to test whether each hypothesis has been tested in a good manner through testing the full structural model (Byrne, 2016). The third stage is to examine the mediating relationships developed in this study for variables that are a-priorily determined as mediating (Preacher et al., 2010). The results of the causality hypothesis test that was carried out can be seen in the following table.



**Table 3. Hypothesis test results**

hypothesis	Std Estimate	Estimates	SE	CR	P	Conclusion
H1 : POS→OCB	-0.026	-0.023	0.097	-0.235	0814	Hypothesis Rejected
H2 : POS→WE	0.499	0.575	0.101	5,719	***	Hypothesis Accepted
H3 : OC→OCB	0.556	0.474	0.092	5.134	***	Hypothesis Accepted
H4 : OC→WE	0.362	0.401	0.092	4,367	***	Hypothesis Accepted
H5 : WE→OCB	0.356	0.274	0.077	3,536	***	Hypothesis Accepted

The hypothesis testing above was carried out using the T test criteria which in SEM testing is referred to as the Critical Ratio (CR). The statistical size of CR is  $> 1.96$ , where H2, H3, H4 and H5 are accepted with good significance, while H1 is rejected with a value of  $p = 0.814 (> 0.05)$ .

### Mediation Hypothesis Test

In this study, a mediating variable was developed as a solution to the research gap which is a problem in this study. To ascertain whether there is a mediating role from the gap solution variable, an analysis procedure is adopted from Baron & Kenny (1986) which introduces 4 stages in mediation testing. The first step is to check whether there is a regression relationship between the independent and dependent variables. This stage is a benchmarking point to see whether there is mediation. The second step is to check the regression relationship between the independent variables and the mediating variable. The third stage is to check the relationship between the influence of the mediating variable and the dependent variable. The final stage is to check the direct relationship of the independent variables to the dependent variable. If at stage 4 the weight of the regression relationship between the independent and dependent variables becomes smaller or even becomes insignificant, then a mediating role is found in the model built (Blunch, 2012). To strengthen the results of the mediation test, according to the suggestions Baron & Kenny (1986), this study also presents the calculations of the Sobel Test calculator which are analyzed separately. The results of the tests performed are presented in the following table.

**Table 4. The results of testing the WE mediation hypothesis in the relationship between POS and OCB**

hypothesis	Std Estimate	Estimates	SE	CR	P	Conclusion
Stage I POST→OCB (Full Model)	-0.026	-0.023	0.097	-0.235	0814	
Stage II POST→WE	0.772	0897	0.084	10,659	***	Hypothesis 6 is accepted
Stage III WE→OCB	0.568	0.441	0.081	5,439	***	
Stage IV POST→OCB	0.229	0.207	0.095	2.168	0.030	

Based on the results of the mediation test shown in table 4, it was found that there was a decrease in the magnitude of the regression from stage II to stage III, and stage III to stage IV, this indicates that WE acts as a mediator in the POS relationship→WE→OCB. This result is in line with the calculation of the Sobel Test which shows the value of  $CR = 4.85040321 (> 1.96)$ . Therefore, H6 is declared accepted.

**Table 5. results of the WE mediation hypothesis test in the relationship between OC and OCB**

hypothesis	Std Estimate	Estimates	SE	CR	P	Conclusion
Stage I OC→OCB (Full Model)	0.556	0.474	0.092	5.134	***	
Stage II OC→WE	0.739	0.817	0.074	11,082	***	Hypothesis 7 is accepted
Stage III WE→OCB	0.345	0.265	0.067	3,955	***	
Stage IV OC→OCB	0.544	0.426	0.083	5,581	***	

Shown in table 5 above, based on the results of the mediation test conducted, it was found that there was a decrease in the magnitude of the regression from stage II to stage III and stage II to stage IV, this indicates that WE acts as a mediating variable in the OC relationship→WE→OCB. This result is strengthened by the calculation of the Sobel Test which shows the value of  $CR = 3.72349788 (> 1.96)$ . Thus, H7 is declared accepted.

## DISCUSSION

Overall, the test results provide support for the acceptance of 6 hypotheses and the rejection of 1 hypothesis. Based on the results of the H1 hypothesis test which reads that the higher the POS, the higher the OCB, indicating a CR value  $< 1.96$ , thus H1 is declared rejected. This means that although good POS activities are created such as leadership support, recognition of achievements, and organizational assistance when needed, it has not been able to create strong OCB and make lecturers willing to help colleagues, work beyond organizational expectations, and be more tolerant of circumstances organization. These findings support the studies conducted Rezaei (2019) and Wulandari & Andriani (2019) which states that POS is more able to improve behaviors related to the main tasks in the organization. Different results reported by Fouzia et al. (2018) and Priscilla et al. (2021) which mentions that POS can drive OCB improvement. Test the H2 hypothesis which reads that the higher the POS, the higher the WE indicates the value of CR  $> 1.96$ , this means that if good POS activities are created such as leadership support, recognition of achievements, and organizational assistance when needed, it will be able to improve WE and make lecturers more enthusiastic at work, more dedicated, and more passionate about their work. This finding is in line with the results of a study from Arokiasamy (2021) and Vermeulen & Scheepers (2020) which states that POS is the energy for the creation of WE. However, these findings are different from the study reports from Nikhil & Arthi (2018) and Ott et al. (2019) which mentions that POS has a weak influence in creating WE. Furthermore, the results of the H3 hypothesis test show that the higher the OC, the higher the OCB, indicating CR  $> 1.96$  which means that H3 is accepted. Therefore, when good OC activities are created such as a willingness to stay, pride in the organization, good trust in the organization, and the presence of a feeling of indebtedness to the organization it is proven to be able to increase OCB and make lecturers want to help colleagues, work exceeds organizational expectations, and is more tolerant of organizational circumstances. This result is in line with the findings of Aguiar-Quintana et al. (2020) and Kim et al. (2020) which states OC can trigger the presence of OCB. However, these findings differ from the results of the reported studies Junawar et al., (2020) and Priyandini et al. (2020) which states that OC does not have enough leverage to increase OCB. Next, the results of the H4 hypothesis test which reads the higher the OC the higher the WE shows a CR value  $> 1.96$  which means that H4 is accepted. Therefore, when good OC activities are created such as a willingness to stay, pride in the organization, good trust in the organization, and a feeling of indebtedness to the organization will be able to increase WE and make lecturers more enthusiastic at work, more dedicated, and enjoy their work more. This finding is in line with the results of the study Rameshkumar (2020) and Satata (2020) who reported that OC had a major effect on increasing WE. However, these results are different from studies from Sulistiono et al. (2020) and Trofimov et al. (2017) which states that OC only has a small and less significant effect in increasing WE. Furthermore, the H5 hypothesis test which reads the higher the WE, the higher the OCB shows the results of CR  $> 1.96$ , meaning that H5 is declared accepted. It means that when good WE activities are created such as enthusiasm at work, high work dedication, and deep appreciation of work will be able to increase OCB and make lecturers want to help colleagues, work beyond organizational expectations, and be more tolerant of organizational conditions. This finding is reinforced by the results of previous studies from Thakre & Mathew (2020) and Zhang & Farndale (2021) who stated that WE was the main driver for increasing OCB. However, these results are different from the findings of Abas et al. (2019) and Marić et al. (2019) who reported that WE only had a small and insignificant impact in increasing OCB. The results of the H6 hypothesis test which says WE can act as a good mediator in the relationship between POS and OCB show a decrease in CR numbers when going through the mediation test procedure. This result is in line with the Sobel Test calculation which also shows a CR value  $> 1.96$  which means that H6 is accepted. This calculation is corroborated by the AMOS output for the standardized total effect on the POS to OCB relationship which shows a coefficient of 0.668 (66.8%), while the value of the standardized indirect effect of POS to OCB shows a coefficient of 0.438 (43.8%), meaning that there is a WE effect of 0.230 (23.0%). Thus, if good POS activities are created such as leadership support, recognition of achievements, and the existence of organizational assistance when needed, has been proven to be able to increase WE and make lecturers more enthusiastic at work, more dedicated, and more passionate about their work so as to create a strong OCB and make lecturers want to help colleagues, work beyond organizational expectations, and be more tolerant of circumstances organization. This result is in line with the findings Kapil & Rastogi (2020), Thakre & Mathew (2020) and Zhang & Farndale (2021) which stated that WE was able to be a good catalyst in the relationship between POS and OCB.

However, these results are different from the findings Hermawati & Mas (2017), Abas et al. (2019) and Marić et al. (2019) which stated that WE had an insignificant impact in strengthening the relationship between POS and OCB. Apart from that, hypothesis 7 which says WE can act as a good mediator in the relationship between OC and OCB also shows a decrease in CR numbers when the mediation test procedure is carried out. This result is supported by the calculation of the Sobel Test which also shows a CR value  $> 1.96$  which means that H7 is acceptable. The AMOS output for the standardized total effect on the OC to OCB relationship shows a coefficient of 0.799 (77.9%), while the value of the standardized indirect effect of OC to OCB shows a coefficient of 0.255 (25.5%), meaning that there is a WE effect of 0.544 (54.4%). Therefore, if good OC activities are created, such as willingness to stay, pride in the organization, the existence of good trust in the organization, and the presence of feelings of indebtedness to the organization, is proven to be able to increase WE and make lecturers more enthusiastic at work, more dedicated, and more passionate about their work so as to create a strong OCB and make lecturers want to help colleagues, work more than organizational expectations, and more tolerant of organizational circumstances. This result is in line with the findings Rameshkumar (2020), Satata (2020), Aguiar-Quintana et al. (2020) and Kim et al. (2020) which states that WE is capable of being a good catalyst in improving OC-OCB relations. However, these results are different from the findings Sulistiono et al. (2020) and Trofimov et al. (2017) which states that WE has minimal impact in bridging the OC relationship with OCB.

## CONCLUSION

This study also presents the results of the analysis of square multiple correlations ( $r^2$ ) which show the ability of exogenous variables (POS and OC) to explain endogenous variables (WE and OCB). The ability to explain constructs is said to be perfect if the value of square multiple correlations ( $r^2$ ) = 1 or has the ability to explain 100%. The test results show that the value of the coefficient of square multiple correlations ( $r^2$ ) for the WE variable = 0.654, and  $r^2$  for the OCB variable = 0.693. This means that POS and OC are able to explain WE by 65.4%, and explain OCB by 69.3%. These results confirm that the ability of exogenous constructs (POS and OC) to explain endogenous constructs (WE and OCB) is quite good.

From the results of the standardized total effect analysis, it can be seen that the most dominant variable affecting the OCB of lecturers in the model that was built successively is; OC with an effect of 0.685 ( $r = 68.5\%$ ), WE of 0.356 ( $r = 35.6\%$ ), and POS of 0.152 ( $r = 15.2\%$ ). Given the large role of OC and WE in increasing OCB, it is hoped that universities will pay more attention to the creation and improvement of OC and WE because it has been proven empirically to contribute to increasing lecturers' OCB.

From the standpoint of theoretical implications, various previous studies related to the relationship between POS and OCB and the relationship between OC and OCB were mostly rooted in social, psychological, and organizational theories. The theories that color and underlie the study include; 1) social identity theory developed by Henry Tajfel (2010) with the argument that the behavior of a person or a particular group is determined by differences in status within the group, 2). conventional theory developed by Houston (2000) with the thought that organizational members are considered motivated by concern for the interests of consumers and how they can serve these consumers more ethically, 3) self-determinant theory developed by Ryan and Deci (2000) with the perspective that each individual has a natural tendency to develop a unique and different sense of self, 4) the consistency theory of Leon Festinger, Secord, and Bacman (1964) with the main idea that when people receive information (stimuli) in their minds, it will be arranged and formed into a pattern by accommodating other stimuli that have been received before. If the stimulus does not match the existing pattern, then the person will feel discomfort. Based on the description above, it can be seen that from a theoretical aspect there is still debate between one theorist and another. This is caused by differences in viewpoints and approaches used. By looking at this theoretical gap, so the researchers rooted this study on the theory of social exchange theory (SET). SET is an established theory developed by John Thibaut and Harold Kelley (1953), George Homans (1961), Richard Emerson (1963), and Peter Blau (1964). This study chooses SET as the grand theory with the consideration that as social beings, humans are equipped with various abilities to socialize with fellow humans in various spaces, places, and times. Included in human nature is that humans always seek rewards and avoid punishment, humans are rational beings, and the standards used to evaluate costs and rewards will differ over time and from person to person. Meanwhile, what includes the nature of the relationship is that the relationship is interdependent and the life of the relationship is a

process. In general, social exchange covers all social activities including within the organization because there are always exchanges (relationships and interactions) between leaders and members, members and members, and between members and the organization. The basis used in it is mutually assessing the benefits or benefits of each other. If both parties mutually believe that they can get more benefits than losses, then they will try to be in the cycle and maintain the social relationship. This theory is proven to be able to cover and accommodate well the entire scope of the studies carried out. Because actually POS, OC, WE, and OCB are parts that are exchanged between individuals and organizations.

Therefore, future researchers are advised to examine more deeply about the causes of the insignificant relationship between POS and OCB which causes hypothesis 1 to be rejected by presenting other dimensions and indicators of the construct. Furthermore, future research is also expected to develop other grand theories outside of SET in a similar model, apart from that, it is worth considering to build theoretical and empirical studies developed from ecological and information technology schools so as to further enrich empirical studies on POS studies. OC, WE and OCB.

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