

# **Commitment, Satisfaction and Motivation in Improving Organizational Citizenship Behavior and Its Impact on Lecturer Performance in Higher Education**

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## **Abstract**

The purpose of this study is to examine the application of commitment, satisfaction and motivation in increasing OCB and its impact on the performance of lecturers in Higher Education. The research targets are 95 lecturers of Higher Education in Indonesia. The results showed that; Commitment has no significant effect on OCB; Job satisfaction has a positive and significant impact on OCB; Motivation has a positive and significant effect on OCB; Commitment does not have a positive and significant impact on OCB with an impact on the performance of lecturers in Higher Education; Job satisfaction does not have a positive and significant effect on OCB with an impact on the performance of lecturers in Higher Education; Motivation has a positive and significant influence on OCB with an impact on the performance of lecturers in Higher Education. Motivation is a variable that has an influence on OCB and in improving lecturer performance then it needs to be made a factor to continue to motivate lecturers so OCB which is behavior outside the obligation as a lecturer increase creativity and innovation. The quality of lecturers is in line with the vision, mission, and focus on running the three tertiary institutions of Higher Education.

## **Keywords**

Commitment, Lecturer Performance, Motivation, OCB and Satisfaction.

## **1. Introduction**

The performance of lecturers is implemented in three tertiary institutions. Three tertiary institutions of higher education as an obligation of in organizing education, research, and community service. Besides these three activities, there are also academic supporting activities for lecturers. According to Marzano, Frontier, & Livingston (2011) in addition to running three tertiary institutions, lecturers have duties outside the obligation which is extra behavior conducted by lecturers, and that extra behavior is known as Organizational Citizenship Behavior or better known as OCB.

Some research results show that there are several variables like commitment, satisfaction and motivation which can affect OCB. Research conducted by Zeinabadi, (2010) examine several variables that affect OCB such as commitment which is variable the biggest with the highest level of impact, given and received by employees. Zeinabadi & Salehi (2011) suggested that job satisfaction drives various aspects of work which encourages positive behavior among employees. Rosita (2019) shows that organizational citizenship behavior individually or organizationally with a tendency to respond employee attitudes towards work through job satisfaction and organizational commitment. Omollo (2015) motivation provides guidance or proper direction, resources and rewards so they are inspired and interested to work in the desired way. According to Harwiki (2016) motivation has a positive and significant effect on OCB, carry out their duties voluntarily, and apply a real positive attitude. Considering the fundamental role of OCB caused by several variables, it is very important to see the impact caused by OCB, especially on the performance of Lecturers in Higher Education.

Implicitly, the variables of commitment, satisfaction, motivation, OCB, and lecturer performance in Higher Education are very interesting to further research and study, therefore the purpose of this research can be known is

it to examine the application of commitment, satisfaction and motivation in improving OCB and its impact on the performance of lecturers in Higher Education?

## **2. Literature review**

### **2.1. Commitment**

Robbins & Judge (2016) suggested that commitment is a situation where an employee sides with a certain organization and their goals and desires to maintain membership in the organization. Whereas Griffin, R; Moorhead (2014) states that commitment is a reflecting attitude the extent to which an individual knows and is bound to his organization. Furthermore Zheng, Zhang, & Li (2012) define commitment as a determinant of OCB because employees are committed to engaging in behavior which shows and reaffirms their support for the organization.

Robbins & Judge (2016) commitment has three dimensions: Affective commitment is emotional feeling for the organization and belief in its values. Continuance commitment is the economic value that is felt from surviving in an organization compared to leaving the organization. Normative commitment is the obligation to survive in the organization for moral or ethical reasons.

### **2.2. Job Satisfaction**

Robbins & Judge (2016) job satisfaction is defined as the positive feelings employees have about workers. Colquitt, LePine, Wesson (2015) job satisfaction is a pleasant emotional trait as a result of job evaluation and work experience. Kreitner, R., & Kinicki, A (2014) job satisfaction is an affective or emotional response to various aspects of work. Robbins & Judge (2016) low employee job satisfaction will have an impact on actions such as: Exit is disclosed by leaving work. Voice is an active and constructive effort to improve conditions. Neglect is an attitude to let things get worse. Loyalty is waiting passively until conditions are better.

The five dimensions of job satisfaction are as follows: need fulfillment is a characteristic of work that allows opportunities for individuals to meet their needs. Discrepancies are outcomes that meet expectations. Value attainment is the perception of work providing fulfillment of important individual work values. equity is how fairly individuals are treated at work. Disputational / genetic components are functions of personal traits and genetic factors.

### **2.3. Motivation**

Omollo (2015) defines motivation as the key to a successful organization to maintain the continuity of work in the organization with a strong way and assistance to survive. Maduka & Okafor (2014) motivation will provide guidance or the right direction, resources and rewards so they are inspired and interested in working in the desired way. Robbins & Judge (2016) motivation is a process that explains the intensity, direction, and perseverance of an individual to achieve his goals. Intensity describes how hard someone is trying. Intensity is an element that is focused when we talk about motivation. High intensity does not lead to good performance results unless efforts are channeled in a way that benefits the organization. Directions consider quality, efforts to be in line with its strengths and consistent with organizational goals. Finally perseverance is to measure how long a person can maintain a business. Employees will be motivated by a task long enough to achieve their goals.

George & Jones (2011) explains that the elements of work motivation are divided into three: Behavioral direction is referring to the behavior chosen by someone at work of the many behavioral choices they can carry out. The level of effort that is talking about how hard a person is trying to work according to the chosen behavior. The level of persistence that refers to employee work motivation when faced with a problem.

### **2.4. OCB (Organizational Citizenship Behaviour)**

Robbins & Judge (2016) organizations that have employees with good OCB will have better performance than other organizations. Good employees will tend to display OCB in his work environment, so that any organization will be better with employees who act with OCB. Good behavior from employees will be able to increase change on the performance of employees in the organization. Luthans, (2011) defines organizational citizenship behavior as a discretionary behavior, indirectly or explicitly recognized by normal job requirements, but in the aggregate it can enhance the effective functioning of the organization. Griffin, R; Moorhead (2014) mentioned that OCB is individual behavior that gives overall positive contribution to the organization. Kreitner, R., & Kinicki, A (2014) OCB are employee behaviors outside the assigned task. Robbins & Judge (2016) says that OCB can arise from various factors in the organization, including because of job satisfaction from employees and high organizational commitment. From some of the definitions above it can be concluded that OCB is: Behavior that is free and

voluntary. Individual contributions in exceeding role demands at work (extra-role behavior). Support the effective functioning of the organization. Individual behavior that gives a positive overall contribution to the organization.

Behavior of employees who are off duty as a constructive statement about the organization. Luthans (2011) suggests there are five dimensions who have a contribution in Organizational Citizenship Behavior behavior are: Altruism, which is behavior carried out by individuals voluntarily in his role as an employee which is more concerned with the interests of others rather than self-interest. Civic Virtue is behavior carried out by individuals voluntarily in their roles as employees to participate and be responsible for overcoming organizational problems for the survival of the organization. Sportmanship is the behavior carried out by individuals voluntarily in their role as employees in the form of tolerance to survive in an uncomfortable condition or not fun without complaining in the slightest. Conscientiousness is the behavior carried out by individuals voluntarily in their roles as employees to improve its performance in various ways, even when it has to require creativity and innovation to improve the organization. Courtesy is behavior carried out by individuals voluntarily in their role as employees to prevent problems in the organization because of provocation from outside the organization and from individuals within the organization.

## 2.5. Lecturer Performance

Dessler, Gary (2017) performance is employee achievement compared to expected achievement. Mathis and Jackson (2016) performance as what is done and what is not done by employees. Moehariono (2014) performance is the result of work achieved by a person or group of people in an organization both qualitatively and quantitatively, according to authority, respective duties and responsibilities in an effort to achieve the objectives of the organization concerned legally, not violating the law and in accordance with morals or ethics. Table 1 shows the lecturers' performance standards based on their duties:

Table 1 Lecturer Performance Standards Based on Their Duties

Lecturer Task	Lecturer Performance Standards
1. Education and Teaching	<ol style="list-style-type: none"> <li>1. Creative Business</li> <li>2. Impact of Change</li> <li>3. Discipline</li> <li>4. Modeling</li> <li>5. Openness to Criticism</li> </ol>
2. Science Research and Development	<ol style="list-style-type: none"> <li>1. Publication of Scientific Work</li> <li>2. Meaning and Use</li> <li>3. Innovative Enterprises</li> <li>4. Consistency</li> <li>5. Work Targets</li> </ol>
3. Community Service	<ol style="list-style-type: none"> <li>1. Implementation of community service activities</li> <li>2. Change</li> <li>3. Community Support</li> <li>4. Communication Skills</li> <li>5. The ability to work together</li> </ol>
4. Institutional Management	<ol style="list-style-type: none"> <li>1. Implementation of activities</li> <li>2. Institutional support</li> <li>3. Self control</li> <li>4. Responsibility</li> <li>5. Firmness in principle</li> </ol>
5. Improving the Quality of Student Activities	<ol style="list-style-type: none"> <li>1. Role</li> <li>2. Implementation of activities</li> <li>3. Interaction</li> <li>4. Benefits of activities</li> </ol>

## 2.6. Research Framework

Considering the previous findings, this study estimates that commitment, job satisfaction, and motivation are able to influence the performance of lecturers and OCB as mediator variables. Figure 1 shows the framework commitment, job satisfaction, and motivation can influence the performance of lecturers and OCB as a mediator variable;

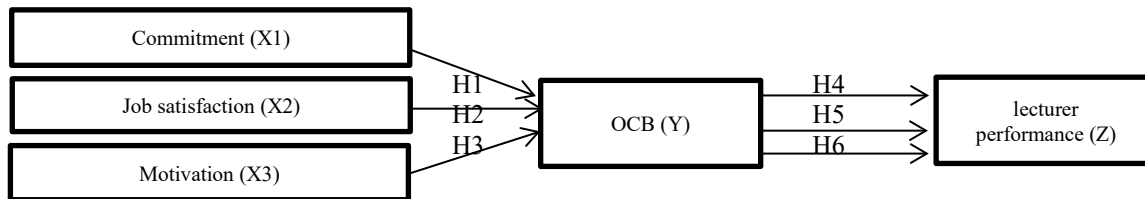


Figure 1 Framework for Thinking

## 2.7 Hypothesis

From the conceptual model of research the hypothesis can be formulated, as follows:

H1: Commitment has a positive and significant effect on OCB.

H2: Job satisfaction has a positive and significant effect on OCB.

H3: Motivation has a positive and significant effect on OCB.

H4: Commitment has a positive and significant effect on OCB with an impact on the lecturers performance in Higher Education.

H5: Job satisfaction has a positive and significant effect on OCB with an impact on the lecturers performance in Higher Education.

H6: Motivation has a positive and significant effect on OCB with an impact on lecturers performance in Higher Education.

## 3. Methodology

Descriptive type of research design with a quantitative approach. The target population of Lecturers in Higher Education in Indonesia with a sample size of 95. The data needed to test the proposed hypothesis is entirely in the form of primary data obtained by distributing questionnaires to respondents. Data analysis tools used in this study in the form of Partial Least Square (PLS), the software used is smart-PLS. Table 2 shows in detail the operationalization of the variables;

Table 2 Operational Variables

Variable	Dimension	Scale	No. Item
1. Commitment (X1)	1. Affective Commitments 2. Continuous Commitment 3. Normative Commitment	Ordinal	1-9
2. Job Satisfaction (X2)	1. Need fulfillment 2. Discrepancies 3. Value attainment 4. Equity 5. Dispotional / genetic components	Ordinal	10- 19
3. Motivation (X3)	1. Intensity 2. Direction 3. Perseverance	Ordinal	20-28
OCB (Y)	1. Altruism 2. Civic virtue 3. Sportmanship 4. Conscientiousness 5. Courtesy	Ordinal	29-43
Lecturer Performance (Z)	1. Education and Teaching 2. Science Research and Development 3. Community Service 4. Institutional Management 5. Improving the Quality of Student Activities	Ordinal	44-67

## 4. Research result

### 4.1 Description of Commitments

Affective commitment describes a lecturer having a career pride as a lecturer in higher education and upholds values three tertiary institutions implemented very high. Continued commitment describes the job as a lecturer is the best career opportunity has been highly implemented. Normative commitment describes a career as a lecturer to educate the nation's children and is a job that has high ethics and morality in the community which is implemented very high. Table 3 shows a description of the commitments;

Table 3 Description of Commitments

Variable	Indicator	Item No	Actual Score	Max Score	Level Score	Information
Commitment (X1)	1. Affective Commitments	X1.1.1	438	475	92	Very high
		X1.1.2	437	475	92	Very high
	Total X1.1		875	950	92	Very high
	2. Continuous Commitment	X1.2.1	315	475	66	Enough
		X1.2.2	370	475	78	High
	Total X1.2		685	950	72	High
	3. Normative Commitment	X1.3.1	449	475	94	Very high
		X1.3.2	442	475	93	Very high
	Total X1.3		891	950	94	Very high
Total Commitment (X1)			2451	2850	86	Very high

#### 4.1.1 Job Satisfaction Description

Need fulfillment has been implemented highly where the characteristics of work as a lecturer can meet job satisfaction and work as a lecturer which is an opportunity to meet job needs. Discrepancies has been implemented with high where job satisfaction of a lecturer can be seen from the results of fulfilling work expectations in Higher Education. Value attainment is the perception of work as a lecturer which will provide value in the achievement of work and the achievement of work performance will provide important meaning for job satisfaction of a lecturer in Higher Education has been highly implemented. Equity is highly implemented, work as a lecturer is full of consideration in achieving a process resulting in satisfaction in work. The genetic component is a job characteristic that describes the personal nature of a lecturer in Higher Education that has been implemented highly. Table 4 shows descriptions of job satisfaction;

Table 4 Descriptions of Job Satisfaction

Variable	Indicator	Item No	Actual Score	Max Score	Level Score	Information
Job Satisfaction (X2)	1. Need fulfillment	X2.1.1	381	475	80	High
		X2.1.2	370	475	78	High
		Total X2.1	751	950	79	High
	2. Discrepancies	X2.2.1	386	475	81	High
		X2.2.2	339	475	71	High
		Total X2.2	725	950	76	High
	1. Value attainment	X2.3.1	379	475	80	High
		X2.3.2	414	475	87	Very high
		Total X2.3	793	950	83	High
	2. Equity	X2.4.1	321	475	68	High
		X2.4.2	397	475	84	Very high
		Total X2.4	718	950	76	High
	5. Genetic components	X2.5.1	368	475	77	High
		X2.5.2	354	475	75	High
		Total X2.5	722	950	76	High
Total Job Satisfaction (X2)			3709	4750	78	High

#### 4.1.2 Motivation Description

Intensity lecturers focus on running three tertiary institutions and try their best to educate students implemented very high. The direction of the lecturer in pursuing quality in line with the vision and mission and consistent with the goals of Higher Education implemented very high. Lecturer perseverance is always motivated by the assignments to achieve the goals of the College has been highly implemented. Table 5 shows a description of motivation;

Table 5 Description of Motivation

Variable	Indicator	Item No	Actual Score	Max Score	Level Score	Information
Motivation (X3)	1. Intensity	X3.1.1	403	475	85	Very high
		X3.1.2	419	475	88	Very high
	Total X3.1		822	950	86	Very high
	2. Direction	X3.2.1	407	475	86	Very high
		X3.2.2	396	475	83	High
	Total X3.2		803	950	85	Very high
	3. Perseverance	X3.3.1	393	475	83	High
		X3.3.2	377	475	79	High
	Total X3.3		770	950	81	High
Total Motivation (X3)			2395	2850	84	Very high

#### 4.1.3 OCB Description

Altruism has been implemented high where the behavior of lecturers in carrying out their duties and roles is more concerned with the interests of Higher Education than their personal interests and lecturers also have behaviors that can alleviate problems relating to the work faced by other lecturers. Civic Virtue is the behavior of lecturers in carrying out their role to participate in overcoming the problem of Higher Education and lecturers have responsibility for what they do for the sake of the continuity of Higher Education has been implemented high. Sportmanship has been highly implemented where behavior is carried out by individuals voluntarily in his role as a lecturer in the form of tolerance to survive in an uncomfortable condition or not fun without complaining in the slightest. Conscientiousness is the behavior of lecturers participating in increasing creativity and innovation for the sake of improving tertiary institutions has been implemented very high. Courtesy is the behavior of lecturers to prevent problems in Higher Education and lecturers can overcome provocation from outside the University has been highly implemented. Table 6 shows a description of OCB;

Table 6 Description of OCB

Variable	Indicator	Item No	Actual Score	Max Score	Level Score	Information
OCB (Y)	1. Altruism	Y1.1	353	475	74	High
		Y1.2	339	475	71	High
	Total (Y1)		692	950	73	High
	2. Civic virtue	Y2.1	363	475	76	High
		Y2.2	395	475	83	High
	Total (Y2)		758	950	80	High
	3. Sportmanship	Y3.1	363	475	76	High
		Y3.2	348	475	73	High
	Total (Y3)		711	950	75	High
	4. Conscientiousness	Y4.1	409	475	86	Very high
		Y4.2	408	475	86	Very high
	Total (Y4)		817	950	86	Very high
	5. Courtesy	Y5.1	377	475	79	High
		Y5.2	369	475	78	High
	Total (Y5)		746	950	76	High
Total OCB (Y)			3724	4750	78	High

#### 4.1.4 Lecturer Performance

Education and Teaching has been implemented very high where lecturers increase creativity in education and teaching and creating change in students in increasing discipline, exemplary and openness to criticism. Science Research and Development is very highly implemented where lecturers publish scientific papers as a form of developing science as well as lecturers doing research and science development as innovative businesses, consistency which is the target of work. Community Service is implemented very high where lecturers carry out community service activities as the application of science in society and the implementation of community service conducted by the lecturer very help the community in the application of science and technology in the community. Institutional Management is highly implemented where the implementation of institutional management activities is the support given by lecturers to tertiary institutions and lecturers have self-control, responsibility and constancy in principle in carrying out the management of tertiary institutions. Improving the Quality of Student Activities is implemented very high where every lecturer has a role in improving the quality of student activities in Higher Education and interactions between lecturers and students provide benefits in improving the quality of each activity. Table 7 shows descriptions of lecturer performance;

Table 7 Descriptions of Lecturer Performance

Table 7. Descriptions of Lecturer Performance						
Variable	Indicator	Item No	Actual Score	Max Score	Level Score	Information
Lecturer Performance (Z)	1. Education and Teaching	Z1.1	422	475	89	Very high
		Z1.2	421	475	89	Very high
		Total (Z1)	843	950	89	Very high
	2. Science Research and Development	Z2.1	421	475	89	Very high
		Z2.2	419	475	88	Very high
		Total (Z2)	840	950	88	Very high
	3. Community Service	Z3.1	421	475	88	Very high
		Z3.2	403	475	85	Very high
		Total (Z3)	824	950	87	Very high
	4. Institutional Management	Z4.1	388	475	82	High
		Z4.2	386	475	81	High
		Total (Z4)	774	950	81	High
	5. Improving the Quality of Student Activities	Z5.1	403	475	85	Very high
		Z5.2	418	475	88	Very high
		Total (Z5)	821	950	86	Very high
Total Lecturer Performance (Z)			4102	4750	86	Very high

#### 4.1.5 Test the validity and reliability

The results of questionnaire data processing from 95 lecturers showed that the loading value for each statement item with a construct commitment, job satisfaction, motivation, OCB and lecturer performance. Figure 2 shows value of loading statement items with constructs of commitment, job satisfaction, motivation, OCB and lecturer performance;

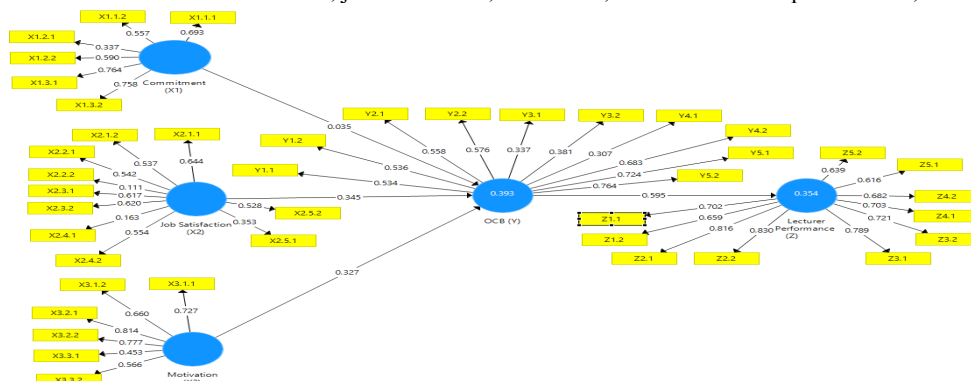


Figure 2 Value of loading statement items with constructs of commitment, job satisfaction, motivation, OCB and lecturer performance

Figure 2 shows that the construct of commitment, job satisfaction, motivation, OCB and lecturer performance there are still values below 0.50 found at X1.2.1, X2.2.2, X2.4.1, X2.5.1, X3.3.1, Y3.1, Y3.2 and Y4.1 so these questionnaire items must be excluded because it shows the statement submitted unable to express things that will be measured in the construct. After questionnaire items that are deemed invalid are removed from the construct of commitment, job satisfaction, motivation, OCB. Figure 3 shows re-testing the value of loading the statement item with the construct of commitment, job satisfaction, motivation, OCB and lecturer performance;

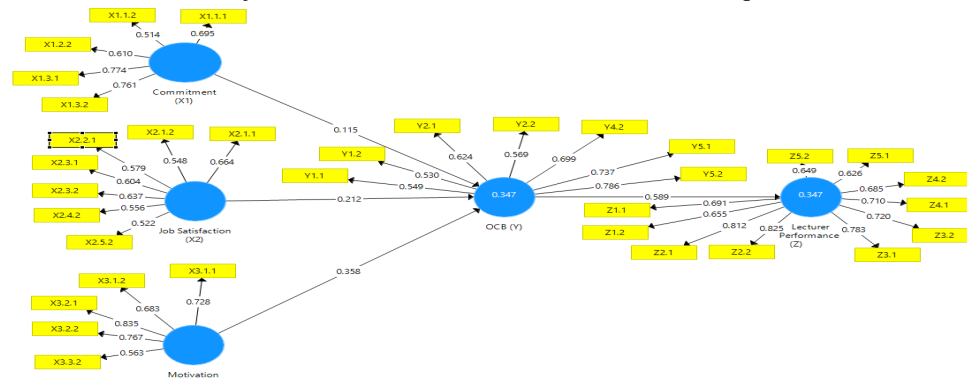


Figure 3 Re-testing the value of loading the statement item with the construct of commitment, job satisfaction, motivation, OCB and lecturer performance

From the results of retesting then the value of loading all statement items is above 0.50 and declared able to proceed to the next stage. The next stage is testing reliability on composite reliability for all constructs, commitment, job satisfaction, motivation, OCB and lecturer performance indicate that all grades are above 0.7 and reliability testing on composite reliability meets the reliability value category requirements. Next to test the reliability of Cronbach's alpha on all constructs of commitment, job satisfaction, motivation, OCB and lecturer performance indicates that all values are above 0.6 reliability testing on Cronbach's alpha meets the reliability value category. This proves that the measurements in this study are reliable.

#### 4.1.6 Path Coefficients

The coefficient values of commitment, job satisfaction, motivation, OCB and lecturer performance are carried out using smart-PLS software. Figure 4 shows path coefficients of commitment, job satisfaction, motivation, OCB and lecturer performance;

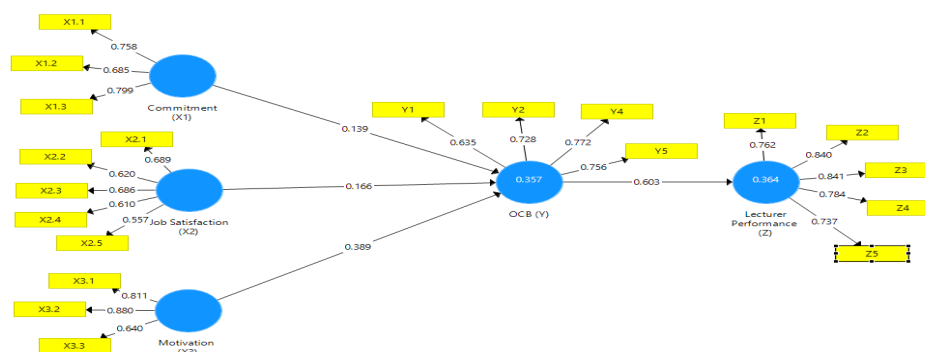


Figure 4 Path coefficients of commitment, job satisfaction, motivation, OCB and lecturer performance

Normative commitment (X1.3) is identified as the most dominant in influencing commitment, followed by affective commitment (X1.1) and finally is ongoing commitment (X1.2). Commitment is the pride of a career as a lecturer in Higher Education and upholds values of three tertiary institutions. A job as a lecturer is the best career opportunity /



opportunity for the lecturer himself. Career as a lecturer to educate the lives of the nation's children and is a job that has high ethics and morality in the community. Need fulfillment (X2.1) were identified as the most dominant influence on job satisfaction, followed by Value attainment (X2.3), Discrepancies (X2.2), Equity (X2.4), and Dispositional / genetic components (X2.5). Lecturer job satisfaction is an opportunity to meet job needs. Fulfillment of work expectations in Higher Education. Perception of work as a lecturer in giving value to work achievement and work performance achievement. Work as a lecturer is full of consideration in achieving a process and job characteristics describe the personal characteristics of a lecturer in Higher Education. Direction (X3.2) was identified as the most dominant influence on motivation, followed by Intensity (X3.1) and Perseverance (X3.3). Motivation is a process that explains how hard a person is trying, focused on quality, efforts to be in line with its strength and consistent with organizational goals and how long a person can maintain their goals.

Conscientiousness (Y4) was identified as the most dominant influence on OCB, followed by courtesy (Y5), civic virtue (Y2), and altruism (Y1), because sportsmanship was declared invalid so it must be removed in processing. Organizational Citizenship Behavior is an individual voluntary behavior in his role as an employee who is more concerned with the interests of others than self-interests. Behavior carried out by individuals voluntarily in his role as an employee to participate and be responsible for overcoming organizational problems for the survival of the organization. Behavior carried out by individuals voluntarily in his role as an employee to improve its performance in various ways, even when it has to require creativity and innovation for the sake of improving the organization. Behavior carried out by individuals voluntarily in his role as an employee to prevent problems in the organization both because of provocation from outside the organization and from individuals in the organization.

Community Service (Z3) was identified as the most dominant influence on lecturer performance, followed by Science Research and Development (Z2), Institutional Management (Z4), Education and Teaching (Z1) and Improving the Quality of Student Activities (Z5). Lecturer performance is creativity in education and teaching and creating change in students in increasing discipline, example, and openness to criticism. Publish scientific work as a form of scientific development and lecturers conduct research and science development as an innovative effort, consistency, which is a work target. Carry out community service activities as the application of science and the implementation of community service conducted by lecturers is very helpful in the application of science and technology in the community. Lecturers have self-control, responsibility and determination in principle in carrying out university management. Role in improving the quality of student activities in Higher Education and interactions between lecturers and students. Testing statistical hypotheses can be seen throughout put the hypothesis test parameters in the following total effects. Table 8 shows total effects;

Tabel 8 Total Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation	Statistics ( O/STDEV )	P Values
Job Satisfaction_(X2)_ -> Lecturer Performance_(Z)	0.125	0.146	0.065	1.921	0.055
Job Satisfaction_(X2)_ -> OCB (Y)	0.212	0.239	0.104	2.049	0.041
Commitment_(X1)_ -> Lecturer Performance_(Z)	0.068	0.083	0.057	1.183	0.237
Commitment_(X1)_ -> OCB (Y)	0.115	0.135	0.090	1.287	0.199
Motivation_(X3)_ -> Lecturer Performance_(Z)	0.211	0.219	0.078	2.705	0.007
Motivation_(X3)_ -> OCB (Y)	0.358	0.356	0.113	3.181	0.002
OCB (Y) -> Lecturer Performance (Z)	0.589	0.612	0.080	7.375	0.000
Job Satisfaction_(X2)_ -> OCB (Y) -> Lecturer Performance_(Z)	0.125	0.146	0.065	1.921	0.055
Commitment_(X1)_ -> OCB (Y) -> Lecturer Performance_(Z)	0.068	0.083	0.057	1.183	0.237
Motivation_(X3)_ -> OCB (Y) -> Lecturer Performance_(Z)	0.211	0.219	0.078	2.705	0.007

Hypothesis 1: Commitment has a positive and significant effect on OCB.

Based on the total effects obtained t-statistic value  $<1.96$  which is 1,287 thus it can be said that commitment does not have a significant effect on OCB.

Hypothesis 2: Job satisfaction has a positive and significant effect on OCB. Based on total effects t-statistics obtained  $>1.96$  which is 2,049 thus it can be said that job satisfaction has a positive and significant effect on OCB.

Hypothesis 3: Motivation has a positive and significant effect on OCB. Based on total effects t-statistics obtained  $>1.96$  which is 3,181 thus it can be said that motivation has a positive and significant effect on OCB.

Hypothesis 4: Commitment has a positive and significant effect on OCB with an impact on the lecturers performance in Higher Education. Based on the total effects obtained t-statistic value  $<1.96$  which is 1,183 thus it can be said that commitment does not have a positive and significant impact on OCB with an impact on lecturer performance in Higher Education.

Hypothesis 5: Job satisfaction has a positive and significant effect on OCB with an impact on the lecturers performance in Higher Education. Based on the total effects obtained t-statistic value  $<1.96$  which is 1,921 thus it can be said that job satisfaction does not have a positive and significant impact on OCB with an impact on lecturer performance at Higher Education.

Hypothesis 6: Motivation has a positive and significant effect on OCB with an impact on lecturers performance in Higher Education. Based on total effects t-statistics obtained  $>1.96$  which is 2,705 thus it can be said that motivation has a positive and significant influence on OCB with an impact on the performance of lecturers in Higher Education.

## **4.2 Discussion**

### **4.2.1 Commitment has a positive and significant effect on OCB.**

The results showed that commitment does not have a significant effect on OCB. Commitment is measured through affective commitment, normative commitment, and ongoing commitment. Lecturers have a very high commitment in educating the lives of the nation's children with high ethics and morality in society. The commitment of lecturers is seen in upholding the three tertiary institutions values of higher education. Job as a lecturer is best career opportunity but commitment has no influence on OCB in carrying out their duties and roles as lecturers in higher education.

### **4.2.2 Job satisfaction has a positive and significant effect on OCB.**

The results showed that job satisfaction has a positive and significant effect on OCB. Job satisfaction is measured through need fulfillment, discrepancies, value attainment, equity, dispositional / genetic components. Job satisfaction of lecturers in tertiary institutions is indicated by job characteristics and opportunities in meeting job needs, perception of work, work expectation, consideration in achieving a process and job characteristics that describe personal traits which has an influence on OCB in increasing creativity and innovation, help prevent problems and can overcome provocation from outside the higher education.

### **4.2.3 Motivation has a positive and significant effect on OCB.**

The results showed that motivation has a positive and significant effect on OCB. Motivation is measured by intensity, direction, and perseverance. Lecturers are motivated to strive for quality to be in line with the vision and mission, focus on running the three tertiary institutions and carry out the tasks assigned to be in line with the goals of the higher education. The lecturers' motivation has an influence on OCB so that the creativity and innovation of lecturers is increasing.

### **4.2.4 Commitment has a positive and significant effect on OCB with an impact on the lecturers performance in Higher Education.**

The results showed that commitment does not have a positive and significant impact on OCB with an impact on lecturer performance in higher education. The commitment of lecturers in educating the lives of the nation's children with high ethics and morality in society, have a proud career as a lecturer and uphold the three tertiary institutions values of higher education and show that work as a lecturer is the best career but has no influence on OCB which is the behavior of lecturers outside of their obligations. OCB owned by lecturers in carrying out their roles to participate, have responsibilities with what he does and carrying out tasks and roles more concerned with the interests of higher education from his personal interests is not the effect of commitment in improving lecturer performance as measured by education and teaching, research and science development, community service, institutional management and improving the quality of student activities.

#### **4.2.5 Job satisfaction has a positive and significant effect on OCB with an impact on the lecturers performance in Higher Education.**

Job satisfaction does not have a positive and significant effect on OCB with an impact on the performance of lecturers in higher education. Job satisfaction of lecturers in higher education through satisfaction in meeting needs, facing differences, achieving value, obtaining fairness and satisfaction with the genetic component has no influence on OCB in improving lecturer performance in education and teaching, research and science development, community service, institutional management and improving the quality of student activities.

#### **4.2.6 Motivation has a positive and significant effect on OCB with an impact on lecturers performance in Higher Education.**

Motivation has a positive and significant effect on OCB with an impact on the performance of lecturers in in higher education. Lecturer motivation through intensity, direction, and perseverance in running three tertiary institutions and carry out the tasks assigned to be in line with the goals of higher education to have an influence on OCB so that the creativity and innovation of lecturers is increasing and its impact on lecturer performance both from education and teaching, research and science development, community service, institutional management and improving the quality of student activities also increase.

### **5. Conclusion and Suggestion**

Commitment has no significant effect on OCB, job satisfaction has a positive and significant impact on OCB, motivation has a positive and significant effect on OCB, commitment does not have a positive and significant impact on OCB with an impact on the performance of lecturers in Higher Education, job satisfaction does not have a positive and significant effect on OCB with an impact on the performance of lecturers in Higher Education, motivation has a positive and significant influence on OCB with an impact on the performance of lecturers in Higher Education.

Motivation is a variable that has an influence on OCB and in improving lecturer performance then it needs to be made a factor to continue to motivate lecturers so OCB which is behavior beyond obligation as a lecturer can increase creativity and innovation. The quality of lecturers is in line with the vision, mission, and focus in carrying out the three tertiary institutions in education and teaching, research and science development, community service, institutional management and improving the quality of student activities.

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