

The Effect of Organizational Trust and Job Satisfaction on Teachers' Organizational Citizenship Behaviour in Private Senior High Schools

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Abstract:

This research aims to investigate and describe the variables that positively influence teachers' OCB so that if the variable is improved, the OCB will also increase. This research method begins with determining the conceptual model of teacher OCB, organizational trust, and job satisfaction, whose model is built based on logical validity, concepts, theories, and previous research. Then the conceptual model was tested using path analysis on SMART PLS. This research was conducted at private senior high schools in West Java, Indonesia; the number of samples was 256, determined through multistage proportional random sampling. The findings of this research are: organizational trust affects teacher OCB; organizational trust affects job satisfaction; job satisfaction affects teacher OCB; organizational trust has a positive and significant indirect effect on teacher OCB. This research implies that improving teachers' OCB can be done through improving organizational trust and job satisfaction, including strengthening environmental influences, demonstrating integrity, competence, and policies of the school, improving welfare payments, promotion, supervision, and improving the work atmosphere.

Keywords: *Organizational Citizenship Behaviour, Organizational Trust, Jobs Satisfaction*

Abstrak:

Riset ini bertujuan menginvestigasi dan mendeskripsikan variable yang memiliki pengaruh positif pada organizational citizenship behaviour (OCB) guru, sehingga jika variable itu diperbaiki, maka OCB pun meningkat. Metode penelitian ini diawali dengan penetapan model konseptual OCB guru, organizational trust, dan kepuasan kerja yang model itu dibangun berdasarkan validitas logis, konsep, teori dan penelitian sebelumnya. Kemudian konseptual model tersebut diuji menggunakan analisis jalur (path analysis) pada SMARTPLS. Penelitian ini dilakukan di Sekolah Menengah Atas Swasta di Jawa Barat, Indonesia. Jumlah sampel 256 yang ditentukan melalui Multistage proporsional random sampling. Temuan riset ini yaitu: organizational trust berpengaruh terhadap OCB guru; organizational trust berpengaruh kepuasan kerja; job satisfaction berpengaruh terhadap OCB guru; organizational trust berpengaruh tidak langsung positif dan signifikan melalui job satisfaction terhadap OCB guru. Berdasarkan temuan tersebut maka implikasi untuk meningkatkan OCB guru dapat dilakukan melalui perbaikan kepercayaan pada organisasi dan kepuasan kerja antara lain memperkuat pengaruh lingkungan, menunjukkan integritas, kompetensi dan kebijakan, memperbaiki pembayaran kesejahteraan, peluang promosi, pengawasan, dan memperbaiki suasana kerja.

Kata Kunci: *Organizational Citizenship Behaviour, Kepercayaan pada Organisasi, Kepuasan Kerja*

INTRODUCTION

The organizational function increases when members of the organization can behave beyond what is formally determined (Kaur & Kang, 2022). Empirical evidence through observations and research shows that the above statement is true, so this behavior needs to be developed by all public and private organizations (Demir, 2015). Regarding the benefits, researchers are constantly trying to find the antecedents of behaviors outside behaviors formally determined, such as willingness to help and develop organizations (Meilani et al., 2020).

Research proves that OCB is essential for organizational sustainability (Somech & Bogler, 2019). Previous research shows that an employee's attitude and disposition can explain OCB (Işik, 2021). For example, research has shown job satisfaction and fairness to be correlated with OCB (Syafa'at Ariful et al., 2019), personality, values and motives (Chandra et al., 2020), leadership, self-efficacy, work environment (Hidayat et al., 2020), work culture, trust are correlated with OCB (Tulung et al., 2020). Such empirical evidence is invaluable because it has revealed that attitudes and personal and environmental attributes can explain how organization members behave OCB. This is a very important continue to be developed in organizations (Işik, 2021).

The contribution of teachers in realizing the goals and improving the quality of schools is determined, among others, by the teacher's OCB. A high teacher OCB will be able to direct teacher behavior towards positive actions that benefit the school. In the context of looking for solutions to create better teacher OCB, especially in Private High Schools (SMAS. The main differences or novelties include using the latest theories and synthesis, research locus in a private secondary school, and the data analysis model using structural equation modeling (SEM) analysis with data processing using partial least squares (PLS) or SMART PLS methods.

Organizational Citizenship Behaviour (OCB) refers to a concept of extra-role behavior in an organization (Dewanti & Moko, 2020). E Organizational members carry out extra-role or discretionary behavior. These behaviors are not part of the formal job description (Kloutsiniotis & Mihail, 2020). These behaviors are carried out voluntarily and are also beneficial in improving organizational effectiveness (Meilani et al., 2020). OCB conducted by teachers has a vital role in schools (Demir, 2015) because their position positionally determines school effectiveness (Tulung et al., 2020). High teacher OCB can overcome schools when schools are critical, including during the Covid 19 pandemic (Kloutsiniotis & Mihail, 2020).

Research shows that OCB has a vital role in organizations (Esmaeili et al., 2017), such as manufacturing, social, trade, and educational organizations (Kloutsiniotis & Mihail, 2020). OCB affects organizational performance (Chandra et al., 2020), job satisfaction, organizational sustainability, loyalty and commitment (Dewanti & Moko, 2020), and other positive behaviors (Tziner & Sharoni, 2014). Research shows that teacher OCB impacts co-worker satisfaction (Kurland & Hasson-Gilad, 2015), teacher performance, conducive school

atmosphere, and well-resolved conflicts (Tulung et al., 2020). For this reason, every school must continue to strive to improve teacher OCB in various ways (Singh & Padmanabhan, 2017).

OCB grows and develops due to various factors, including leadership, organizational climate, organizational culture, job satisfaction, organizational justice (Simanhadi & Sudibjo, 2020), personality, knowledge sharing, trust (Chandra et al., 2020), corporate culture, and job satisfaction (Tulung et al., 2020). OCB indicators include the willingness to help colleagues (Colquitt, 2017), work together, desire to promote schools (Anfajaya & Rahayu, 2020), strive to function optimally without demanding rewards, and take the initiative to develop schools (Shaheen et al., 2016).

Job satisfaction refers to a positive emotional state resulting from an assessment of one's work experience (Adenike, 2011) related to satisfaction with the job itself, salary, conditions, or environment (Burić & Kim, 2021). Sadeghi (2021) defines job satisfaction as a combination of an individual's attitude, evaluation, or emotional response to many aspects of his job (Sadeghi et al. 2021). Tharikh (2016) defines job satisfaction as a pleasant emotional state that results from one's assessment as an achievement or facilitating the achievement of one's work values (Tharikh et al., 2016). Job satisfaction is essential to create better performance, reduce the desire to move, increase organizational commitment, and reduce job burnout (Mgaiwa, 2021).

Research by Mgaiwa (2021) shows that employee satisfaction is the key to encouraging productivity, creativity, and innovation (Mgaiwa, 2021). Satisfied employees have higher productivity and performance, leading to organizational success (Sadeghi et al., 2021), and job satisfaction positively affects OCB (Tharikh et al., 2016). In organizational behavior research, job satisfaction is an important theme, including educational organizations (Madigan & Kim, 2021). In schools, teacher job satisfaction has positive implications for teaching effectiveness (Sadeghi et al., 2021), and teacher turnover decreases and leads to fair treatment of students (Auletto, 2021).

Teacher job satisfaction is formed due to academic freedom, participatory decisions, teamwork, and supervision (Mgaiwa, 2021), guidance, both formal and informal guidance, and perceptions of professional development in schools (Auletto, 2021), school work environment (Mgaiwa, 2021), compatibility with interests (Hoff et al., 2020) and teacher self-efficacy (Burić & Kim, 2021).

Trust refers to a psychological state in which one actor (the trustor) accepts some form of vulnerability based on positive expectations of the intentions or behavior of another (the trustee), despite the uncertainty inherent in those expectations (Hickey et al., 2021). Trust can be depicted in three dimensions, the organization's accuracy, trust in managers. Moreover, trust in co-workers (Erdal & Budak, 2021). Organizational trust is a work environment that all company employees share and an environment that is described in the form of how employees treat others at work (Li et al., 2021),

Trust plays a vital role in any organization (Rachmah & Putrawan, 2018), including in educational organizations such as schools, because organizational trust has a direct positive effect on teacher performance (Rachmah & Putrawan, 2018); trust can produce discretionary behavior or citizenship behavior (OCB) (Zeinabadi & Salehi, 2011), improve employee work outcomes (Cai & Tang, 2021), support organizational success (Guzzo et al., 2021) and affect work engagement (Alshaabani et al., 2022). Researchers have shown that trust is a prerequisite for knowledge exchange for organizational decision-making (Cvitanovic et al., 2021).

Successful organizational trust is formed from the success of organizations and the actions of their managers/leaders (Guzzo et al., 2021) and organizational climate in research and innovation (Gaussel et al., 2021). Types of trust in schools include teacher trust in supervisors/principals, colleagues, and students (Cai & Tang, 2021). There are three levels of trust, confidence in the individual, the organization, and the process (Cvitanovic et al., 2021). Building trust includes giving advice, making regular contact, and giving independence (Cvitanovic et al., 2021).

Based on theoretical studies, this research develops a theoretical model (Hair et al., 2017). With there are four hypotheses that will be tested using path analysis: (1) is there a direct positive and significant effect of organizational trust (OT) on teachers' organizational citizenship behavior (CB)? (2) is there a direct positive and significant effect of organizational trust (OT) on teachers' organizational citizenship behavior(OCB)? (3) Is there a direct positive and significant effect of job satisfaction (JS) on teachers' organizational citizenship behavior(OCB)? (4) Is there a positive and significant indirect effect of organizational trust (OT) through job satisfaction (JS) on teachers' organizational citizenship behavior (OCB)?

RESEARCH METHODS

The research design uses a survey to describe the trend of several people in a population (Pratchett, 1999) using path analysis, which is a method to reveal how much direct or indirect effect is on a theoretical model (Pratchett, 1999). The research was conducted at private high schools (SMA), West Java Province, Indonesia, with a population of 1282 Permanent Teachers Foundation (GTY), while a sample of 256 was obtained using the multistage proportional random sampling technique (Pratchett, 1999).

The data collection tool in this study is questionnaires. The questionnaire is based on theories and concepts (Zohrabi, 2013) of Organizational Citizenship Behaviour (OCB), Organizational Trust (OT), and Job Satisfaction (JS). The researcher makes synthesis and indicators/statements to achieve the criteria of logical validity (Pollock, 1967), content validity (J. Connell et al., 2018), and expert opinions (Akhmad, 2014). Then researchers conducted a readability test of questionnaires to 30 teachers.

The operational definition of Teacher Organizational Citizenship Behaviour (OCB) is the teacher's assessment of themselves about extra-role

behavior that they do voluntarily, do not expect rewards but make a real contribution to school progress. The indicators of teacher's OCB are CB1 (altruism); CB2 (Sportsmanship); CB3 (conscientiousness); CB4 (Civic virtue; CB5 (Boosterism); and CB6 (Courtesy). The operational definition of trust is the teacher's assessment of himself about the teacher's will to surrender himself to the school. The indicators of trust are OT1 (natural attitude of trustworthiness, OT2 (environmental influence); OT3 (organizational integrity), OT4 (organizational competence), OT5 (organizational virtues); OT6 (liking of the organization), OT7 (similarity to the organization). The researchers make an operational definition of job satisfaction as a teacher's assessment of himself about his emotional state as a result of an assessment of the characteristics of his work, pay, promotions, supervision, colleagues, and work environment, with indicators: JS1 (payment); JS2 (the job itself); JS3 (promotion opportunities; JS4 (supervision; JS5 (co-workers); JS6 (working conditions). This research uses five choices of a Likert scale (Joshi et al., 2015) for answers to the questionnaire, starting from strongly disagree to agree strongly.

Data were analyzed using SMART PLS3 (Hussein, 2015) with SEM (Structural Equation Modelling) technique through path analysis and analysis to prove direct and indirect effects (Sarwono, 2011). Before the path analysis was carried out, the researcher created a conceptual model (Rahmad Solling Hamid, 2019). Then the model was tested statistically to get the final model (Hair et al., 2017). Before testing the statistical model, the researcher tested the validity, reliability, and normality (Dan et al., 2018). The normality test of the data was carried out using the critical skewness ratio of + 2.58 (Hair et al., 2017) at a significance level of 0.05 (5%). The data is usually distributed if the critical value of the skewness ratio is below +2.58 (J. P. Connell, 1987).

RESULTS AND DISCUSSION

Testing of the conceptual model to see the construct validity of the data using SMART PLS shows the results of the outer loading value as shown in Figure 1 as follows:

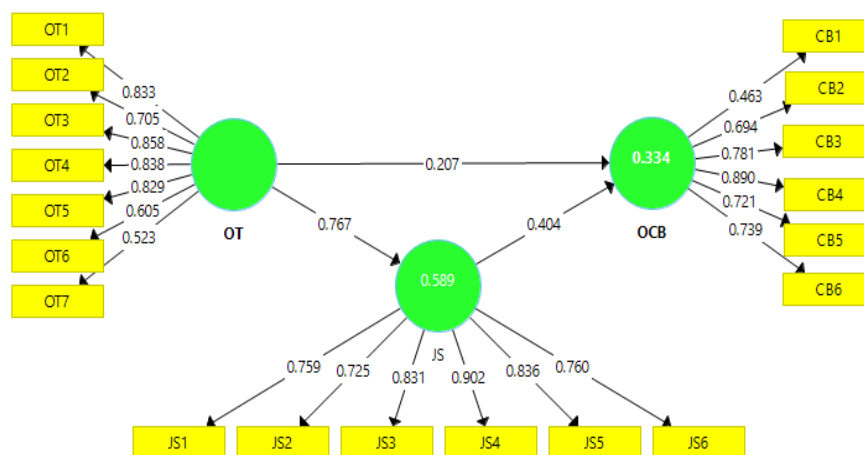


Figure 1: First Results of Conceptual Model Testing

From Figure 1, the value of the outer loading item or indicator shows that the smallest value is > 0.4 . The outer loading value limit > 0.5 is still acceptable as long as the construct validity of the research variable is still new or developing (Rahmad Solling Hamid, 2019). In this research, the researcher argues that the variables have been widely carried out and have grown, so the researchers set the accepted outer loading value > 0.7 (Sudibjo & Prameswari, 2021). Based on Figure 2, several items have an outer loading value of < 0.7 , among others on the organizational Citizenship Behaviour Teacher (OCB) variable: CB1 (altruism), CB2 (Sportsmanship), on organizational trust: OT6 (liking to the organization), OT7 (similarity to the organization), for the job satisfaction variable all items have an outer loading value > 0.7 . Items whose outer loading value < 0.7 are discarded or not used (Hair et al., 2017). Construct validity that has met the requirements can mean that the relationship between the response items and the underlying latent construct has been completed (J. P. Connell, 1987). Finally, a new research construct validity model is shown in Figure 2.

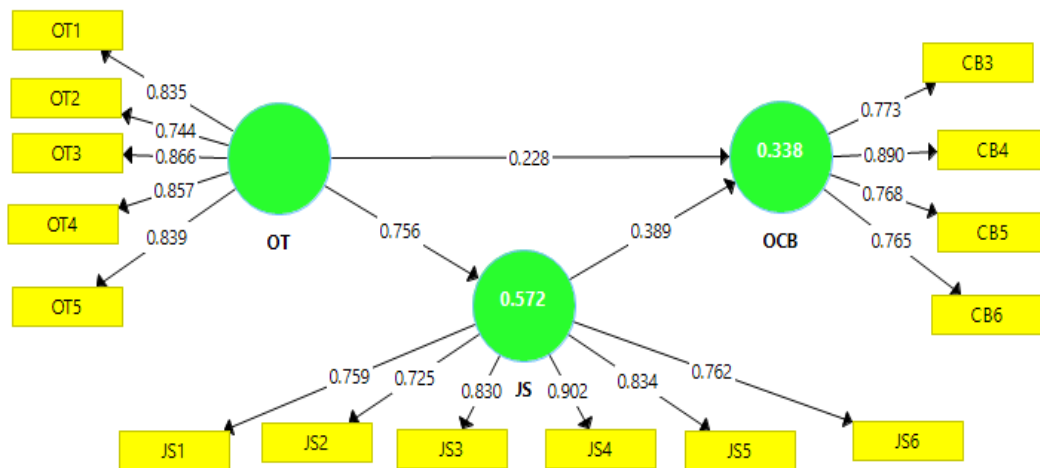


Figure 2: Final Results of Conceptual Model Testing

The following steps analyze construct reliability. Construct reliability is an effort to measure the reliability of latent variable constructs (OT, OCB, JS). Construct reliability is declared to meet the reliability requirements if an instrument has a value above 0.70 (Hair et al., 2017). Construct reliability is the same as the Cronbach alpha value (Hair et al., 2017).

Table 1: Construct Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
JS	0.889	0.893	0.916	0.647
OCB	0.813	0.833	0.877	0.641
OT	0.886	0.894	0.917	0.688

Based on Table 1, there are Cronbach's alpha values for the JS, OCB, and OT variables whose values are above 0.7; this value indicates that the latent variable in this research has met the construct reliability requirements. Next is

the internal consistency reliability measurement, a test to measure how capable the indicator can measure its latent construct (Hair et al., 2017). The tools used to measure this use composite reliability and Cronbach's alpha. Composite reliability values 0.6 - 0.7 are considered to have good internal consistency reliability, and the expected Cronbach's alpha value is above 0.7 (Hair et al., 2017). It was found that all latent variables in this study met internal consistency reliability. Based on table 2, all constructs have Cronbach's alpha values > 0.7, which means that all constructs are reliable. For example, Cronbach's alpha of the latent variable JS is 0.889 > 0.7, meaning that the JS variable meets the reliability requirements. Likewise, with other variables where the value is > 0.7, all variables meet the reliability requirements.

Based on Table 1, all constructs have met the unidimensionality requirements (Hair et al., 2017), namely the composite reliability value > 0.7. For example, the composite reliability job satisfaction (JS) value is 0.916 > 0.7; this means that the JS variable is reliable. Likewise, with other variables where the value is > 0.7, all variables in this research meet the reliability requirements. The variables in this research also meet convergent validity because the Average Variance Extracted (AVE) value has already exceeded 0.5. An AVE value of 0.5 or more means that the construct can explain 50% or more of the item variance (Hair et al., 2017). Based on table 1, the AVE value for all variables is above 0.5 so that the JS, OCB, and OT variables do not have problems in measurement.

The data must meet the normality requirements before performing path analysis. The normality test results can be found in the Critical Ratio (CR) value of skewness and kurtosis. Suppose the CR value shows between -2.58 to 2.58 (2.58) at a significance level of 1% (0.01). In that case, it can be concluded that the data is usually distributed in both univariate and multivariate (Hair et al., 2017). In Table 2, the variables JS, OCB, and OT have CR ranging from -2.58 to 2.58 (± 2.58), meaning the data is usually distributed.

Table 2: Data Normality Test Results

	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
JS	0.000	-0.134	-4.348	2.116	1.000	0.770	-0.191
OCB	0.000	0.015	-2.503	2.489	1.000	-0.208	-0.180
OT	0.000	-0.092	-3.317	2.216	1.000	0.433	-0.015

The model in this research must meet the model fit criteria. The criteria for the fit model include RMS Theta or Root Mean Square Theta < 0.102, SRMR or Standardized Root Mean Square < 0.10 or < 0.08, and NFI Value > 0.9 (Rahmad Solling Hamid, 2019). According to the fit model criteria above, the RMS Theta value or Root Mean Square Theta is 0.176 > 0.102, and the NFI value is 0.841 < 0.9 (Rivera, 2015). Based on the two model fit criteria, the model in this research does not meet the model fit standards. However, based on the SRMR value, there is a value of 0.069 < 0.10, and then the model in this study meets the model fit criteria. Based on these measurements, the model tested in this research has met the fit model.

Table 3: Test Results of Fit Model

	Saturated Model	Estimated Model
SOME	0.069	0.069
d_ULS	0.571	0.571
d_G	0.258	0.258
Chi-Square	385.470	385.470
NFI	0.841	0.841
rms Theta	0.176	

Hypothesis testing in this research was carried out using the bootstrap resampling method (Hair et al., 2017). on SMART PLS. The statistic used in this study is the t-test(Hair et al., 2017). The results of the hypothesis test are illustrated in Figure 4.

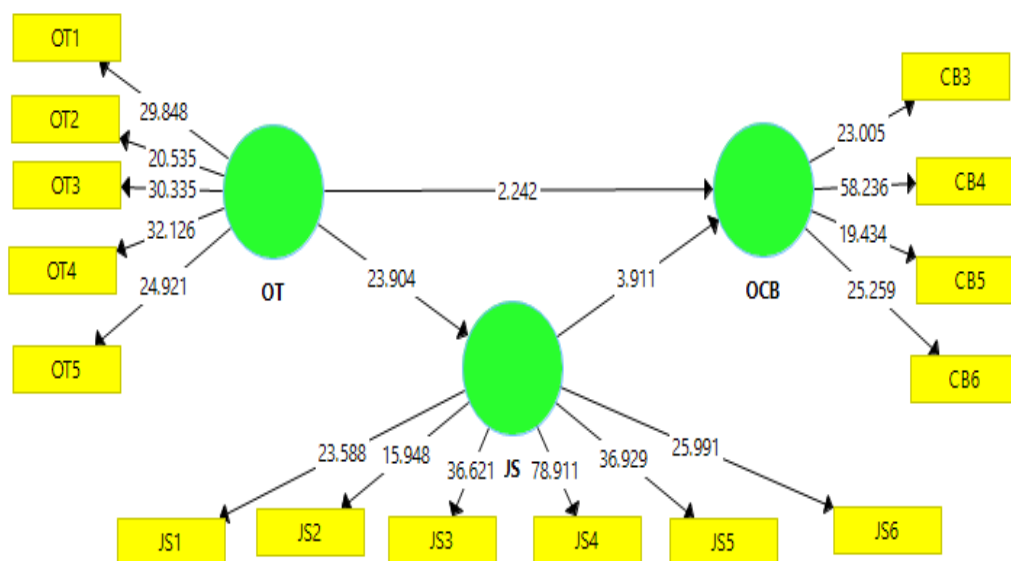


Figure 3: Structural Model Based on Bootstrap Test

The value of the statistical test results can be declared to have a positive and significant effect if the value of the statistical test results is > 1.96 (Hair et al., 2017). Based on the results of statistical tests, as shown in Figure 4, it shows that the value of the statistical test results (t-test) for the effect of organizational trust (OT) on teachers' OCB is $2.242 > 1.96$, which means that the hypothesis states that there is a direct influence positive and significant OT to OCB is accepted. The t-test value for the effect of OT on JS is $23,904 > 1.96$; this means that the hypothesis, which states that there is a direct positive and significant effect of OT on JS, is accepted. The value of statistical test results (t-test) for the direct effect of job satisfaction (JS) on OCB is $3.911 > 1.96$, which means that the hypothesis states that there is a positive and significant direct effect of JS on OCB is accepted. Furthermore, the indirect effect of OT on OCB through JS is $3.718 > 1.96$, which means that the hypothesis states that there is a positive and significant indirect effect of OT on OCB through JS is accepted. The complete test results can be seen in Table 4.

Table 4: Summary of Hypothesis Testing

No	Hypothesis Formulation	Results	t-statis	p-values	Decision
1	OT > OCB	0.227	2.242	0.000	Accepted
2	OT > JS	0.756	23.904	0.000	Accepted
3	JS > OCB	0.389	3.911	0.010	Accepted
4	OT > OCB Through JS	0.294	3.318	0.000	Accepted

The quality of the structural model can be assessed by calculating how big the R Square value is for each exogenous latent variable and endogenous latent variable. The value of the R-Square variable organizational trust (OT) is 0.051. This value explains that the contribution of corporate trust (OT) to teacher organizational citizenship behavior (OCB) is 5%. The R Square variable job satisfaction (JS) value is 0.151. The R Square value explains that JS contributes to teacher OCB by 15%. The R-Square value can be used for goodness of fit assessment; the higher the Q-Square value, the better the model fits the data. The results of the calculation of the Q-Square value are as follows:

$$\begin{aligned}
 &= 1 - [(1 - R_2 1) \times (1 - R_2 2)] \\
 &= 1 - [(1 - 0.051) \times (1 - 0.151)] \\
 &= 1 - (0.949 \times 0.849) \\
 &= 1 - 0.805 \\
 &= 0.194
 \end{aligned}$$

The results of the instrument test show that the three instruments used in this research; teachers' organizational citizenship behavior (OCB), organizational trust (OT), and job satisfaction (JS), have met the requirements as valid and reliable instruments. In research, instrument testing plays an important role (Zehirlioglu & Mert, 2020), there are many ways to see the validity of a research instrument (Vindbjerg et al., 2021), and the tools used in research must meet the validity and reliability requirements (Ghazali, 2016). The validity of the instrument shows the degree of confidence in the measurement in research (Mohajan, 2017), validity means that the instrument used can measure what is being measured (Rahmawati, 2019), and a reliability coefficient above 0.9 indicates that the instrument is extraordinary (Mohamad et al., 2015).

In addition, an essential finding of this research is a conceptual model based on theoretical studies and previous research (Ariful et al., 2019; Tharikh et al., 2016; Tulung et al., 2020; Zeinabadi & Salehi, 2011; Zeinabadia, 2010) by this research which accepts four hypotheses, namely; 1) organizational trust (OT) has a positive and significant direct effect on teacher organizational citizenship behavior (OCB); 2) Organizational trust (OT) has a positive and significant direct effect on Teachers' Organizational Citizenship Behaviour (OCB); 3) Job satisfaction (JS) has a positive and significant direct effect on Teachers' Organizational Citizenship Behaviour (OCB); 4) Organizational trust (OT) has a positive and significant indirect effect through job satisfaction (JS) on Teacher Citizenship Behaviour (OCB).

Based on the findings of this research, the solution to improve teacher OCB can be pursued through improvements to the indicators of organizational trust (OT) and job satisfaction (JS) variables. OT indicators that can improve OCB are: improving the natural attitude of trustworthiness, strengthening environmental influences, improving organizational integrity, improving managerial competence, and improving organizational virtue. Someone who believes that it is easy to do OCB (Shaheen et al., 2016), a conducive school environment (Tulung et al., 2020), organizational integrity, and a good leadership situation in schools (Anfajaya & Rahayu, 2020; Ariful et al., 2019), organizations that are competent in dealing with various organizational challenges (Dewanti & Moko, 2020) and good administrative policies (Kloutsiniotis & Mihail, 2020; Shaheen et al., 2016) can improve teacher OCB.

Based on this research, indicators of job satisfaction (JS) which, if improved, can be a solution for increasing OCB, are pay, the work itself, promotion opportunities, supervision, co-workers, and working conditions. Research has proven that the payment system (Abebe & Haile, 2020; Kloutsiniotis & Mihail, 2020), job conditions that suit a person (Kaur & Kang, 2022; Tziner & Sharoni, 2014), and promotion opportunities are vast and broad (Kloutsiniotis & Mihail, 2020), supervision (Shaheen et al., 2016; Tulung et al., 2020), co-workers (Shaheen et al., 2016) and working conditions (Ahmadi et al., 2014; Kloutsiniotis & Mihail, 2020; Syafa'at Ariful et al., 2019) was able to improve teacher OCB.

This research also found that the direct effect of job satisfaction (JS) on teachers' OCB is greater than that of organizational trust (OT). This finding is in line with research in Iran (Zeinabadi & Salehi, 2011) and Jakarta, Indonesia (Ariful et al., 2019). Based on these findings, it can be interpreted that if a school wants to improve teacher OCB, it can prioritize improving job satisfaction (JS) over organizational trust (OT).

CONCLUSION

This research confirms that the conceptual model based on logical validity, concepts, theories, and previous research aligns with the results of hypothesis testing using path analysis with SMART PLS. The results of testing the research hypotheses are; 1) organizational trust (OT) has a positive and significant direct effect on teacher organizational citizenship behavior (OCB); 2) Organizational trust (OT) has a positive and significant direct effect on teacher OCB; 3) Job satisfaction (JS) has a positive and significant direct effect on teacher OCB; 4) Organizational trust (OT) has a positive and significant indirect effect through job satisfaction (JS) on teacher OCB. Based on these findings, the solution to improve teacher OCB can be done by enhancing indicators of organizational trust (OT) and job satisfaction (JS) variables. This research recommends future research by investigating the OT and JS indicators influencing OCB, especially in educational institutions.

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