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Exploring the relationship between POS, OLC, job satisfaction and OCB

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Abstract

The importance of Perceived organizational support (POS) and organizational learning culture (OLC) is vital for managers because it has lots of implications for them. None of the previous researchers have explored the relationship between POS and OLC. The present study was aimed to explore how OLC and POS helped organizations to promote employees' extra role behaviour though job satisfaction. Data was collected from 412 employees working in Malaysian banking sector using simple random sampling technique. POS and OLC were found to be positively related with Job satisfaction and OCB. On the other hand SEM has confirmed the mediating role of Job satisfaction.

1. Introduction

In today's era each organization is aimed to be competitive through having best human resources (Singh and Singh, 2010) to achieve these organizations need to support their employees (Allen, Shore & Griffeth, 2003). Organizations can support its employees through supervisors and organizational side among which support from organizational side is of much importance as it promote employee's positive work related outcomes (Blancero *et al.,* 2009). When employees perceive support from their organizations they reciprocate it with enhanced job satisfaction (Witt, 1991), organizational commitment (Rhodes and Eisenberger, 2002), citizenship behaviors (Tekleab and Chiaburu, 2011) and reduction in turnover intentions (Mio, 2011) etc. Theory of perceived organizational support was introduced by Eisenberger and colleagues back in 1980's which is defined as "it's an employee's perception that the organization values his or her contribution and cares about the employee's well-being" (Eisenberger *et al*., 1986). Therefore for the employee's well being employers should realize them support from organization. In a Meta-analysis Rhodes and Eisenberger (2002) confirmed that POS consequent positive outcomes in the form of commitment, satisfaction and citizenship behaviors. Organizational support influence on employees attitudes i.e.

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when employees perceive that their organization is supporting them they show more satisfaction regarding their job (Witt, 1991). In a recent study Mio (2011) found that organizational support to employees enhance their job satisfaction. Literature on organizational behavior has confirmed a positive relationship between POS and JS (e.g. Tekleab and Chiaburu, 2011).

When employees perceive support from their organizations they try to share their knowledge and information with peers (Ahmed et al., 2013) which create a learning environment in the organization. Therefore support from organization might help employees to promote learning culture in organizations (Islam, et al., 2013). Organizations who want to become learning need to develop those attributes which facilitate learning practices in the entire organization (Jo & Joo, 2011). According to Gravin (1993), learning organization is "an organization skilled at creating, acquiring and transferring knowledge and at modifying its behavior to reflect new knowledge and insights" (p. 80). Learning organization create such environment in which knowledge transfer, team work, creativity, collaboration has a collective values and meaning (Confessor & Kops, 1998). So, in the field of human resource management the importance of learning organization cannot be ignored because of its positive impact not only for the individuals but also on the effectiveness of the organization (Marsick & Watkins, 2003).

According to Wang, (2005) the term used for the learning organizations in the cultural context is referred as organizational learning culture. Theoretical framework of Watkin and Mersick (1997) is the base for present study. According to Song, Joo and Chermack (2009), the dimensional questionnaire developed by Watkin and Mersick (1997) encourages learning process at two levels i.e. employee's collaborative learning level and organization's learning level. According to (Marsick & Watkins, 2003) seven sub dimensions of organizational learning culture includes (a) continuous learning (b) strategic management (c) inquiry and dialogue (d) embedded system (e) team learning (f) connection to environment and (g) empowerment.

Studying organizational culture, Lundberg (2005) identified that organizational culture with innovation and flexibility enhances employee's job satisfaction. Job satisfaction can be defined as the extent to which employees are happy or unhappy with their jobs (Spector, 1997, p. 2). It is essential for organizations to take care of employees job satisfaction because of its vital outcomes like Organizational commitment (Igbaria & Greenhaus, 1992), citizenship behaviors (Keller et al., 1996) and organizational performance (Osterman, 1995) etc. Egan et al., (2004) were the first to explore the relationship between organizational learning culture and job satisfaction. They concluded that learning culture helps employees to satisfy with their job. Consequently, Dirani, (2009) also found that when employees were provided such culture where they can learn continuously and share their ideas with each other, they show more satisfaction towards their jobs.
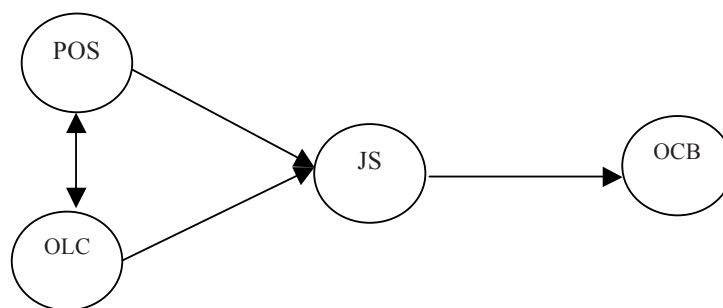

Figure 1: Hypothesized model

In past few studies have been conducted to see the relationship between JS and OCB in the banking sector. According to Smith, Organ and Near, (1983) OCB are "non-organizational behaviors that cannot be observed with the formal reward system or punishment". Organ, Podsakoff and Mackenzie, (2005) further explain them as "the

individual's discretionary behaviors which can't be recognized directly or through formal reward systems and that in collective encourage the effective functions to promote an organization". Researchers are indifferent about the relationship between JS and multifoci OCB. Some have identified surprisingly negative association between JS and OCB-O which others have identified non-significant relation between the same. In a recent study Paillé, Grima and Dufour (2012) found OCB-O is consequent of job satisfaction. The study is aimed to find the relationship between POS, OLC, JS and OCB in the Malaysian banking sector.

2. Methodology

2.1. Sample and procedure

A questionnaire based research was conducted using 412 employees working in Malaysian Banking sector chosen on the basis of simple random sampling technique. A total of 600 questionnaires were distributed after getting permission from the branch managers with the response rate of 68%. Respondents were asked to be realistic regarding questionnaire and were assured that their information would be used only for research purpose. Out of total 78% of the respondents were female, 69% were having master's degree and 54% of them were having more than 5 years working experience with the same institutions.

2.1.1. Instrumentation

All the respondents were judged on the basis of five points Likert scale. To measure organizational learning culture 7 items scale form the study of Joo & Park, (2010) was adopted who reported its reliability ranging from 0.81 to 0.83. Three items scale was used by Paillé, Bourdeau, and Isabelle, (2010) to measure perceived organizational support and reported its reliability as 0.92; same scale was used in the present study. To measure job satisfaction, three items scale form the study of Cammann et al., (1983) was adopted who reported its reliability as 0.82. Podsakoff and MacKenzie (1994) developed a three items scale to measure OCB-O. This scale has been used many times in the past with the reliability ranging from 0.69 to 0.82 same scale was used in the present study.

3. Data Analysis

Table 1 shows the correlations among all the variables along with their mean reliability and standard deviation. POS was found to be positively associated with OLC, JS and OCB (i.e. r = 0.56, 0.45 and 0.57 respectively). OLC was also found to be positively associated with JS and OCB (r = 0.52 and 0.31 respectively). Finally, a high positive correlations was found between JS and OCB (r = 0.61). All measures demonstrated adequate levels of reliability (0.84–0.87).

Table 1. Descriptive, Statistics and Reliabilities

Variables	Mean	S.D	1	2	3	4
1.POS	3.21	0.57	(0.86)			
2.OLC	3.37	0.73	0.56**	(0.84)		
3.JS	3.38	0.65	0.45**	0.52**	(0.87)	
4.OCB-O	3.49	0.74	0.57**	0.31**	0.61**	(0.86)

Note: Mean, Standard Deviation, Pearson correlations and Reliability. $**p < 0.01$; $n = 412$.

3.1 Structure equation model assessment:

To support the theoretical relationships specified at the conceptualization phase are supported by data, SEM assessment analysis was determined (Diamantopoulos & Siguaw, 2000). The hypotheses are examined through

investigating the path coefficients. All the research hypotheses were supported, showing statistically significant path coefficients ($p < 0.01$).

3.1.1. Hypothesized structural model:

Path coefficients and overall model fit of the supposed structural model regarding strength and relationship among variables is shown in the figure 1. The hypothesized model indicated a good fit in all indices (X^2 [269] = 1,286.11; $p < 0.00$; RMSEA = 0.069; NNFI = 0.95; CFI = 0.95; SRMR = 0.052). All the paths among constructs were significant ($t < 1.98$).

3.1.2. Alternative structural model:

Two direct paths were also taken along with the four hypotheses in the alternative model from POS and organizational learning culture to OCB were also evaluated (Figure 2). Almost identical fit to the data was observed from alternative model (X^2 [271] = 1,284.21; NNFI = 0.95; SRMR = 0.052; RMSEA = 0.070; CFI = 0.96; $p < 0.00$) with the suggested model. Furthermore, additional relationships were found to be non- significant (t < 1.99, p < 0.05) i.e. POS and OCB (path coefficient = 0.11, t < 1.48) and OLC and OCB (path coefficient = 0.15, t < 1.96). This identifies that both POS and OLC affect employee's OCB through Job Satisfaction.
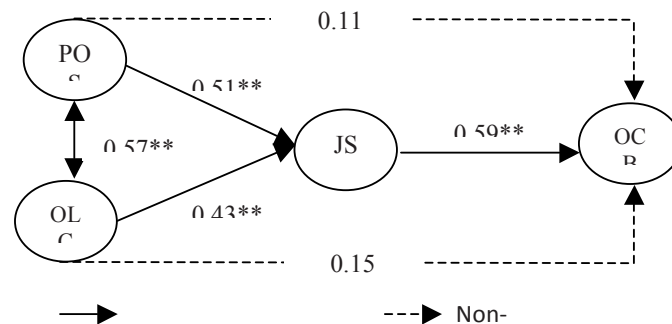

Figure 2: Alternative Model

4. Discussion and Implications

The present study was aimed to explore the joint impact of POS and OLC on employee's job satisfaction and citizenship behaviors towards organization. Results of the study revealed positive and significant correlation among all the variable under study i.e. OLC, POS, JS and OCB. This is the first study in exploring the relationship between POS and OLC. Results support the notion that when employees perceive support from their organizations they contribute in enhancing learning culture by sharing their knowledge and ideas with colleagues. The literature suggested by Ahmed et al., (2013) also supports the same. On the other hand, both the constructs were found to influence job satisfaction of employees significantly, which was previously supported by literature (e.g. Tekleab and Chiaburu, 2011; Filipova, 2011; Dirani, 2009). Results of the study has confirmed a positive association between OLC and OCB-O it means that in a learning culture workers show their extra role behaviors towards organization. Job satisfaction was found to influence on OCB positively. Paillé, Grima and Dufour (2012) also found the same by contradicting the results of Sturman & Raab (2010) and Morin et al., (2010). Finally, job satisfaction was found to perform the role of fully mediator between POS and OCB with 46% of the variance. While, Job satisfaction was found to perform the role of partial mediator between OLC and OCB.

The results of the present study have contributed theoretically and practically. One of the theoretically implication is that OLC is a valid and measureable construct. On the other hand this study has explored how employee's

perceptions of organizational support encourage learning culture in the organizations. The importance of employee's organizational citizenship behaviors towards organization is vital since they are the behaviors beyond their formal job descriptions. It has become important for managers now days to have employees with some extra ordinary qualities because of the fierce competition. By promoting learning culture and support in organizations managers could not only enhance employee's satisfaction but also extra role behaviors.

4.1. Limitation and future direction:

The present study was not free from limitations. Firstly, the study was conducted at one point in time future researchers should conduct longitudinal studies. Secondly, respondents of the present study were well educated this might turn the results in the favor of researchers especially regarding POS and OLC. In future data should be conducted from different educationalists. Thirdly, most of the respondents in the present study were female which might raise a question on gender biasness. Future researchers should study the same relationship in other cultures as well for the generalizability and should explore what kind of relationship exists between OLC and employee's engagement because employees' engagement is the need of the time.

5. Conclusion:

The present study was aimed to explore how POS and OLC influence on employee's job satisfaction and organizational citizenship behaviors among employees working in banking sector. The findings of the study revealed that both POS and OLC positively influence on employees satisfaction which ultimately enhance their citizenship behaviors. On the other hand SEM confirmed the full mediating role of Job satisfaction between POS and OCB while partial mediating role of OLC and OCB.

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