Self-Efficacy, Employee Engagement and Organizational Citizenship Behavior (Ocb)

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ABSTRACT

This study aims to investigate the relationship between self-efficacy, employee engagement and OCB. It has been conducted in a state university in West Sumatra Indonesia. This study used 400 lecturers as the respondent. By using SEM-PLS as the data analysis tool, this study found that self-efficacy has a significant impact on employee engagement. Self-efficacy is also a significant and positive antecedent of OCB. Finally, it found that employee engagement has a significant effect on OCB. Some limitations and future research are discussed.

Keywords: *Self-efficacy; Employee Engagement; Organizational Citizenship Behavior*

1. INTRODUCTION

In the global and information technology era recently, higher education sector has faced a higher competition level (Asrar-ul-Haq, Kuchinke, & Iqbal, 2017). University as a part of higher education entities is also facing a challenge to introduce innovative program which may become its competitive advantage. One of important components for competitive advantage is human resource management. Lecturers as a human resource component in university should provide creative way in doing the learning process. This study is conducted in a university which is owned by public in Indonesia. This university has 1125 lecturers and 405 support staffs and the number of enrolled students is more than 35,000. Lecturer in this university has to do his/her job properly, however; he/she also has to help other

lecturer even though it is beyond his/her job description. The willingness of people to help others beyond their job description is called as organizational citizenship behavior (OCB) (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). People willingness to help other people to accomplish their job (OCB) is important for the organizational performance. According to Ocampo, Tan, and Sia (2018), there are 50 antecedents of OCB, e.g., employee engagement and self-efficacy. Self-efficacy is people belief on their ability to perform their job effectively. It is important for the lecturer in doing his/her job in the learning process and some previous studies argue that it will also have an impact on their engagement with the job (Pachler, Kuonath, & Frey, 2019). Whilst, other studies also highlight the role of self-efficacy on OCB. Some prior studies also assert that OCB will be

influenced by employee engagement (Lyu, Zhu, Zhong, & Hu, 2016). Lecturers in this university have shown OCB such as the willingness to do the job more than the minimum requirement and want to help other lecturers to finish their job. Therefore, this study examines those relationships. This study will contribute to the knowledge development on self-efficacy, employee engagement and OCB relationships. Furthermore, this study also contributes for the managerial implication. When the university leaders have known the significant antecedents of OCB, they can develop a program on how to increase the lecturer OCB which has positive influence on university performance.

1.1. Organizational Citizenship Behavior (OCB)

According to Podsakoff et al. (2000) and Ocampo et al. (2018), Organizational Citizenship Behavior (OCB) is the employee's actions when he/she is doing his/her job more than just the formal requirements. Whilst, Ersoy, Derous, Born, and van der Molen (2015) argued that OCB relates to employee supports for the organization in term of social and psychological support. Accordingly, OCB might be defined as the behavior of the employees in helping other employees or organization beyond his/her responsibility. Moreover, some previous studies such as Messersmith, Patel, Lepak, and Gould-Williams (2011) and Ocampo et al. (2018) have asserted that OCB will be influenced by some factors such as employee engagement and self-efficacy.

1.2. Employee Engagement

According to Schaufeli, Salanova, González-romá, and Bakker (2002), employee engagement refers to state of mind which is related to work fulfilling. Employee engagement has three components, including vigor, dedication and absorption. Whilst, Orgambídez-Ramos and de Almeida (2017) argue that employee engagement relates to positive emotional bonding between employee and his/her job. Hence, some prior studies such as Lu, Xie, and Guo (2018) argue that there are three main components of employee engagement, including vigor, dedication and absorption.

1.3. Self-Efficacy

Bandura (1997) defines Self-efficacy as a person belief on his/her ability to manage his/her duty in proper ways. Whilst, some previous studies highlight that self-efficacy relates to people confidence on their ability in managing their job effectively (Perera, Granziera, & McIlveen, 2018). High self-efficacy people have been argued that they have chances to handle their job in more effective way. Moreover, some prior studies such as Kim, Kim, Hwang, and Lee (2019) and De Simone, Planta, and Cicotto (2018) assert that self-efficacy relates to employee engagement and OCB.

1.4. *Self-Efficacy and Employee Engagement*

According to some prior studies (Pachler et al., 2019; Lu et al., 2018; Perera et al., 2018), one of the antecedents of employee engagement is self-efficacy. De Simone et al. (2018) have found that self-efficacy is a positive and significant influence factor of employee work engagement. Moreover, Albrecht and Marty (2017) have highlighted that self-efficacy has a significant mediating effect on social boldness and employee engagement relationship. Accordingly, this study also proposes a hypothesis that: H1: self-efficacy has a positive and significant impact on employee engagement.

1.5. Self-efficacy and OCB

some previous studies such as Probst, Gailey, Jiang, and Bohle (2017) and Wombacher and Felfe (2017) have asserted that self-efficacy leads to OCB. Furthermore, Ocampo et al. (2018) have highlighted that self-efficacy is an influence factor of OCB. Wombacher and Felfe (2017) in their research found that self-efficacy will lead to the willingness of employees to conduct a job which is beyond their obligation. This is happened because employee will have a better confidence that he/she will do their job properly and it will have an impact on his/her willingness to help other employees to finish their job. Therefore, we propose a hypothesis that:

H2: employee self-efficacy relates to OCB.

1.6. Employee Engagement and OCB

Ocampo et al. (2018) have asserted some antecedents of OCB. They found 50 antecedents of OCB. One of the antecedents is employee engagement. Lyu et al. (2016) have also highlighted the role of employee work engagement in mediating the abusive supervision and OCB relationship. Moreover, Buil, Martínez, and Matute (2019) have also noticed that OCB has been positively and significantly impacted by employee engagement. Accordingly, when a lecturer has a better employee engagement with his/her work, it will affect his/her OCB. Therefore, we hypothesize that:

H3: Employee engagement is a significant antecedent of OCB

2. METHODS

This study has been conducted in a public owned university in Indonesia. The response rate of this study is 80% where we have collected 400 responses from 500 questionnaires. This study has applied some preliminary tests including outlier, normality, multicollinearity and heteroscedasticity test. This study used 389 usable responses in the analysis. This study has employed three variables, including self-efficacy, employee engagement and OCB. This study has generated 13 items of OCB measurement from Zhang, Guo, and Newman (2017) and Zhao, Wu, Sun, and Chen (2012). Albrecht and Marty (2017) four items have been adopted in measuring employee engagement. This study has adopted three self-efficacy measurement items from Albrecht and Marty (2017). Data analysis in this study is Structural Equation Modelling (SEM) PLS with Smart PLS-3 (Hair , Sarstedt, Hopkins, & G. Kuppelwieser, 2014). We have assessed the validity and reliability of the data before the main analysis.

3. RESULT AND DISCUSSION

3.1. Result

The descriptive statistic of respondents in this study has shown that 53.2% of the respondents are male and 46.8% are female. The respondents mostly have master degree education level (67.4%). Moreover, most of the respondents are associate professor (44.5%). Most of the respondents also have an additional duty for administrative job (62.2%), e.g., dean, vice dean and etc., Finally, monthly expenditure of the respondents are mostly less than 15 million rupiah / month.

Before the main analysis, we have tested the validity and reliability of measurements and we found that all items are valid and reliable. This study tested the discriminant validity by using Fornell and Larcker's criterion (Hair et al., 2014). For the details please see Table 1 and 2. The hypothesis testing found that self-efficacy is significantly and positively related to employee engagement (H1). Self-efficacy also positively and significantly affects OCB (H2). Finally, we found that employee engagement significantly and positively leads to OCB (H3). The detail results have been described in Table 3 and Figure 1

Table 1. Construct Reliability

Constructs	Items	Mean	Std. Dev	Loading	α	CR	AVE
OCB					.91	.92	.51
	Willingness to protect the university reputation.	4.58	.61	.68			
	Willingness to inform outsiders about the university good news and explain their misunderstandings.	4.47	.66	.73			
	Gives valuable suggestions that can improve the university operation.	4.42	.65	.78			
	Attends university meetings actively.	4.22	.75	.72			
	Eager to help new colleagues in the work environment adjustment.	4.36	.70	.80			
	Try to solve work-related problems of colleagues.	4.38	.67	.79			
	Willing to cover work assignments for colleagues when needed.	4.14	.85	.65			
	Willing to coordinate and communicate with colleagues.	4.40	.67	.73			
	Follows the university rules and regulation	4.44	.62	.69			
	Do a job seriously and try to avoid mistakes.	4.23	.68	.66			
	Work hard and try to do self-study to increase the work quality.	4.44	.62	.63			
	Willing to take new or challenging assignments.	4.29	.72	.65			
Self-Efficacy					.74	.85	.66
	Confident in representing work area in the management meetings	4.52	.62	.82			
	feel can always to solve difficult problems at work	4.47	.66	.78			
	Confident in helping other to achieve the targets/goals in my area	4.45	.60	.83			
Employee Engagement					.86	.90	.70
	feel strong and vigorous	4.50	.65	.85			
	enthusiastic on the job	4.48	.67	.88			
	Inspired by the job	4.42	.70	.86			
	Enjoy to go to work in every morning	4.47	.62	.75			

Table 2. Discriminant Validity

Variables	Mean	Standard Deviation	1	2	3
EmpEngage	4.46	.55	.84*		
OCB	4.36	.49	.51	.71*	
Self-Efficacy	4.48	.51	.62	.55	.81*

*. The square root of Average Variance Extracted (AVE)

Table 3 Hypothesis Testing

Hypothesis	Coefficient	SE	P Value	Hypothesis Verdict
Efficacy-EmpEngage (H1)	.28	.051	***	Supported
EmpEngage-OCB (H2)	.20	.043	***	Supported
Efficacy-OCB(H3)	.28	.054	***	Supported

Note: *** p value < 0.01; ** p value <0.05; ns= Not Significant
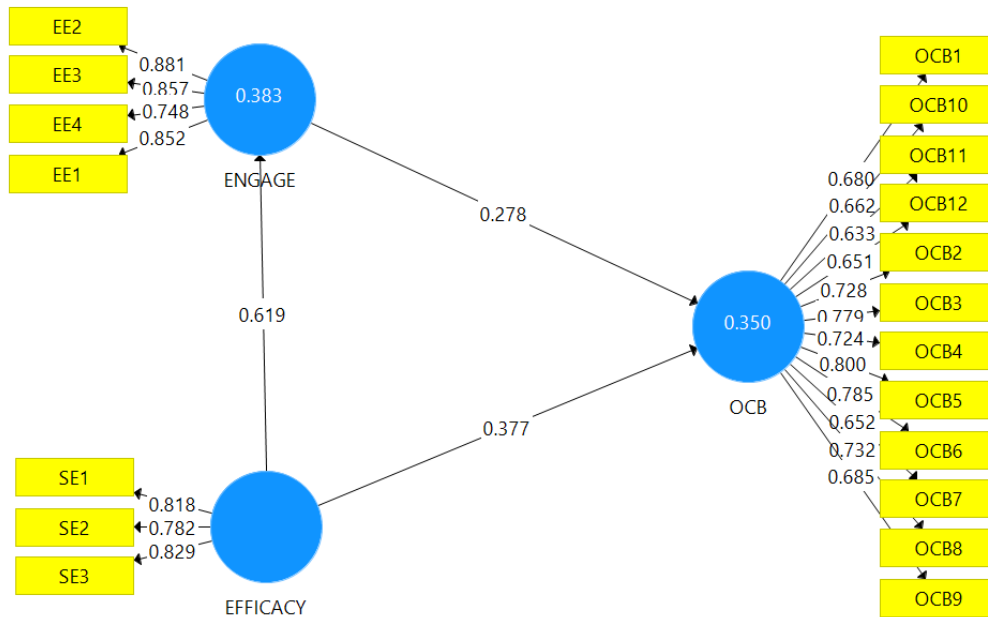
Figure 1: Research Model

3.2. Discussion

Self-efficacy is positively and significantly related to employee engagement (H1). This is similar to some prior studies e.g., Pachler et al. (2019) and Lu et al. (2018) who found that self-efficacy is an antecedent of employee engagement. Accordingly, a lecturer who has a higher self-efficacy will have a a higher engagement with the job. Moreover, self-efficacy is also a significant influence factor of OCB (H2). This finding supports some previous researchers who highlight that self-efficacy will lead to OCB (Ocampo et al., 2018; Probst et al., 2017). Therefore, the increasing of lecturer's OCB relates to the increasing of lecturer's self-efficacy. It means that the university has to give more concern about lecturer's self-efficacy to increase the participation of lecturers even though it is beyond his/her responsibility. Finally, employee engagement also significantly effects OCB (H3). This finding supports some previous studies who assert that a better employee engagement will lead to a higher OCB of the employees. Hence, the lecturers who have a better engagement will have a better OCB in doing their job.

4. CONCLUSIONS

In conclusion, if the university wants to increase the lecturer OCB, it has to concern with the self-efficacy and engagement of the lecturers. Accordingly, the university must design a program on how to increase lecturers' confidence with them-selves by giving some trainings or workshops to increase their core competencies and it will lead to a better lecturers' OCB. This study has contributed to the knowledge development on how OCB relates to other factors such as self-efficacy and engagement and it also helps the university on creating a program to increase lecturer participation in doing their job and their willingness to do more than just the requirement.

This study has some limitations, such as only focused on one public university and this study is a cross-sectional study. Hence, it has a limitation in result generalization. Further, for future study, it is suggested to extent it by add some more other universities and it can be done

more than one-time data collection for a better generalization.

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