



The Influence of University Identification and University Commitment on Extra Role Behavior

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Abstract. This study aims to determine the influence of University Identification and University Commitment on the Extra-Role Behavior of the University of Surabaya active students. This quantitative study used a purposive sampling design using a Likert scale at intervals. The questionnaire in this study has been tested for its validity and reliability. This study has a total of 106 respondents and hypothesis testing was carried out using multiple linear regression. Data processing used regression analysis by applying the IBM SPSS 24 application. The result indicates that university identification and university commitment significantly affect extra-role behavior with the Adjusted R Square value of 38.7, meaning that university identification and university commitment have an influence on organizational citizenship behavior at 38.7%.

Keywords: university identification · university commitment · student extra-role behavior

1 Introduction

In addition, the introduction of the new MBKM curriculum puts more pressure on universities. To deal with competitive pressures and changes, universities must modernize to be more effective and strengthen their social presence. According to Gounaris [1], a university needs to find ways to attract and retain current students, and higher education must focus on service quality and create value for its customers. Quality improvement can be made by choosing the right strategy to improve the functioning of the university system.

For this reason, the scientific literature has emphasized the need to increase students' involvement in value co-creation. According to Balaji [2], universities should engage in branding activities that develop strong student identification to enhance students' supportive behavior in universities. This student behavior is referred to as extra-role behavior. The comprehension of extra-role behavior (ERB) in the university context will help the university's management to construct such an environment to support collaboration between students and the management to achieve maximum performance of the universities (i.e., research projects or MBKM). The highly extra-role behavior may grow and develop within the university due to the influence of various factors.

Extra-role behavior is influenced by university identification [3]; students whom the university strongly identifies are inclined to be more involved in extra-role behaviors, such as organizational citizenship behavior that supports or serves beyond their job description and positively expresses it towards which organization concerned is expressively involved in the organization according to the context and shows its total contribution to the university concerned.

Another factor that influences student extra-role behavior is university commitment. Students who are highly committed to the university and maintain their presence in the university concerned. They try to better comply with university regulations and show dedication in carrying out various tasks at the university concerned. They also have the awareness to support one another with CSRS, which is the best value to support the university's progress in achieving the expected goals. The higher the university commitment, the higher the extra-role behavior exhibited by the student [4].

Indonesia's educational institutions (universities) are increasingly facing new challenges regarding recent socio-economic changes. To respond to these changes, the management of higher education institutions needs to involve various parties so that they have extra-role behavior in carrying out their institutional activities. It is hoped that students will play extra role in various learning activities. In the learning design, students active in tertiary institutions need extra behavior in MBKM activities. In the literature review by Pinna and Felfe [3, 4], extra-role behavior is formed by individual determinants. The study focuses on 2 (two) main variables: University Identification and University Commitment. Although each of these variables in the previous study shows a significant relationship, but there is a difference between one study and another. However, studies in the context of students at universities are still very limited; most of these studies have been conducted in a Western context. However, in this study, each of these determinants will be examined in direct relation to extra-role behavior in the context of Non-Western (i.e., Indonesian) higher education. In recent developments, the changes caused by globalization also affect the conditions of various tertiary institutions, especially concerning the many roles played by universities that experience changes.

Extra role behavior supports the organization but is not formally found in the job description of the individual concerned [5]. Students are involved in this behavior in this university context, and there is no direct individual benefit. According to Organ, this behavior is discretionary, which is not directly and explicitly recognized by the formal reward system [6]. In the university context, students who carry out this behavior are not recognized in the academic assessment system. However, those who carry out this behavior support the effective functioning of the organization.

2 Extra-Role Behavior in the University Context

According to Bergeron, extra-role behavior involves behaviors that support the organization but are not normally found in an individual's job description [7]. Therefore, examples of extra-role behavior in students could include activities helping to improve the quality of learning, assisting with mentoring for younger students, or engaging in committees that are involved in the administration and governance of the university (Schmitt et al., 2008) [In this study, a study conducted by Pinna suggested that extra role

behavior dimensions, such as advocacy intention, suggestions for improvement, display of affiliation, participation in future university activities.

Students' advocacy behaviors include positively talking about the university in question and representing the university to external parties that support the university's good name. In value co-creation, advocacy behavior indicates loyalty to the university and supports promoting the university's interests beyond the individual customer's.

Suggestion for improvement involves information-related behavior, opinions, and ideas that students voluntarily share with their friends, which help the university to improve the service creation process and provide better service to the students (Groth et al., 2004). Regarding value co-creation, students should share information with external parties to improve the quality.

Display of affiliation, this behavior occurs when the students communicate to others about their relationship with a university by showing the university attribute, university stickers, and university merchandise.

Participation in future university as activities that relate to the students' readiness to participate in university events and activities sponsored by the university. [2] argued that when the student concerned shows a strong sense of identification with the university, it signifies the students' intentions to attend future events and courses in the university.

3 University Commitment and Extra-Role Behavior

University Commitment is a critical construct in university success that reflects the individual attachment to the institution as a whole [10]. This construct has at least three essential components: affective commitment, normative commitment, and continuance.

The university as an institution has an essential meaning for every person or individual student and allows them to have a sense of pride for getting involved and joining. This type of commitment is categorized as the first type and is called an Affective Commitment.

In addition, the second type of commitment is if a student feels the existence of servitude to enter into university with the reason not to disappoint their parents, friends, and teachers, this type of commitment is called a Normative Commitment. Students may also feel attached to their university because they have difficulty enrolling at other universities or because moving to a new place will increase costs; this category is the third category commonly called a Continuance Commitment.

Volkwein showed that institutional commitment is closely related to measures of intellectual growth and social and campus experiences, such as student peer support [10].

Irving found that Affective Commitment and Normative Commitment at university have a positive relationship with student extra-role or citizenship behavior [11]. Students with a high Continuance Commitment will continue with the existing subject because these students have paid and lack alternatives.

Similar to a work commitment in an organizational context, commitment to students is closer. It refers to the students' mindset to be developed toward their subject area. Student commitment to learning is caused by different reasons so that it reflects the affective, normative, and continuance commitment components. According to Meyer

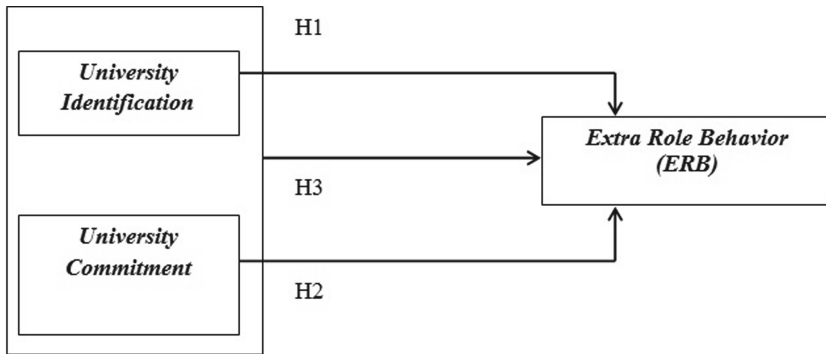


Fig. 1. Research Model

[13], within organizations, people with a strong commitment to their work are more likely to help and engage in extra-role behavior that enhances their performance.

Likewise, students who like them may show a stronger relationship with performance than normative commitment. In line with organizational commitment research by [12], emotional attachment, as reflected in affective commitment, has a stronger effect than attachment due to moral obligation (normative commitment).

The Relationship among Variables (Fig. 1).

This study aims to examine how University Identification and University commitment affect Extra-Role Behavior. Based on the literature review, this study formulated the following research hypotheses:

H1: University Identification influences Extra-Role Behavior.

H2: University commitment influences Extra-Role Behavior.

H3: University Identification and University commitment simultaneously influence Extra-Role Behavior.

4 Research Method

The study used an associative research method that defines the relationship between two or more variables. The unit of analysis in this study is students who actively attend lectures at the University of Surabaya. The sampling method used non-probability sampling with purposive sampling method, resulting in 106 respondents.

Definition and Measurement of Research and Variable

In this research, extra-role behavior refers to behavior that supports the organization but is not normally found in individual job descriptions as dependent variables. Each variable was measured with an interval scale with a Likert scale. In the university context, the extra-role variable refers to behaviors that support an organization but are not normally found in an individual's job description" [6].

Multiple Regression Analysis

As for regression equation is elaborated as follows:

$$ERB = a + b_1 \text{ University Identification} + b_2 \text{ University Commitment} + e$$

5 Results and Discussion

5.1 Characteristics of the Respondents

Table 1 exhibits the description of the respondents, including gender, region of origin, and origin faculty. Based on Table 1, the types of gender (man or woman) are almost balanced. This sample was dominated by students from Surabaya (61.32%) and the origin of faculty was the Faculty of Business and Economics (66.03%).

To test each variable used as an instrument of this study, the validity test applied was Pearson Correlation. Overall, all variables show a Pearson correlation value greater than 0.6. Furthermore, to test the instrument's reliability, Cronbach's Alpha was used and the result is that all variables show a value above 0.6, which means there is measurement reliability.

From the data analysis, the adjusted R squared is 0.387. In other words, University Identification and University Commitment influence Extra-Role Behavior by 38.7%, and the remaining 61.3% is influenced by external factors of the research object.

Based on multiple regression equation models from Table 2 is as follows:

$$Y = 3.972 + 2.846 X1 + 5.128 X2 + e$$

According to this equation, university identification and university commitment have a positive influence on extra-role behavior.

Table 1. Description of the Respondents

	Number (people)	%
Gender		
Man	56	52.83%
Woman	50	47.16%
Region of Origin		
Surabaya	65	61.32%
Sidoarjo	5	4.71%
Malang	3	2.83%
Bali	3	2.83%
Others	30	28.3%
Origin of Faculty		
Business and Economics	65	66.03%
Engineering	13	12.26%
Creative Industries	10	9.43%
Pharmacy	9	8.49%
Biotechnology	9	8.49%

Table 2. The Results of the Multiple Regression Analysis

Variable	Coefficient	t	Sign
University Identification	2.846	2.846	0.005
University Commitment	5.128	5.128	0.000
Constant	3.972		
Adjusted R Squared	0.387		
F	34.207		
F sign	0.000b		

1. The influence of University Identification on Extra Role Behavior. From the SPSS output, the University Identification variable is significant with a p-value (sig) of $0.05 < 0.05$ and a count value of 2.846. With degrees of freedom of 104 and a significant level of 5%, the count value of 1.50 is obtained. Moreover, the t-count is higher than the t-table. Therefore, H_0 is rejected, and H_a is accepted. This means that the influence of university identification is positive and significant.
2. The influence of university commitment on ERB: From the SPSS output, the variable of university commitment is significant with a P-value (sig.) of 0.007, smaller than 0.05, and a t-count value of 5,128. With degrees of freedom (df) of 104 and a significance level of 5%, the t-count value of 1.30 is obtained. For this variable, the t-count is higher than the t-table as well. Thus, H_0 is rejected and H_a is accepted. This means that the influence of university commitment on extra-role behavior is positive and significant.
3. The influence of university identification and university commitment simultaneously on Extra-Role Behavior. With the F-count value of 1.45, the degrees of freedom (df) of 104 and a significance level of 5%, the F-table value obtained is lower than F-count. Based on the calculation result, the F-count is higher than F-table. This implies the influence of university identification and university commitment simultaneously on Extra-Role Behavior.

6 Conclusion

Based on the analysis and discussion, the following conclusions were drawn:

1. From the data analysis result, the first hypothesis testing confirms that university identification has a positive and significant effect on extra-role behavior.
2. The second hypothesis testing shows that university commitment has a positive and significant effect on extra-role behavior of the University of Surabaya students.
3. University identification and university commitment together may have a significant effect on extra-role behavior of the University of Surabaya students.

The limitation of this study is that the sample was taken only from one university.

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