



## Sequential explanatory analysis on Lecturers' work quality investigated from organizational citizenship behavior, innovativeness, and training effectiveness

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### Abstract

The purpose of this research is to determine the closeness of the relationship between organizational citizenship behavior (OCB), innovation and training effectiveness with lecturer's service quality. This research use combination research method with sequential explanatory design. Population in this research is permanent lecturer at a private Nursing Academy at City of Jambi, Indonesia amounting to 162 lecturers. The number of samples in this research were 116 lecturers obtained by Slovin formula. Based on the results of quantitative and qualitative research, this research found: (1) There is a highly significant positive relationship between organizational citizenship behavior (OCB) with the lecturer's service quality with correlation coefficient = 0.471 ( $p < 0.01$ ) and coefficient of determination = 0.222 or 22.2 %; (2) There is a highly significant positive correlation between innovation with the lecturer's service quality with correlation coefficient  $r^2 = 0.471$  ( $p < 0.01$ ) and coefficient of determination = 0.222 or 22.2%; (3) There is a highly significant positive correlation between training effectiveness with the lecturer's service quality with correlation coefficient = 0.721 ( $p < 0.01$ ) and coefficient of determination = 0.519 or 51.9%; (4) There is a highly positive relationship between organizational citizenship behavior (OCB), innovation and training effectiveness together with the lecturer's service quality with correlation coefficient = 0.880 ( $p < 0.01$ ) and coefficient of determination = 0.774 or 77.4%. Based on the findings of this research, the higher the organizational citizenship behavior (OCB), the innovation and the training effectiveness together, it is predicted that the higher the lecturer's services quality.

**Keywords:** service quality, OCB, innovation, training effectiveness

### 1. Introduction

Lecturers work at universities which are part of the service industry. As in the service industry, the lecturers need to improve the quality of service to all stakeholders. The parties concerned with the quality of lecturers services, among others, internal and external parties. Internal parties of higher education, among others are management, leaders, foundations, colleagues, educators, education personnel, students and all who are directly involved in the implementation of higher education, while the external parties are government, community, and the industrial world in general.

Assessment of lecturer service quality can be seen from what is produced (output) and contributed by lecturer to national development. As one example, lecturers should produce research in contributing to the advancement of science.

The quality of lecturers services at a university, particularly in the Private Nursing Study Program of Jambi City, is allegedly influenced by various factors including: organizational citizenship behavior (OCB) of lecturers, lecturers' innovation, lecturers' training effectiveness, organizational culture, organizational climate, reward and punishment system, leadership, work commitments and others.

In accordance with the identification and limitation of the above problems, the problems in this study are formulated as follows.

1. Is there a relationship between organizational citizenship behavior (OCB) with the quality of lecturer services?

2. Is there a relationship between innovation and lecturer service quality?
3. Is there a correlation between training effectiveness and lecturer service quality?
4. Is there a relationship between organizational citizenship behavior (OCB), innovativeness and effective training along with the quality of lecturer services?.

Service quality is regarded as the end result of the service provided that manifests itself in the expectations of customers related to their expectations about the quality of service [1]. The service quality dimensions include: a. Material values refer to the material values customers desire; b. Reliability is consistency between promised service and reality; c. Reaction is the ability to quickly adapt to rules and be more flexible; d. Assurance is a guarantee against customer complaints; and e. Emphaty is the ability to empathize with the customer's emotions or understand the feelings of the customer's needs. Dimensions of service quality perceived by the customer, if fulfilled it will be perceived as a quality service [2]. Service quality is a measure of how well the service level delivered matches customer expectations" [3]. Based on this statement that service quality is an assessment of how well the level of service is delivered in accordance with customer expectations. Service quality dimensions: a. Tangibles of physical appearance include novelty, attractive physical, good-looking, good service; b. Reliability is the ability to perform accurate

services, including fulfilling promises, genuine interest in solving problems, performing appropriate services, keeping promises; c. Responsiveness is the desire to help and provide fast service, including knowing when the service is delivered, providing fast service, willingness to help, not long-winded; d. Assurance is the assurance, knowledge and propriety of employees, including fostering confidence, security, confidence, able to answer based on science; e. Empathy is the concern and concern for the customer, including personal attention, flexible in serving, serving from the heart and understanding customer's specific needs <sup>[4]</sup>.

Kotler explains that service quality is a comparison between perceived quality, after receiving service, with expected quality. If the service received is lower than the expected service, then the interest customers will be reduced <sup>[5]</sup>.

OCB is the behavior of employees who, when performing their duties and responsibilities, are volunteers who may or may not be unappreciated, but contribute to the improvement of work performance quality <sup>[6]</sup>. OCB is built on two dimensions of interpersonal and organizational. Interpersonal citizenship behavior context in which employees work in teams or small groups with members who tend to be helpful, respectful, polite and tend to have a positive team atmosphere where members believe each other. This situation is very important to encourage the progress of team members to work towards organizational goals. Interpersonal citizenship behavior consists of: a. courtesy is an attitude that always provides relevant information to colleagues and has a tendency to keep relevant and confidential facts from other co-workers; b. sportsmanship (attitude of sportsmanship) is having good behavior among colleagues even when they have done something disturbing or when through difficult times. Never criticize, whine, and complain and always show good worker behavior. Organizational Citizenship Behavior consists of: a. voice involves talking and offering constructive suggestions for change. Good citizens react to bad or coercive rules or policies try to change policy; b. civic virtue is a behavior that refers to a level of participation in a company that exceeds its duty e.g by attending meetings voluntarily, improving competence through reading and always running organizational rules, and keeping up with the progress and progress of the organization; c. boosterism (organizational promoter) means representing the organization in a positive way when in public, away from the office, and away from work brings the good name of the organization.

OCB refers to the voluntary behavior that arises from employees to be as good citizens in the organization <sup>[7]</sup>. The OCB dimensions are: a. altruism refers to voluntary co-workers' helping behaviors such as helping an overworked colleague, advising co-workers who often skip classes, helping co-workers complete difficult jobs; b. conscientiousness refers to attitudes to work that exceed a prescribed standard such as obeying organizational rules, not taking breaks or leave of absence and willing to work longer, discipline, responsible and hard working; c. sportsmanship refers to attitudes to tolerate inevitable inadequacies, employees not complaining with work difficulties and positive thinking in the workplace; d. courtesy refers to an attitude that does not want to make trouble with co-workers such as making sure the printer is in good working order for co-

workers to work; e. civic virtue refers to employee engagement constructively in the political process of the organization such as giving opinions, attending meetings, discussing with colleagues, communicating for better organization <sup>[7]</sup>.

Innovation is the activity of translating ideas into something useful or utilized, whether in the form of a new product, a new process or a new service. The type of innovation consists of: a. Innovative products that are developing new products or improving old products to be new; b. Innovative services are developing new services or improving old services; c. Innovative processes to improve processes in making products and services; d. Innovative management to reduce costs, improve quality and improve productivity; e. Innovative market position to create new markets <sup>[8]</sup>.

Innovation is an act that brings about change in something that has been done by introducing something new <sup>[9]</sup>. Innovation is a broader concept because it encompasses all changes in corporate behavior and strategy. The innovation consists of: a. The innovative production refers to the introduction of new products and services or changes in products and services that have added benefits to customers or meet market needs; b. Innovative processes refers to the introduction of new devices, methods, tools or knowledge to produce a product or create a service; c. Innovative position refers to the position of a particular product in a specific industry / business segment; d. Innovation paradigm refers to the shifting of long-held assumptions about the modus operandi in some industries or businesses <sup>[10]</sup>.

Effectiveness is accomplishment of recognized objectives of cooperative effort. The degree of accomplishment indicates the degree of effectiveness. This means that effectiveness is related to the attainment of the goals / goals of the joint effort. The degree of achievement shows the degree of effectiveness <sup>[11]</sup>.

Training refers to planned and systematic efforts to modify or develop knowledge, skills and attitudes through hands-on experience in order to improve employee performance. The effectiveness of training is done through the following processes: a. investigating training needs refers to the analysis of training needs; b. designing training refers to making the implementation of the training plan; c. conducting training refers to the implementation of the training; d. assessing effectiveness of training refers to assessment of training effectiveness after the training <sup>[12]</sup>.

## 2. Materials and methods

The research method combined qualitative and quantitative models. Quantitative research used survey method with correlation approach. The research variables consisted of three independent variables: Organizational Citizenship Behavior ( $X_1$ ), Innovativeness ( $X_2$ ) Training Effectiveness ( $X_3$ ) and the dependent variable is the Lecturers' Work Quality (Y) tested on 116 samples, and regression test is used to determine the relationship between variables.

In qualitative research, the focus of the research is as follows:

1. Does the variable data of Organizational Citizenship Behavior obtained through quantitative research have the same trend as the data obtained through qualitative research?

2. Does the variable data of innovativeness obtained through quantitative research have the same trend as the data obtained through qualitative research?
3. Does the variable data of training effectiveness obtained through quantitative research have the same trend as the data obtained through qualitative research?
4. Does the data of lectures' work quality variable obtained through quantitative research have the same trend as the data obtained through qualitative research?
5. Are there other factors beyond the  $X_1$ ,  $X_2$   $X_3$  relating to  $Y$ .

The target of this study were taken in three (3) private nursing academies in Jambi based on the category of upper, middle and lower namely *Garuda Putih* (upper), *Baiturrahim* (middle) and *Telanai Bakti* (lower).

### 3. Results & Discussion

As predicted, hypothesis testing results show that there is a functional relationship between OCB and lectures' work quality with the regression equation  $Y = 56.09 + 0.497X_1$  and  $F_{\text{calculated}} = 83.83 > F_{\text{table}} (\alpha = 0.05) = 3.94$  and  $F_{\text{table}} (\alpha = 0.01) = 6.90$  indicating a very significant regression. The resulting correlation coefficient value of 0.471 indicates a moderate correlation between OCB and lectures' work quality. The coefficient of determination = 0.222 means that only 22.2 % of lectures' work quality is the result of the OCB while 77.8 % is contributed by other variables that have a relationship with an increase in lectures' work quality. Thus, the data in the analysis of this study further support the results of previous studies regarding the existence of a positive relationship between OCB and lectures' work quality [13]. Similarly, qualitative research based on the analysis of interview, observation and documentation in three nursing academies in Jambi indicates that there is a tendency of the relationship between OCB and lectures' work quality. This explains the strengthening of quantitative research results of testing the hypothesis that there is a functional relationship between OCB and lectures' work quality that has a very significant regression and showed that any increase in score of OCB will enhance the lectures' work quality.

Further, hypothesis testing results show that there is a functional relationship between innovativeness and lectures' work quality with the regression equation  $Y = 59.79 + 0.464X_2$  and  $F_{\text{calculated}} = 32.49 > F_{\text{table}} (\alpha = 0.05) = 3.94$  and  $F_{\text{table}} (\alpha = 0.01) = 6.90$  indicating a very significant regression. The resulting correlation coefficient value of 0.471 indicates a moderate correlation between innovativeness and lectures' work quality. The coefficient of determination = 0.222 means that only 22.2 % of lectures' work quality is the result of the innovativeness while 77.8 % is contributed by other variables that have a relationship with an increase in lectures' work quality. Thus, the data in the analysis of this study further support the results of previous studies regarding the existence of a positive relationship between innovativeness and lectures' work quality [14]. Similarly, qualitative research based on the analysis of interview, observation and documentation in three nursing academies in Jambi indicates that there is a tendency of the relationship between innovativeness and lectures' work quality. This explains the strengthening of quantitative research results of testing the

hypothesis that there is a functional relationship between innovativeness and lectures' work quality that has a very significant regression and showed that any increase in score of innovativeness will enhance the lectures' work quality.

Similarly, hypothesis testing results show that there is a functional relationship between training effectiveness and lectures' work quality with the regression equation  $Y = 85.06 + 0.201X_3$  and  $F_{\text{calculated}} = 24.35 > F_{\text{table}} (\alpha = 0.05) = 3.94$  and  $F_{\text{table}} (\alpha = 0.01) = 6.90$  indicating a very significant regression. The resulting correlation coefficient value of 0.721 indicates a strong correlation between training effectiveness and lectures' work quality. The coefficient of determination = 0.519 means that 51.9 % of lectures' work quality is the result of the training effectiveness while 49.1 % is contributed by other variables that have a relationship with an increase in lectures' work quality. Thus, the data in the analysis of this study further support the results of previous studies regarding the existence of a positive relationship between training effectiveness and lectures' work quality [15]. Similarly, qualitative research based on the analysis of interview, observation and documentation in three nursing academies in Jambi indicates that there is a tendency of the relationship between training effectiveness and lectures' work quality. This explains the strengthening of quantitative research results of testing the hypothesis that there is a functional relationship between training effectiveness and lectures' work quality that has a very significant regression and showed that any increase in score of training effectiveness will enhance the lectures' work quality.

Finally, hypothesis testing results show that there is a functional relationship between OCB, innovativeness and training effectiveness together with the lectures' work quality indicated by the regression equation  $\hat{Y} = -30.73 + 0.007X_1 + 0.437X_2 + 0.721X_3$ . The value of correlation coefficient between OCB, innovativeness and training effectiveness together with the lectures' work quality is 0.880 indicates that any increase in the score of OCB, innovativeness and training effectiveness together will increase the lectures' work quality. The results obtained for the coefficient of determination is 0.774 meaning that 77.4 % of lectures' work quality is the result of the workings of the OCB, innovativeness and training effectiveness together, while 22.6% was contributed by other variables that have a relationship with an increase in OCB, innovativeness and training effectiveness.

Similarly, qualitative research based on the analysis of interview, observation and documentation in three private nursing academies in Jambi revealed the tendency of a positive relationship between OCB, innovativeness and training effectiveness together with the lectures' work quality. This suggests a strengthening of quantitative research results of testing the hypothesis that there is a functional relationship between OCB, innovativeness and training effectiveness with lectures' work quality. Based on interviews in qualitative study can be seen in addition to the factors of OCB, innovativeness and training effectiveness, some of the factors thought to be associated with the lectures' work quality, among others: the school facilities and infrastructure, job satisfaction of lecturers, the working environment of lecturers, work discipline of lecturers,

intellectual and emotional intelligence of lecturers estimated to be related to contribute to improving lecturers' work quality.

#### 4. Conclusions

1. There is a significant positive relationship between organizational citizenship behavior (OCB) and lecturer's work quality through the correlation coefficient of  $r_{y1} = 0.471$  and determination coefficient  $R_{y1}^2 = 0.222$ . This positive relationship is reinforced by the results of qualitative research. Thus it can be stated that the higher the OCB, the higher the lecturer's work quality.
2. There is a significant positive relationship between innovativeness behavior and lecturer's work quality through the correlation coefficient of  $r_{y2} = 0.471$  and determination coefficient  $R_{y2}^2 = 0.222$ . This positive relationship is reinforced by the results of qualitative research. Thus it can be stated that the higher the innovativeness, the higher the lecturer's work quality.
3. There is a significant positive relationship between training effectiveness and lecturer's work quality through the correlation coefficient of  $r_{y3} = 0.721$  and determination coefficient  $R_{y3}^2 = 0.519$ . This positive relationship is reinforced by the results of qualitative research. Thus it can be stated that the higher the training effectiveness, the higher the lecturer's work quality.
4. OCB, innovativeness and training effectiveness together with the lecturer's work quality create correlation coefficient  $r_{y.123} = 0.880$  and determination coefficient  $R_{y.1.2.3}^2 = 0.774$ . This relationship is reinforced by the results of qualitative research. Thus the higher the OCB, innovativeness and training effectiveness together, the higher the level of lecturer's work quality.

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