



NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
PHD PROGRAM

**Human Resource Management Functions and their  
Impact on Organizational Commitment and  
Organizational Citizenship Behavior in Jordanian  
Universities**

LAITH MOHAMMAD IBRAHIM TASHTOUSH

PhD THESIS

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PhD THESIS

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2020

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## DECLARATION

I **Laith Mohammad Ibrahim Tashtoush**, hereby declare that this dissertation entitled '**Human Resource Management Functions and their Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities**' has been prepared myself under the guidance and supervision of '**Prof. Dr. Şerife Zihni Eyüpoğlu**' in partial fulfilment of the Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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## **ABSTRACT**

### **Human Resource Management Functions and their Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities**

The literature supports that organizational citizenship behavior promotes the effective functioning of any organization as well as contributing to the overall success of the organizations. Therefore, there is a need to conduct studies that concentrate on how to improve organizational citizenship behavior in order for organizations to sustain performance. This research aims at providing empirical evidence on the extent to which affective organizational commitment, normative organizational commitment and continuance organizational commitment mediates and strengthens the relationship between human resource management functions (Recruitment and Selection, Compensations System, Training and Development and Performance Appraisal) and organizational citizenship behavior amongst administrative staff working in Jordanian Universities. Data were collected through the use of a questionnaire. The population of the study consisted of administrative staff working at Jordanian universities. A total of 400 employees participated in the research. Data analysis involved the computation of descriptive statistics, as well as structural equation modelling, factor analysis, regression and correlation analysis. The results of the research indicated that the human resource management functions, affective organizational commitment, normative organizational commitment and continuance organizational commitment, and organizational citizenship behavior were statistically significant. Moreover, it was found that affective organizational commitment has the highest impact of all organizational commitment types on human resource management functions and organizational citizenship behavior. Where the continuance organizational commitment shows that a negative relationship between human resource management functions and organizational citizenship behavior. Also, the mediating role of affective organizational commitment, normative organizational commitment and continuance organizational commitment has a partial mediation and significant relationship between human resource

management functions (Recruitment and Selection, Compensations System, Training and Development and Performance Appraisal) and organizational citizenship behavior. The conceptual model developed in this research provides relationships of human resource management functions through affective organizational commitment, normative organizational commitment and continuance organizational commitment that can be used by the management of organizations as a guide to positively influence the organizational citizenship behavior of the employees in their organizations.

**Keywords:** Organizational Citizenship Behavior, Human Resource Management Functions, Organizational Commitment, Jordanian Universities, Jordan.

## ÖZET

### **Human Resource Management Functions and their Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities**

Örgütsel vatandaşlık davranışlarının firmaların verimli fonksiyonlarını ve başarılarını literatür savunmaktadır. Böylece, örgütsel vatandaşlık davranışlarının nasıl arttırılacağını çalışmak firma performansı açısından önemlidir. Bu araştırma, Ürdün üniversiteleri çalışanları arasında yapılmıştır. Afektif bağlılık, normatif bağlılık ve devam eden bağlılık çeşitlerinin insan kaynakları fonksiyonları ve örgütsel vatandaşlık davranışları (işe alım ve seçim, ücretlendirme, eğitim, gelişme ve performans değerlendirmesi) arasında ne derece aracılık yaptıklarını araştırmakta ve ampirik kanıt sunma amacındadır. Veriler anket ile üniveriste çalışanları arasından toplanmıştır. Toplam 400 çalışan katılmıştır. Betimsel istatistikler ile birlikte yapısal eşitlik modellemesi, regresyon ve korelasyon analizleride kullanılmıştır. Sonuçlara göre insan kaynakları yönetimi fonksiyonları, örgütsel bağlılık ve örgütsel vatandaşlık davranışları anlamlıdır. Afektif bağlılığın insan kaynakları fonksiyonları üzerinde en yüksek değerli et bağlılık biçimi olduğu kanıtlanmıştır. Ancak devam eden bağlılık insan kaynakları fonksiyonları ve örgütsel vatandaşlık davranışları üzerinde negative bir etki göstermiştir. Afektif bağlılık, normatif bağlılık ve devam eden bağlılık çeşitlerinin insan kaynakları fonksiyonları ve örgütsel vatandaşlık davranışları (işe alım ve seçim, ücretlendirme, eğitim, gelişme ve performans değerlendirmesi) arasında kısmi bir aracılık etkisi vardır. Kavramsal model çerçevesinde, bu araştırma, insan kaynakları yönetimi fonksiyonlarının örgütsel bağlılık sayesinde örgütsel vatandaşlık davranışlarına ve firmaların yönetimine katkı sağlayacağını söyleyebiliriz.



**Anahtar Kelimeler:** Örgütsel Vatandaşlık Davranışları, İnsan Kaynakları Yönetimi Uygulamaları, Örgütsel Bağlılık, İdari Çalışanlar, Üniversiteler, Ürdün.

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## **ABBREVIATIONS**

**HRM:** Human Resource Management.

**HR:** Human Resource.

**RS:** Recruitment and Selection.

**CS:** Compensations System.

**TD:** Training and Development.

**PA:** Performance Appraisal.

**OC:** Organizational Commitment.

**AC:** Affective Commitment.

**NC:** Normative Commitment.

**CC:** Continuance Commitment.

**OCB:** Organizational Citizenship Behavior.

**HEI:** Higher Educational Institutions.

**HE:** Higher Education.

**MOHE:** The Ministry of Higher Education.

**SET:** Social Exchange Theory.

## **CHAPTER 1**

### **INTRODUCTION**

#### **1. Introduction**

The Higher Education (HE) sectors in Jordan has a major role in the overall development procedures at several levels and fields. Over the past two decades, the higher education sector in Jordan has witnessed a remarkable development by the increase in the number of higher education institutions (HEI), registered students, the administrative and academic employee; the volume of expenditures and the government financial support (Badran, 2014). Despite limited financial resources in Jordan, HE is one of the priorities of the country because it plays a major role in enhancing the economic, social and knowledge level of the Jordanian citizen (MOHE, 2018a).

In the Middle East, including Jordan, research on Human Resources Management (HRM) in the context of tertiary education is weak and limited (Allui & Sahni, 2016). The Ministry of Higher Education (MOHE) in Jordan has placed a great deal of emphasis on developing quality and excellence in the higher education sector and developing a strategy that includes the development and management of human resource (HR) (Mah'd, 2014; Mah'd & Buckland, 2009). They note that it is important to maintain good standards both inside and outside the Kingdom.

HRM experienced significant changes during the 20th century. These changes were reflected in the transformation to HRM for working with HR functions, and

matching them with organizational needs (Sareen, 2018; Wright & mcmahan, 1992). Armstrong (2008) defined HRM as “the practice of attracting, developing, rewarding, and retaining employees for the benefit of both the employees as individuals and the organization as a whole”. Therefore, HRM emphasizes various issues, including the harmonization of HRM functions with strategic organizational objectives to develop the process of employees recruitment and selection, the compensation system and the appraisal of performance to fulfil organizational goals (Millmore et al., 2007). Huang (2001) believed that HRM functions must be related because they focus on the behavioral aspects of employees and how they affect the performance of the organization. Thus, to have control over HRM functions, Liao (2005) suggested that an organization’s strategy should reinforce employees behaviors that could benefit the organization for a certain period.

HRM functions play vital roles as the smoothing variable between HRM functions and human resource performance in organizations. According to Armstrong (2008), an organization will especially benefit from a system of HRM functions that ensures employees have the right skills to do the job, are allowed to experiment and to determine how they will do their work and are motivated to show discretionary effort and upgrade their skills when necessary. Alcázar, Fernández, Miguel, & Gardey (2005) highlighted the reason behind HRM functions was to develop employees’ skills and abilities, at the same time, to enhance employees’ motivation and to increase the retention of valuable employees. The researcher further stated that HRM functions can be viewed as an investment in human capital in which organizations can gain a competitive advantage by investing reasonable fund in HRM functions (Uysal, 2013).

Organizational Citizenship behavior (OCB) refers to what the employees choose to do on their own (Organ, 1990), thus it is considered as one potential interpretation of HR, which refers to employees excelling and improving their performance (Glińska-Neweś & Szostek, 2018; Zhang, 2011). Roos et al. (2004) argued that OCB promotes the effective functioning of organizations, meaning that high levels of OCB create situations in which employees have a



special interest, willingly comply with rules and regulations that maintain the organization's operations and exceed formal requirements or expectations. This all contributes to the success of the organization.

Organ (1990) recommended OCB to be used as a medium to maintain the relationship between employees with employers. The willingness of employees to perform an extra-role that goes beyond the prescribed and assigned roles is to support the organizations and subsequently improve organizational performance (Organ, 1997). Employees will less likely to perform OCB if they feel dissatisfied with their respective organizations. To sustain competitiveness in today's business world, organizations always focus on hiring and retaining employees who exhibit behaviors that go beyond their formal job duty (Katz, 1964). These behaviors are essential for organizational effectiveness and performance. Besides, the discretionary behaviors of customer-contact employees will influence the customers' perceptions towards the organizations (Schneider & Bowen, 1993). Generally, employees' behaviors in the workplace that go beyond their formal job requirements and not granted by organizations' reward system are recognized as OCB.

Organizational Commitment (OC) is considered to be one of the most documented of the OCB antecedents, which clarifies the connection between the employees and the organization (Meyer et al., 2002). Saraih et al. (2017) suggested that OC is also important to test the employee's commitment within the organization. When employees are committed to their work, this can reinforce other behavioral factors such as OCB. The researchers also stressed that some employees may not only be volunteers because they are already willing to act but because OC drives them to help their peers when they believe the organization treats them fairly because of this behavior (Friedman et al., 2018; Graso et al., 2019; Kotter, 1995; Podsakoff et al., 2000). Hassan & Mahmood (2016) stressed that organizational performance is highly influenced by HRM functions that can directly influence OC among employees. This view is in line with the earlier proposition made by Hiltrop (1996) that HRM functions have a strong impact on OC and they viewed it as an important criterion to measure HRM effectiveness. Good management of employee performance,

career, training, compensation and selection will be interpreted positively by employees and in turn, they will reciprocate with high commitment to the organizations (Whitener, 2001). The significance of researching OC in this context is connected to behavioral orientation when there is little anticipation of formal organizational pay-off for performance (Claudia, 2018). Therefore, researchers within the HRM field are starting to recognize the relevance of OC and OCB for their endeavors, and studies linking the two are now beginning to emerging (Matsuyama, 2006; Suifan, 2015).

There has been increased interest in HRM FUNCTIONS in the field of higher education in recent years because of the recognition that higher educational institutions require intensive labor, allocate their budgets to the employees and often rely on their administrative staff (Küskü, 2003). Higher education institutions seek to achieve greater organizational effectiveness, despite the considerable competition for the resources on which they rely, especially human resources. OCB can enhance organizational effectiveness to the extent that it improves joint work and increases administrative productivity, which in turn reduces the need to devote scarce resources to jobs and acts as an effective means of coordinating activities between team members and across groups (Holeche, 2017). OCB also has the potential to enhance higher education's institutions' capacity to recruit and retain competent candidates and to enhance organizational stability, which reinforces the OC of the employees (Organ, Podsakoff, & MacKenzie, 2006).

Administrative staff working at Jordanian universities is an essential element of the organizational structure. Without their support, universities cannot serve the community or perform their educational, research-related activities. In the areas of student affairs, admission and registration, finance, public relations, personnel, maintenance, services, security and other administrative functions the work cannot be completed without administrative staff. Since administrative staff is responsible for the provision of administrative as well as educational services, universities are required to provide them with an appropriate organizational environment to work well in, which enhances their commitment to their university and encourages them to achieve the goals that

were created for them. This research focuses on Jordanian universities and aims to empirically examine the relationship between HRM functions (recruitment and selections (RS), compensations system (CS), training and development (TD) and performance appraisal (PA)) and the OCB of administrative staff and whether this relationship is mediated by affective organizational commitment (AOC), normative organizational commitment (NOC) and continuance organizational commitment (COC).

### **1.1 Problem Statement**

Higher education institutions in Jordan, like any other organizations nowadays, are under increasing pressure to improve their competitiveness. Therefore, university strategies must be conceived accordingly because they exist in a rapidly changing environment (Bui & Baruch, 2012). In the former years, the worldwide rivalry was not as much as now for business; because the basic criterion at that time was depended on the principle of stability, but today's challenge is different through promotes opportunities and risks which pressing all organizations to make improvements for rivalries (Gibson, 1998; Montani & Dagenais-Desmarais, 2018). To remain in a worldwide world, Jordanian universities need certainly to use all available resources as means of achieving a competitive advantage, including human resource (HR) (Pfeffer, 1995; Shakya, 2018). However, creating a competitive advantage with HR requires careful concern to picked functions (Arthur, 1994; Minbaeva, 2018). Also, the multiplicity of functional tasks, the pursuit of innovation and rapid creativity, and the rapid development of means of communication necessitated the urgent need to pay attention to the HRM functions, and voluntary behaviors that go beyond the role required to perform. The HR represents the most precious and rare assets in the educational institution's environment, and to maintain the sustainability of the institution and its growth requires the continued support of the institution to ensure positive results on the outputs of the workers and their voluntary behavior (Vance, 2006).

Researchers within the HRM functions field have been concerned with how HRM can lead to improved organizational performance (Hamid, 2013; Snape & Redman, 2010). While early HRM studies tended to propose a direct link

between HRM functions and firm performance, recent evidence suggests that the relationship is most likely mediated by a range of attitudinal and behavioral variables at the individual level for OC and OCB (Guest, 2002; Kuvaas, 2008; Snape & Redman, 2010). Prior HRM performance studies tended to focus on the macro level and proposed a direct relationship between the two, but lacked convincing theoretical explanations (Guest, 2002).

Recent research has adopted a social exchange (SE) framework and quantitative methodologies at the micro level to suggest that the relationship is most likely mediated by attitudinal variables, especially OC which has ushered in a very recent interest in the parallel stream of research linking OC and employee outcomes (Alfes, Shantz, Truss, & Soane, 2013; Whitener, 2001; Zheng, Zhang, & Li, 2012). Bringing the two streams together suggests that OC may constitute the mechanism through which HRM functions impact individual and OCB within the framework of social exchange theory (SET). However, Alfes et al. (2013) suggested that the findings within the current stream of HRM research have so far also been largely inconclusive but evidence has accumulated based on quantitative studies to suggest that high levels of OC are associated with high levels of OCB. Given the shared focus of these two streams of research, it is perhaps surprising that it is only now that researchers within the HRM field are starting to recognize the relevance of OC for their endeavors, and studies linking the two are just emerging (Alfes et al., 2013).

Most of the studies have examined the direct relationship between HRM functions and OCB (Husin, Chelladurai, & Musa, 2012; Paré & Tremblay, 2004; Podsakoff, Whiting, Podsakoff, & Mishra, 2011). OC has been studied as a cause of OCB (Abujaber & Katsioloudes, 2015; Vinekar et al., 2009). Bishop, Scott, Goldsby, & Cropanzano (2005) examined the mediating role of OC between perceived organizational support and outcome variables, such as the intention to quit, job performance, and OCB. The results of the study carried out by Bishop et al. (2005) showed a significant relationship between OC and OCB. Furthermore, Zheng et al. (2012) examined how frequent employees evaluation decides OCB. Based on their investigation, they

concluded that this relationship occurs only when the OC acts as a mediator variable. Thus, OC (AOC, NOC and COC) is selected as a mediator to investigate the mediation impact on HRM functions (RS, CS, TD and PA) and OCB in this research.

Based on above discussions, there is a paucity of research on the HRM functions (RS, CS, TD and PA) and their impact on AOC, NOC and COC and OCB in Jordanian universities which not appear in the literature and this represents a significant gap. Therefore, the purpose of this research contributes by empirically examining the mediating role of AOC, NOC and COC with HRM functions and OCB amongst administrative staff working at Jordanian universities.

## **1.2 Research Objectives**

This research aims to examine the impact of strategic human resource management functions on organizational citizenship behaviors in Jordanian universities. It intends to investigate as to whether AOC, NOC and COC serve as a mediator in the relationship between HRM functions (RS, CS, TD and PA) and OCB. Hence, the objectives of this research are to:

1. Examine whether HRM functions (RS, CS, TD and PA) will influence OCB.
2. Examine whether HRM functions (RS, CS, TD and PA) will influence AOC, NOC and COC.
3. Examine whether AOC, NOC and COC will influence OCB.
4. Examine whether AOC, NOC and COC will mediate the relationship between HRM functions (RS, CS, TD and PA) and OCB.

## **1.3 Research Questions**

As stated previously, this research aims to make a novel contribution to knowledge and practice concerning the relationship between the HRM functions (RS, CS, TD and PA) and OCB by developing a better understanding of the mediating role of AOC, NOC and COC. The research questions are subsequently examined through the development of the conceptual framework

that is the transformation of the research questions into hypotheses and the selection of the appropriate tools and techniques for their empirical examination. Therefore, to achieve the above-mentioned objectives, this research attempts to answer the following research questions:

1. Which of the elements of the HRM functions (RS, CS, TD and PA) through AOC, NOC and COC could influence OCB in Jordanian universities?
2. How could the processes and procedures of RS affect AOC, NOC and COC and OCB?
3. How could the compensation systems of the universities affect AOC, NOC and COC and OCB?
4. How could the programs of training and development affect AOC, NOC and COC and OCB?
5. How could the performance appraisal affect AOC, NOC and COC and OCB?
6. How and which of the elements of the AOC, NOC and COC affect the OCB?

#### **1.4 Research Significance**

It is hoped that the results of this research study will provide significant theoretical and practical contributions and evidence on the topic of HRM functions and OCB.

In this research, we examine whether the dimensions of HRM functions (RS, CS, TD, and PA) have an important relationship to OCB by taking the AOC, NOC and COC as a mediator in Jordanian universities. Where the results of this research may increase the awareness and consciousness of university management towards these issues or aspects, where they can formulate more effective RS procedures, efficient strategic of TD, fair CS, and active PA process to enhance the level of OCB through commitment the employees for their jobs.

In addition, the research aims to serve the Jordanian universities by identifying the causal issues of the low level of OCB within universities, and helps them

to develop and design a strategic system to influence their employees' behavior and emotions towards their work and thus influence their commitment to their university. Also, this research could be an additional reference for those who wish to research in this field.

This research plays a significant role to determine whether the HRM functions are significant in explaining AOC, NOC and COC and OCB level in Jordanian universities.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Human Resource Management**

Fried & Fottler (2008) said that HRM pertains to the extensive set of executive steps and functions that associated with improving and keeping a professional workforce and consistent with the strategic goals of the organization while these workforces facilitate to increase general performance. The term HRM was well defined by Wright & McMahan (1992) as “The way of planned HR diffuse and activities supposed to change the organization to reach its purposes”. So, the way of HR functions should certainly use to build the workforce qualities that lead to a competitive advantage. HRM functions used to develop and implement HR strategies that integrate business strategies and enable the organization to achieve its objectives. It is an overview of how HR and business strategies are integrated or compatible, and the benefits of taking a longer-term view of where HR are to be accessed and how they are accessed, and how HR strategies should be coherent and mutually developed and implemented (Armstrong, 2008). HRM is largely about integration and adoption. As they are interested in ensuring that HRM is fully integrated with the strategic needs of the organization. It is, therefore, the process by which organizations seek to integrate the human, social and intellectual capital of their members with the organization’s strategic needs (Greer, 2003).

Smylie & Wenzel (2006) found by examining the factors that affecting the efficiency of educational processes at Chicago universities that HRM functions



such as RS, TD, communication, CS and PA are important factors. Smylie & Wenzel (2006) found that applying HRM and evaluation functions would increase the effectiveness of higher education. Bahrami et al., (2013) discussed the relationships between HRM and the human mentality in Iranian universities. They found a significant correlation between HRM functions (RS, TD, PA, CS and participation) and employee, structural and social capital which effectively enhance the intangible assets of a university. Torrington et al., (2008) believed that when the offices of HR were in an appropriate, efficient, adequately funded, well-managed state, the achieving tasks of teaching, research and services at any university will be more effective and efficient. Hossain & Hasan (2016) recommended integrating HRM functions into overall processes and strategies to obtain organizational effectiveness.

The HRM functions such as RS, TD, employee relations, and CS tend to involve with how employees are typically picked and managed in the organizations to achieve the objectives through deployment strategies of a devoted and competent workforce (Baron & Armstrong, 2007). HRM concentrated on the issue of HRM in organization perspective context, rather than human perspective context and its act to support the business (Liao, 2005) where the workforce fails to interact and closely with single practice but rather with many functions as a system (Becker & Huselid, 1998). Once HRM begins recruiting efforts in an institution that produces a promising group of candidates, the organization chooses them to fill the available positions. When the organization selects the right people for the right jobs, the new employee will do their jobs more smoothly and faceless performance problems. The results will be more enjoyable and engaging in work (Alfes et al., 2013). Institutions can also develop and improve the quality of existing employees by providing comprehensive training and development. In fact, research suggests that investments in employee training in problem-solving, teamwork and interpersonal relationships lead to beneficial outcomes at the corporate level and demonstrate how their strategies are implemented (Noe, 2010). Where one of the critical means by which organizations implement their strategies is to reward employees for performance consistent with strategic objectives.

Compensations system which provides the ability to promote desired behavior's and serve traditional functions to attract and retain a qualified workforce (Greer, 2003). HRM also uses performance appraisal strategies to achieve high organizational citizenship, better results for individuals and teams, and higher levels of skill, efficiency, commitment and motivation (Armstrong, 2008). HRM involves tracking the quality of employee performance compared to goals such as job descriptions and the objectives of a particular center. The process of ensuring that employee activities and outputs are consistent with the institution's objectives called performance management. Performance appraisal activities include the identification of tasks and the results of a function that contribute to the success of the organization. Various measures are then used to compare employee performance over a given period of time with the required performance (Bratton & Gold, 2001; Torrington et al., 2008; Zhang, 2011).

Previous studies indicate that all activities that makeup HRM, including RS, motivation, reward, evaluation, and development, can contribute to the OCB (Fu, 2013; Husin et al., 2012; Organ et al., 2006; Wojtczuk-Turek & Turek, 2015). Cropanzano et al., (2007) report that employees who feel fair treatment, such as in the RS process, are more likely to appreciate the company positively and speak well of it with their friends, rather than those who feel they have been treated unfairly. Besides, when a person becomes employed because of a fair employment process, he is more likely to commit to his duties and give confidence to his superiors. As some authors have pointed out to post-employment adjustment, the new employee gets automatic and voluntary help from other employees, and in the future, they will likely pay the same. Proper adaptation will affect both the positive outlook of the company by employees, which may increase their motivation to act and prepare for OCB implementation, and achieve greater effectiveness in a shorter time (Wojtczuk-Turek & Turek, 2015).

The inclusive of HR functions in all cases has been emphasized from the best practice perspective of HRM theories. Which mean that there is one better way to achieve an organization with higher performance and effectiveness (Combs

& Liu, 2006; Escribá-Carda et al., 2017). Boxall et al., (2007) suggested that employee highlight the need for senior management support and commitment to some of the key HR functions; research on the latest succeeded HR functions; building consciousness and commitment to effective HR functions to reward the employee for the implementation of the selected function. HRM emphasizes that these functions increase employee knowledge, expertise and capability and enable employee to gain benefit from the organization.

Many studies attempt to determine the best range of HRM functions and the best behavior in each practice (Whitener, 2001). However, such a set of functions cannot be found. This is because each organization and its employee are considered unique, and any HRM functions that result in a unique OC should be considered as a unique (Torrington et al., 2014). There is no single practice having the same positive effect on the OC for a set of functions. Thus, the HRM system and OC must be on the top management agenda. If management is not responsible for long-term implementation, no results will be seen and these functions will become separate actions rather than as a system (Whitener, 2001).

Kaufman (2001) suggested that HRM monitors how HR functions are integrated and implemented, its techniques focused on managing the workforce as a whole. HRM believes that strategy and HRM must be linked to each other; because it focuses on the behavioral aspects of the employee and how they affect the performance of the organization (Huang, 2001). Thus, to achieve this type of control over HRM functions (Liao, 2005) suggested that the organization's strategy should reinforce this type of employee behavior which is beneficial to the organization for some time. Kaufman (2001) integrated HRM functions with competitive strategies such as innovation, quality improvement and cost reduction. This model suggested that role behavior can differ on dimensions such as repetitive behavior versus innovation, the low risk versus high and non-elastic risk vs. flexibility in change. Contingency theory suggests that HRM functions must be accompanied by specific business strategies to enhance organizational performance. If the

organization publishes a cost-cutting strategy, it must implement strict controls and reduce costs (Donaldson, 2001).

HRM aims to make the organization more effective through alignment between HRM functions and organizational strategies (Daft, 2010). Galbraith (2014) suggested that HRM functions must be changed with the organization stage on a life cycle that includes composition, growth, maturity and decline. This indicates that when organizations are in their growth phase, they operate in an organizational environment where the main source of employment is the external labor market. At this stage, there is a high level of employee participation, and wages are linked to the profitability of the organization. A mature organization has a more efficient structure than an innovation-based structure. HR policies focus on retaining employee and enhancing the efficiency of the organization. Jobs are narrowly defined and formal structures and procedures are formalized in the organization.

The relationship between employee, organization and OC considered as a SE relationship because employee characteristics and their feelings affect the establishment of this relationship (Kim, 2016). Therefore, any risks that may be observed by employee members in the organization affect their OC (Claudia, 2018). However, (Liu & Deng, 2011) tried to develop OC through SET and they found that there was a need for the organization to provide a good workplace for the employee who demonstrated their commitment. Based on that, the researchers presented different models such as employee organizational fitness (Terason, 2018; Wang et al., 2018), organizational justice (Garg et al., 2007; Ghazi & Jalali, 2017), and organizational support (Ahmad & Zafar, 2018).

The SET demonstrates that the estimated benefits provided to employees are paid in a long-run estimation manner. This provides the perspective of SE a theoretical model to clarify how employees' perceptions of HRM relate to employee behavior and these periodic conducts are known as the option of OCB (Organ & Bateman, 1986). Organ (1988) outline the OCB as singular conduct that is optional, not recognized straightforwardly by the formal compensation systems and that in general enhances the effective work of the

organization. Hence, it is relevant for organizations to systematically measure and appraise the satisfaction and commitment of its employees. If the employees do not look to performing up to the expectations of the organizations, it is possible that they not exceptionally satisfied with the job, and they do not perfectly attach to it. The rationale for lack of satisfaction and commitment will possibly from weak point performing of HR practice or the system of functions. So the organization ought to reform the systems if it desires to get better attitudes, behaviors, and performance (Organ & Konovsky, 1989; Williams & Anderson, 1991b).

### ***2.1.1 Recruitment and Selection***

Armstrong (2008) identifies RS as techniques where the strategy should explore ways not only to employ the number of people required but also to find the employee with the skills and expertise needed to provide the kind of behavior that will suit the organization's culture easily. Malik (2018) suggested that the RS has positive equivalence because it encompasses adding a probable nominee to a range of talents. Furthermore, RS has a negative equivalence where it acts as a screen through a set of created talents. These processes are run in the organizations depending on the nature of its resource requirements from HR planning process (Allen et al., 2003). Lawler & Mohrman (2003) pointed out that organizations need to adopt a strategic approach for resourcing decision to achieve the needs of the organization's strategic. They must take advantage of the appropriate types of labor markets to meet their needs.

Malik (2018) suggested that selection must shift to the organization of the person, the context of the person, the suitability of the person and the job. The personality traits and skills of the applicant are the areas that should be assessed. Organizations can hire some screening methods to select from among a group of applicants. These centers include evaluation centers that use a range of psychological tests, functional job evaluations, job knowledge tests, probity tests and interviews which is the least effective indicator of the right person to work (Nikolaou & Oostrom, 2015). Therefore, maintaining a

strategic focus is critical to ensuring that a good RS function is used to reduce the likelihood of weak decisions.

RS processes are essential in organizations intensive of labor for long-term sustainability (Ofori & Aryeetey, 2011). The usual RS process in an organization involves the selection of candidates based on a set of dimensions, for example, years of educational experience, quality of expected outputs and potential leadership. Nankervis & Stanton (2010) suggested that to make the RS process more effectively, colleges and universities should rely on several selection methods such as applications forms, assessment of written information, biographies, portfolios, simulations by applicants, tests, interviews of various kinds and so on.

Begum et al., (2014) thought that OCB is just one among the multiple variables that impact managers as they make selection decisions based upon job interviews where the behavior of an employee could perhaps not be a part of the job role, but supports the workplace by supporting other employees and overall, the organization. Podsakoff et al., (2011) clarified how RS influence the four OCB dimensions and they stated that organization should not contain negative factor like discrimination during the process of RS for a new person because this negative behavior will result in employee dissatisfaction and may frustrate employee on OCB inspiration. In contrast, positive behavior in the RS The process will help the organization to select the best-talented employee who fit the organization. Morrison (1996) Suggested that the specific selection process for commitments and continuing commitment to potential employees entering into a social-exchange relationship would support them to participate in more OCBs. Besides, the selection process that requires employee selection based on their suitability to the culture of the enterprise as a whole, will ensure compatibility between individuals and institutions leading to greater commitment.

Vlachos (2008) suggested that RS give the organization an ability to attract the right persons with eligible characteristics in terms of knowledge, practice, and tactic. From the organization's point of view, RS can affect employee-oriented services of OCBs in two ways. First, RS enables the organization to have a

suitable employee to perform this task because failure to provide excellent services leads to problems in selecting the right one (Nasurdin et al., 2016). Second, RS, which suggests that the strict recruitment of the appropriate employee member is fully commensurate with the culture of the organization, will enhance the employee's relationship (Fiorito et al., 2007). Bettencourt et al., (2001) said that service-oriented OCBs are probably going to happen if employees have built up a positive effect on their organization. In other words, when the organizations put into action an effective RS process, their employees would have a higher OC. Cho et al. (2006) examined the pre-employment examination as a primary factor of selective recruitment. They found that the applicant who passed the examination might get a stronger sense of where they belonging to and when applied these tests can select employee who stay with the organization longer and feel that they have a place with the organization that leads to higher degrees of satisfaction and commitment if employed.

Researchers generally agree that the most period in developing an employee's OC is in the first months, to the first year of his appointment (Meyer et al., 2002). However, the basis for a strong OC must begin with the RS process. The recruitment process provides an applicant's expectations regarding the job requirements and the organization's offerings. With these expectations, a successful candidate enters the organization, measuring both business realities and organization. If pre-entry expectations, developed during the recruitment and selection process, are not met early in the relationship, the commitment to the institution will be much lower than if expectations were met (Meyer & Smith, 2000). Therefore, the employee should be trained to be clear and realistic when describing the job and the environment in which the candidate will work.

The advanced RS system can provide the best match between an individual's capabilities and the requirements of the organization (Agolla, 2018). For this reason, the organization should undertake a systematic follow-up to assess the post-recruitment performance levels of the employee recruited. In the case of selection, the organization should use more predictable selection tools

which leading to greater precision in the selection decision (Aizat Mohd. Nasurdin et al., 2016). Recent research on recruitment and selection has sought to look beyond the post to determine the behavior of an additional role for employees (Begum et al., 2014). Organ et al., (2006) originally proposed an OCB model of five factors consisting of altruism (e.g. assisting other members of the organization with tasks or problems of organizational relevance); courtesy (e.g. consulting with others before taking action); civil virtue (e.g. the preservation of matters affecting the organization); and the spirit of sport (e.g. the willingness of an employee to bear less than ideal conditions without complaint and The problems seem bigger than they are to). Other research followed by Organ stated that the OCB is an additional role in the volunteer behavior of employees in the workplace. A recent study by (Ananthram et al., 2018; Van Esch et al., 2018) found multiple mediator relationship between HPWS and OCB that could lead to desired HR results.

### **2.1.2 *Compensations System***

Martocchio (2017) defined compensation as representing both the internal and external rewards that employee receives for performing their jobs and for their membership in the organization. Compensation considered as any financial or non-financial bonus or rewards given to the employee for their efforts because it has a significant role in motivating employee and reinforce organizational effectiveness (Milkovich et al., 2014). Many factors have been used to compensate employees such as job performance, employee relationship in the group, with their managers and their personal needs (Alfes et al., 2013). CS used to maintain competent employee, enhance or maintain satisfaction, promote performance, reduce turnover rate and encourage commitment to the organization (Gope et al., 2018). CS may vary among employees by their level and type of formal education, experience and training (Ortín-Ángel & Salas-Fumás, 2007). Miles & Snow (1985) recognize that HRM is a set of development and execution of business strategies through HRM systems. Singh (2003) gives a more extensive route keeping in mind to investigate HRM by combining several functions and distinguishing the relationship of these functions with the business strategies. CS is essential in motivating the



employee to increase their performance which goes beyond with the organization strategies, keep the potential employee who has the necessary abilities that required to achieve the strategic goals of the organization (Bals et al., 2013). The general goal of CS is to give motivator for employee similarly, reasonably and continually in accordance on their value to the organization to accomplish the strategic objectives of the organizations (Allen & Kilmann, 2001).

Armstrong (2008) highlights that terrain and rewards should include factors such as business strategy, culture, technology, people, global trends, national demographic trends, local and industrial norms, legislation and institutional factors. The first two groups are based on the organization's strategic position in the market in terms of compensation and benefits that focus on tactical decisions such as determining wage rules. The second set of strategic and tactical decisions focuses on the identification of guidelines for determining compensation and benefits. In this group, (Devito et al., 2016) argue that rewards can take the form of transactions or relationships, and can be offered more in monetary and non-monetary compensation models. Transaction elements typically include direct and indirect forms of cash and non-monetary rewards. On the other hand, relational rewards focus on intangible assets such as providing learning opportunities, recognizing employee and peers, providing job security, providing difficult educational tasks, and jobs. This last aspect of design focuses on factors that attract some individuals.

Martocchio (2017) noted that the chosen remuneration rules the organizations should try to build an internally compatible CS that work with HR systems and have a payment system are competitive in the market to prevent talent loss. The institution must be able to provide some differentiation to these groups of employees to identify individual high performing shareholders. Based on the concept of labor force flexibility, organizations must also distinguish between different groups of manpower in compensation and benefits schemes. The equal and appropriate size of all approaches may not be the best way forward, as it may create different feelings among other groups of full-time employees always versus non-standard forms of work. Also, consideration should be

given to accommodating employee flexibility in the design of both compensation and benefits (Malik, 2018). Therefore, the organization must provide rewards and recognition of their highest talent from the rest of the employee to avoid losing the competition.

SET argue that as business rewards increase, the employee tends to provide more to the organization which is shared by the view that an employee's recognition of his wage is positively linked to the organizational obligation (Kim, 2016). A significant positive correlation was also found between remuneration that meets the expectations of the new employee member and the employee's commitment to the organization and the employee's tendency to stay with the company (Fiorito et al., 2007; Meyer & Smith, 2000; Ortín-Ángel & Salas-Fumás, 2007). Skinner's (1965) suggested that compensation can easily be implemented to inspire wanted behaviors from the employees which mean that the employees conduct as a mixture of its unanticipated results. Hence, a strategically designed compensation system can produce wanted employee behaviors, and sense of duty regarding successful conveyance of services (Schneider & Bowen, 1993). Further, rewards have discovered towards exceedingly instrumental in fortifying the causal affix from employee conduct to service quality (Koys, 2001). In the meantime, a few researchers have contended that OCB might be a handicap and that there might be costs to employees who play in more OCB (Salamon & Deutsch, 2006).

Olian & Rynes (1984) showed that employees who get promotions are most likely submitting to OC. Promotion refers to the progression of an employee's duty or occupation area from a lower level to a higher level of employment situation inside the organization. However, the promotion has obtained to seen even-handed which based on their capacity to enhance OC level. This demonstrates that employees are usually pleased with their job when they perceive fairly treat and the rewards get from their job are proportionate to the rewards get by their fellow workers who share comparable capabilities, skills and efforts applied (Bechet, 2008). the employee is more probable satisfied with their job when the rewards they got are equal to their effort (Talachi et al., 2014).

### ***2.1.3 Training and Development***

Armstrong (2006) identifies TD as steps or systematic improvement of the employee's experience, competencies, and concepts to perform adequate duties or a specific function where the change of behavior in the workplace is expected to enhance operational efficiency and develop new talent and try to improve employee performance by increasing their ability, skills or knowledge. Aguinis & Kraiger (2009) identified training as a systematic approach to influencing individual knowledge, skills and attitudes to improve individual, group and organizational effectiveness. Besides, they identified development as organized efforts that affect individuals' knowledge or skills for personal growth, employment and/or future roles. Snape & Redman (2010) recognized that HRM functions build employees' skills and knowledge by TD, through providing opportunities for promotion to a higher level of employment, by giving employee deep and frequent opportunities to exercise discretion in their work through employee participation functions in problem-solving groups and quality improvement and by modifying the work itself.

HRM refers to a set of projects designed to attract, train, develop, motivate and retain employees while emphasizing the use of HR to achieve organizational goals effectively (Gope et al., 2018). Among the activities of HRM, training works as a tool to stimulate a respectful and supportive workplace (Cropanzano et al., 2017). In addition, training and development (TD) encourage workers to learn attitudes and act as key drivers for shaping their behavior and motivating them to contribute to the best organizational performance (Gomez et al., 2004). Noe (2010) refers to the planned effort by the organization to facilitate employee learning of work-related competencies. These competencies include knowledge, skills and behaviors that are critical to achieving successful job performance. In addition, HR training programs include functions and activities that indicate achievement and sustainability of employee-management cooperation, admiration, care and supervision (Wang et al., 2018). However, development refers to "acquiring the knowledge, skills and behaviors that improve an employee's ability to meet changes in job requirements and customer requirements" (Torrington et al., 2008). Training

programs are uniquely focused on improving the technical skills of existing jobs, while development programs frequently focus on preparing the employee for future management positions (Noe, 2010). Furthermore, TD functions include strategies, tools and procedures designed to increase the knowledge, skills and capabilities of organizational labor forces (Demo et al., 2012). Finally, investment in training and development activities increases individual performance as well as encouraging the employee to modify their knowledge and skills following regulatory requirements (Sareen, 2018).

Training is essential to enhance good interaction between executives and employees (Malik, 2018). Training and development are a good indicator of OC and has a significant positive correlation with OC (Liu & Deng, 2011). Alvi et al., (2016) examined the impact of training as an exercise of HR on commitment and found that the key mechanism for increasing commitment to training is to increase intrinsic value and importance. The employee responds to the apparent investments of the organization. According to Alvi et al. (2016), this response can be a psychological attachment, thus increasing OC, or a moral obligation to reciprocity especially if the company is paid for training, thereby increasing the normative commitment. It also appears that if the acquired skills can be used, the increased institutional commitment should be increased as a result of the increased scope of work. In addition, companies that have a reputation in developing and evaluating their employees through training can increase their attractiveness as employers in the eyes of future applicants, thereby positively influencing employability.

Chambel & Castanheira (2012) suggested that TD are connected with the SE relationship where employees exchange positive outcomes do not just what they received by training but also with the expectation from the satisfaction of promises made by the organization. Whereas OC and continual TD may avail to build up a SE relationship and it will be a foundation for future OCB. The TD of employees is recognized as an important part of HRM functions which they usually thought to be distinctive categories of human investment capital for human and organizational improvements (Wentland, 2003).

Saranya (2016) perceived that organization always improves reward packages, evaluation and working method as well as training programs which these are recently intended to increase employee commitment for the organization. Dysvik & Kuvaas (2008) said that when employees are given TD opportunities this may result in employee commitment toward giving a contribution back to the organization through voluntary behaviors which beyond minimal requirements of employment even though intrinsic inspiration works as a promoter for employees to offer an effective OCB.

#### **2.1.4 Performance Appraisal**

DePo (2007) identifies PA as a process to regulate employee relationships while providing legal protection to the organization. Bratton & Gold (2001) suggested that PA was a part of performance management that is based on the objectives of the organization and employee, operated without any surprises within one year, helps the employee to focus on the official goals and performance expectations that affect employee wages, bonuses or promotions. Grote (2002) recognized that PA was a process that used to display and support employee for the OC, which is very important for the performance of the organization by discovering the capability of the employee from their associated tasks. PA helps to enable communication by providing timely reviews of employee; and making effective regulatory decisions on pay, professional development and promotion (DePo, 2005). According to Daley & Vasu (2005) PA used in making decisions to ensure that the promotion, payment, retention and relocation of the employee to help organizations to verify RS techniques and understand organizational culture.

Denisi (1996) identified PA as an official management system that accommodates the evaluation of excellent employee performance in the organization where it has the way to compare an employee performance following their OC. It is a step which includes job standards that locate employee performance and provide feedback to employee towards motivating them to improve the OC or to wipe out performance inadequacy (Torrington et al., 2008). Furthermore, HRM specialists to estimate the performance of an employee have used different methods or techniques. Vicky (2002) recognized

that a few of appraisal methods contains trait scales, ranking, critical incident, and criteria-based to understand that different organizations may take help of diverse methods and techniques in evaluating employee's performance. Therefore, organizations may join diverse methods and techniques for their performance appraisal that can satisfy their organizational needs. PA allows employers to lead organizational performance to achieve organizational goals while enhancing the OC of employees. Kaposambo (2016) identified OC as a kind of emotional attachment to the organization's values and objectives. Thus, if there is a lack of regulatory commitment, the quantity and quality of the work will be reduced. Neha & Himanshu (2015) show that employees who are satisfied with PA systems of their organizations are committed to their organizations. A fair and transparent PA system has an impact on how employees demonstrate the commitment to their organization. Farndale et al., (2011) supports the conclusion that an employee's PA experience is the key variable determining the level of employee engagement. Poursafar, Rajaeepour, Seyadat, & Oreizi (2014) point out that PA, including aspects of the system and the process, has a significant impact on the OC and that plays the role of mediator between PA and employee behavior.

Although improving and developing the performance of individuals is an important PA goal (Dysvik & Kuvaas, 2008; Poursafar et al., 2014b). Evaluation of development performance is linked to any attempt to improve people's attitudes, experiences and skills, which improves their performance and is likely to create motivation and commitment in the workplace (Dysvik & Kuvaas, 2008). Oh & Lewis (2009) presented three elements of development authority that include objectives for setting goals, participation and performance. Goal setting refers to employees' awareness of their performance objectives that are clear, challenging, relevant and understandable. Performance notes indicate the extent to which employee appreciate performance reviews that are perceived as clear, relevant and understandable. These perceptions represent some of the most important basic mechanisms used to explain how goals are defined and observed, which are key activities for assessing organizational performance in organizations, which can develop employee motivation, commitment and performance, and

OCB (Dysvik & Kuvaas, 2008). Organ (1990) discovered that PA plays a key role in OCB discipline, as PA standards will educate employees about the organization's highly valued behavior, which will directly affect employee behavior. According to Poursafar et al., (2014), the objectivity of citizenship performance can be overcome in assessing performance through the implementation of the organization's development policy. This allows the inclusion of citizenship behavior in assessing the performance of employees in the organization.

## **2.2 Organizational Commitment**

OC refers to the employee's emotional attachment to, identification with, and involvement in the organization. In essence, measuring OC is an assessment of the congruence between an individual's values and beliefs and those of the organization (Swales, 2002). OC is characterized as employees' willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher (Mathur & Salunke, 2013).

To make employees satisfied and committed to their jobs, there is a need for strong and effective motivational strategies at various levels of the organization. Besides that, Tella, Ayeni, & Popoola (2007) have found a strong relationship between job satisfaction and OC. According to job satisfaction is mostly determine how well the organization meets employees' expectations.

On the other hand, Maxwell & Steele (2003) believed that the organization concerned on the look after employees' interest. It is clear, the higher the experience, the more positive the impact on the commitment. Further, an individual's experience with their co-workers had an impact on the high commitment to the organization (Maxwell & Steele, 2003). High level of OC provides a clear focus for the human resource manager because commitment is in itself good and positive that should lead to a high level of work performance.

Colquitt et al., (2009) identified the OC as the employee wish to remain a member of the organization. OC can be expressed as an emotional attachment

that an employee's sense when they performing the function, and through which they can obtain a degree of loyalty as a consequence of association with the organization (Rothmann & Cooper, 2008). Also, it is seen as the loyalty of employees to the employer (Macaulay, 2006). Ingleby (2006) emphasizes that OC is established when the employee-enterprise relationship is strengthened. Previous studies have to examine the relationship between HRM functions and organizational performance, but few studies have concentrated on the impact of HRM on OC (Al Adresi & Darun, 2017). The OC is an indicator of the certification that employee can achieve the objectives of the organization which is very important for achieving organizational tasks. OC maintains the relationship between the organization and the employee (Sharma, 2016). Thabo et al., (2018) stated that there is a need for researchers to focus on the factors that affecting OC accurately.

### **2.2.1 Dimensions of Organizational Commitment**

Several alternative models of commitment were proposed in the 1980s and early 1990s; multidimensionality was common to all Meyer & Allen (1991) and (Meyer et al., 2002). There is the three-component model of AOC, NOC and COC (Gunlu, Aksarayli, & Şahin Perçin, 2010). According to Meyer and Allen individuals who have strong AOC remain in the organization because they feel they want to, some with a stronger NOC remain because they ought to and those with strong COC remain because they need to.

All the three components namely AOC that is a psychological attachment to the organization; COC costs associated with leaving the organization; and NOC perceived obligation to remain with the organization have implications for the continuing participation of the individual in the organization (Tella et al., 2007). Studies on commitment have provided strong evidence that AOC and NOC are positively related and COC is negatively connected with organizational outcomes such as performance and citizenship behavior (Cho & Johanson, 2008). Research also provides evidence that, employees with higher levels of AOC to their work, their job and their career exhibit higher levels of COC and NOC (Wasti et al., 2016).



Several studies have supported the positive relationship HRM practice and OC (Chang et al., 2016; Meyer & Smith, 2000; Meyer et al., 2002; Wasti, 2003). Kehoe & Wright (2013) found that AOC partly mediated the relationship between HRM practice and OCB. While Kuvaas (2008) failed to provide experimental support for the relationship between HRM functions, the intention of turnover and performance of work, and their mediation through AOC. Meyer & Smith (2000) attempted to examine the relationship between HRM functions (e.g. TD and PA) and OC showed that the practice of managing HR development was significantly correlated with NOC and AOC, while there was no meaningful relationship between COC and practice of HRM development.

#### ***2.2.1.1 Affective Organizational Commitment***

AOC is a type of commitment there is a positive interaction between the individual and the organization because both have similar values (Allen et al., 2003). Those who stay in their organizations with a strong commitment retain their position not only because they need the occupation, but also because they want it (Meyer et al., 2002). The researchers also focusing on employee work experiences suggest that employees whose work experiences are consistent with their expectations and satisfy their basic needs tend to develop a stronger affective attachment to the organization (Meyer & Smith, 2000; Meyer et al., 2002).

According to the study done by (Feinstein, 2006), in the Organizational commitment has been described as consisting of two constructs that is AOC and COC (Meyer et al., 2002). As defined by (Porter, Steers, Mowday, & Boulian, 1974), AOC is “a strong belief in and acceptance of the organization’s goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization.”

#### ***2.2.1.2 Continuance Organizational Commitment***

The counterpart to AOC is COC, which considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Jaros, 1997). Then, COC is related to one’s experience and what one has given to an organization. There is thus difficulty

in “giving it up” and the unknown “opportunity cost” of leaving the organization or having few or no alternatives. Besides, (Meyer et al., 2002) stated that skills and education are not easily transferred to other organization which tends to increase workers’ commitment to their current organizations.

Those who stay within their organization with a strong COC are there just because they need it. COC reflects economic ties to the organization based on the costs associated with leaving the organization. Research into COC suggests that this component consists of two related sub-dimensions: personal sacrifice and perceived lack of alternatives (Meyer et al., 2002). Both personal sacrifice and perceived lack of employment alternatives increase the costs associated with leaving the organization.

#### **2.2.1.3 Normative Organizational Commitment**

NOC explains the employees with strong NOC will remain with an organization under their belief that it is the “right and moral” thing to do (Meyer and Allen, 1991). Wiener (1982) argued that NOC to the organization develops based on a collection of pressures that individuals feel during their early socialization from family and culture and during their socialization as newcomers to the organization. Besides that, NOC might also develop because of the “psychological contract” between an employee and the organization (Steijn & Leisink, 2006).

Furthermore, NOC can increase when an individual feels loyal to his employer or responsible to work for the benefits that he gets from the organization as a result of the desire to compensate the favors received from the institution (Meyer et al., 2002). The NOC component concerns the employee’s belief about one’s responsibility to the organization. Employees who are normatively committed to the organization remain because “they believe that it is the right and moral thing to do” (Wiener, 1982).

In addition, Meyer et al. (2002) stated that skills and education are not easily transferred to other organization which tends to increase workers’ commitment to their current organizations. In the other hands, (Wiener, 1982) argued that NOC to the organization develops based on a collection of pressures that

individuals feel during their early socialization from family and culture and during their socialization as newcomers to the organization.

Most researchers believe that OC is similar to job satisfaction, they reflect human attitudes, but both concepts differ because the commitment is universal and reflects the overall emotional response of the organization, while job satisfaction reflects only an individual's emotional response to their particular task, responsibility, and obligations of their work. For this reason, they emphasize that the nation is the individual commitment through its goals and values to the extent of its commitment to the organization as an employee, while the concept of satisfaction focuses on the environment in which the individual performs the tasks of work. (Zeinabadi, 2010a). This is what Wu et al., (2010) suggested that when values are shared between individuals and organizations, they have an impact on OC and therefore lead to an individual's better sense of comfort in working with an environment that consistent with his values. They also stressed that employees who feel fair and equitable in the distribution of tasks and work processes are more likely to reach a high degree of commitment and expression through the OCB.

COC the individual is committed to the organization because it incurs high costs of loss of organizational membership, including economic costs (such as retirement benefits) and social costs (friendly relationships with co-workers) that will be incurred. The employee remains a member of the organization because they must. NOC the individual is committed and remains with an organization because of feelings of commitment. These feelings may be derived from many sources. For example, the organization may have invested resources in training an employee member who feels at the time a moral obligation to excel at work and stay with the organization to repay debt. It may also reflect an internal standard, developed before a person joins the organization through family or other socializing processes so that one must be loyal to the person's institution. The employee stays with the organization because they must.

However, the AOC is more important to the organizational performance than the COC or NC (Mercurio, 2015). OC is a kind of strong magnetic force that

binds employees to their desire to stay connected to their organization. If employees are committed to their organization, they will do well, and the organization will perform better in the end. The OC of employees can also be increased by adhering to the values of people first by providing them with appropriate compensation, promotion, training and additional benefits (Luthans, 2012). All of these functions highlight the attractive features of the job for employee career development, which is equivalent to commitment (Kehoe & Wright, 2013). Regulated employees often have good attendance records, demonstrate a voluntary commitment to company policies, and have lower turnover rates directly related to employee retention (Richard & Johnson, 2001).

Meyer et al. (2004) suggest that commitment is an association between a structure or an individual with a public, non-public group or a particular path. Wasti et al. (2016) argue that this affective connection can be tested in several forms and can take the form of an emotional link to a structure (AOC), aware of the costs associated with ceasing to engage in a structure (COC) and a sense of commitment towards a public group or structure (NOC). Zhang et al. (2011) describe assimilation as well as an individual's emotional relationship to his institution because the individual has membership in an organization and is interested to volunteer on behalf of that structure. Consequently, an employee with strong AOC wants to stay with an organization. In addition, organizations can build AOC by open communication, increasing employee access to information and allowing them to participate in decision making or management (Saimir & Jonida, 2013). There appears to be a link between specific HRM systems, overall organizational performance and AOC at the individual employee level (Mowday, 1998; Mowday, Porter, & Steers, 2013; Porter et al., 1974). Kuvaas (2008) also showed the link HRM and employee commitment at the individual level. They found that organizational investment in employee was associated with higher levels of employee AOC, higher levels of OCB, increased intention to stay with the organization, and lower absenteeism.

With the NOC, it is often clear when the individual feels to be with the organization by using support programs or systems (Saygan, 2011). Cho and Huang (2012) suggested that NOC includes a commitment to maintaining employment relations with the community because of what organization's provision to the employee. The NOC is synonymous with the SET which based on the principles of reciprocity in social relations (Zeinabadi, 2010b). COC involves assessing personal investments associated with current work and the availability of employment alternatives (Meyer et al., 2002). COC employee maintains their operational relationship because they provide desirable results that they are not ready to get rid of or they believe that there is a shortage of elsewhere (Cho & Huang, 2012). This form of commitment indicates that employee maintains their membership with a community as a way to maintain its accumulated benefits or fear of joblessness in the labor market.

Boyne (2002) presents dead analytical evidence from 34 empirical studies on the differences between public and private sector organizations. He notes that while three of the five studies that compared OC between the private and public sectors showed less commitment in the public sector, the remaining studies indicated that there was no such difference. Low levels of public sector commitment are due to inflexible personnel procedures and the limited link between functionality and remuneration. Several studies indicate that NOC is more important to the public than to the private sector, because of the nature and content of both explicit employment contracts and implicit psychological contracts (Leisink, Knies, & Loon, 2018; Steijn, 2008; Steijn & Leisink, 2006). Thus, the NOC appears to be more prevalent among public sector employees than private-sector employees.

According to González & Guillén (2008), there are problems derived from overlap in AOC and NOC dimensions. Through reviewing the literature, there are high statistical correlations and the absence of a distinction between AOC and NOC, which means that it is not yet clear how the two dimensions are conceptually separate. They suggest that AOC is related to emotions tendencies (desires and motivations), while the NOC is consistent with rational tendencies. In keeping with the literature, this work confirms that both domains

exist in every human action and can be distinguished but not separate. Meyer et al., (2002) noting that AOC is the most reliable and powerful OC rule. They found that AOC and NOC attachment are closely related. AOC was also found to be associated with the largest set of behavioral criteria variables (Meyer et al., 2004). In contrast to AOC and NOC, it appears that the obligation to communicate has a negative or unrelated relationship to the behavior of the desired employee.

### **2.3 Organizational Citizenship Behavior**

OCB has undergone rigorous revisions since the term was formulated in the late 1980s, but the construction itself remains essentially the same. OCB refers to what the employee chooses to do by their own (Organ, 1990). In other words, it is discretionary. OCB cannot always be recognized directly or formally by the organization or rewarded, for example by increasing salaries or promotions, although the OCB may, of course, be reflected in a preferred supervisor assessment, employee qualification, or better PA. In this way, the gains of future constants can be indirectly facilitated. Finally, the OCB must enhance the effective performance of the organization (Organ, 1988; Smith, Organ, & Near, 1983). Currently, OCB is visualizing as equivalent to the contextual performance that determined performance as a supporter of the work environment (Organ et al., 2006).

OCB was originally a behavior in which employee exceeded the minimum requirements in behavior (Organ, 1988). Since then, it has been described as contextual performance (Wright & Haggerty, 2005). Contextual performance covers a range of behaviors such as collaboration, devotion, enthusiasm and perseverance which lie beyond the narrow boundaries of a functional description and transcend the basic work contract (Fletcher, 2001). OCBs are behaviors consistent with those in which the employee seeks to benefit from the introduction of new HRM functions (Nishii et al., 2008). Committed employee feel a positive emotional attachment with the organization, are more likely to respond with OCBs, thus the commitment is a precedent from the OCB. However, organizations aiming to encourage OCBs should try to increase employee commitment levels (Redman & Snape, 2005).

According to Podsakoff et al. (2000) OCB falls within the category of extra-role behavior, a behavior that is beyond job requirements. In the analysis of literature from resource-based view (RBV) perspective, this type of additional role behavior is seen as an important feature and must be presented individually and collectively by members of the human capital group in organizations to achieve a competitive advantage (Wright et al., 2003; Wright & McMahan, 2011). This behavior is the product of an individual employee or group of employee and not owned by the organization, and as a result, the decision to share or view this behavior is fully controlled by the employee (Podsakoff et al., 2011). OCB classified as an informal performance measure, taking into account the employee's efforts to transcend formal regulatory requirements and act non-fiction (Boxall et al., 2007). Roos et al., (2004) states that if organizations have to take full advantage of their HRs, they must do more efforts to affect the employee skills and increase their motivation. They identify important features of HR functions to the organization that must be considered as strategies if they need to achieve a correct result.

OCB is described as highly important for enterprises because it affects their efficiency and profitability and is therefore encouraged to lead organizations or influence citizenship behavior among their employees (Karadal & Saygin, 2013). OCB is also a multidimensional building and its dimensions are adopted differently by several scholars. For example, (Organ, 1988; Organ & Lingl, 1995) define altruism, courtesy, sportsmanship courtesy, conscientiousness, and civic virtue as distinct dimensions of the OCB. Research results from the field show that OCB is very important for the effectiveness and efficiency of the teams and the organization as a whole (Organ et al., 2006). For example, Runhaar et al., (2013) found that the OCB was directed to the individual employee and that the organization as a whole was positively associated with the levels of work participation for school teachers. OCB argued to promote the effective functioning of organizations, meaning that high levels of OCB are considered to create situations in which employee have a vested interest, willingly comply with rules and regulations that maintain the organization's work and exceed formal requirements or expectations to ensure the success of the organization (Roos et al., 2004). Balfour & Wechsler (1991) highlight the

role of supervisors who influence the willingness of an employee to make additional efforts on behalf of the organization.

Based on the SET employees receive incentives for their contributions to the organization (Tsaur & Lin, 2004). In the form of HRM functions, which they respond to either by showing positive or negative behaviors that depend on their perceptions of reasons for management to implement HRM functions (Nishii et al., 2008). HRM functions that focus on employee enhancement include RS, TD, and CS. These HR functions reflect the organization's quest to establish a long-term exchange relationship with its employee (Kim, 2016). Stimulates long-term establishment in addition to the intention of personal relationships motivated employees to respond to their management by engaging in discretionary behaviors. Selective employment affects individual and employee quality, which in turn enhances the motivation and commitment of the workforce (Kehoe & Wright, 2013). In addition, an organization that carries out selective actions inspires the prestige and status of those chosen (Chang et al., 2016). Martocchio (2017) stated that compensation is categorized under HR functions to enhance motivation, which means that if the organization made bonuses considered attractive by the employee member, it would do so in a manner that would ensure that the remuneration was received. In addition, he notes that rewards based on organization performance will reduce the trade-off mentality inherent in economic relations while laying the foundation for SE. Thus, higher levels of commitment may encourage employees to show discretionary behaviors.

The SET says that the way one perceives intra-organizational exchanges determines one's attitudes towards the organization and the employee (Robbins & Judge, 2017). This theory has one of the best frames for OCB's interpretation of the employee (Organ, 1990). In SE models, the employee uses resources and does his best in his relationships for rewards (Mitchell et al., 2012). SE relations increase the employee's dependence on his institutions and thus increasing feelings to restore behaviors according to the interests of organizations. This type of perception affects the quality of employee behavior towards institutions and their commitment to institutions (Organ & Konovsky,



1989). This means that If an employee considers social regulation fair, they will be more committed to institutions and pay less attention to economic rewards, but if they consider these exchanges unfair, they will strive for compensation and shift their attention to economic issues. Salaries, promotions and financial rewards are then compared with other organizations and become employee loyalty motives. Exchange relationships play an important role in the emergence or promotion of OCB (Organ, 1990).

Institution of higher education seeks to increase the organizational effectiveness by facing the resources competition for which it relies on. OCB can enhance organizational effectiveness to the extent that it improves joint work and administrative productivity, frees resources for more productive purposes, and reduces the need to devote scarce resources to jobs maintenance, and serves as an effective means of coordinating activities among team members and working across groups. OCB also can enhance Institution of higher education's ability to attract and retain the best people, enhance regulatory stability, enable organizational capacity to adapt to environmental changes and create social capital (Organ et al., 2006).

OCB literature uses different terms and labels to classify certain OCB behaviors. There is consensus on the dimensions of OCB construction. Several researchers identified many dimensions of OCB. Katz (1964) has five dimensions (Cooperation, Protection, Constructive volunteer ideas, Self-training, and Maintain a positive behavior to the organization). Smith, Organ, & Near (1983) found two main elements of OCB: Altruism and Generalized Compliance (GC). Altruism catch behavior that aims immediately and intended to help a particular person in face to face situations. GC is a form of conscience that does not help anyone but is beneficial to the organization as a whole. It is an overlap of criteria that determines what the employee should do.

Dyne, Graham, & Dienesch (1994) and Dyne & Jeffrey (1998) noted that many empirical types of research on OCB focused more on substantive truth, rather than validity. In other words, the literature focused on the comprehension of the relationships between organizational citizenship and its predecessors rather than on determining the nature of citizenship behavior. They warned

that unless more attention is paid to more holistic theories of structures and procedures, we are at risk of developing a set of literature that maybe not helpful to the field in the long term which it will be a set of studies without any theoretical background or framework.

Graham (1991) definition of OCB was conceived as including three basic denominations: Organizational Obedience (OO), organizational Loyalty (OL) and Organizational Participation (OP). In the organizational context, OO means respect rules that dominant work characterization and policies, while OL refers to association with the organization and leaders, which goes beyond the interests of the individual. OP has benefits in organization management and participation in voluntary activities. Regarding that, these behaviors have been classified as a subgroup (Coleman & Borman, 2000; Motowidlo, 2000; Motowidlo & Borman, 2000; Organ, 1997). Thus, (Williams & Anderson, 1991a) proposed a broad classification of two categories to classify all OCB behaviors into OCBI for individual and OCBO for the organization. Thus, the altruism and courtesy of the OCBI examples, mathematical spirit and civic virtue will be examples of OCBO. Through reviewing literature shows that the Smith, Organ, & Near (1983) classification may have been the most frequently used in OCB research. This may be a result of the fact that it is contradictory and features run altruistic and commitment to capturing behaviors that are the core of these concepts.

### **2.3.1 Dimensions of Organizational Citizenship Behavior**

Researchers hold different views concerning the dimensionality of OCB. Since the introduction of the term “organizational citizenship behavior” by Smith et al. (1983), researchers have identified almost thirty different forms of OCB (Podsakoff et al., 2000). Although different labels have been used for the dimensions of OCB, there is an undeniable overlap among categorizations. In Dyne et al. (1994) framework, they include loyalty, obedience, advocacy participation, functional participation, and social participation. In Moorman & Blakely (1995) framework, organizational citizenship behaviors include interpersonal helping, individual initiative, personal industry and loyal boosterism.

Smith et al. (1983) conceptualized OCB with two dimensions: altruism (behavior targeted specifically at helping individuals) and generalized compliance (behavior reflecting compliance with general rules, norms, and expectations). However, later Organ (1988) identified five dimensions belonging to OCB; (Altruism, Conscientiousness, Civic Virtue, Courtesy and Sportsmanship).

### **2.3.1.1 Altruism**

In their views, altruism is the enduring tendency to think about the welfare and rights of other people, to feel concerned and empathy for them, and to act in a way that benefits them (Poursafar et al., 2014b; Rioux & Penner, 2001), or voluntary behaviors that are intended to benefit another and are not motivated by the expectations of external rewards (Poursafar et al., 2014b). Similarly, Smith et al. (1983) described altruism as helping behavior aimed at coworkers, customers, clients, vendors, or supplies; others stretched it further by describing altruism as behaviors that directly and intentionally aim at helping a specific person in a face to face situation.

However, a prognostic interpretation of these views will produce the tendency to render help to persons other than self as the convergent theme of altruistic tendencies. Accordingly, altruism is one of the most consistent individual resources that have been related to the engagement in helping behaviors (Poursafar et al., 2014b; Rioux & Penner, 2001; Smith et al., 1983). Organ (1990) conclude that such altruistic resources indeed exist and that the willingness to consider others in the overall calculations of our interests is natural to people. Studies show employees giving altruistic reasons for becoming involved in helping behaviors, such as wanting to help others (Rioux & Penner, 2001; Thabo et al., 2018).

Organ et al. (2006) state that people with altruistic values help others selflessly, just for the sake of helping, and may incur a personal cost in the process because it is all about making sacrifices. Unlike courtesy which is meant to prevent work-related problems from happening, altruism is meant to provide help to someone who is already in trouble (Organ, 1988). Altruism has been found to have cultural undertones. Cheasakul & Varma (2016) argued that

people in a culture of egalitarianism (comparable to low power distance) tend to be more helpful. Cheasakul & Varma (2016) found that the helping behavior of individualists is more inclusive than that of collectivists; in other words, individualists tend to extend their helping behavior to a broad range of people whereas collectivists are more likely to limit their help to in-group members.

#### **2.3.1.2 Conscientiousness**

Conscientiousness refers to instances in which employees perform their roles behaviors well beyond the minimum required level, such as attending to meetings, keeping one's work area clean, punctuality and strict adherence to other formal and informal rules designed to preserve order in the workplace (Organ, 1988). Similarly, conscientiousness has been defined as discretionary behaviors that go beyond the basic requirements of the job in terms of obeying work rules, attendance and job performance (Redman & Snape, 2005). In other words, conscientiousness means the painstaking obedience to organizational rules and procedures, even when no one is watching. These authors agree that conscientious behaviors are beyond role requirements, directed at the organization and exhibited as a matter of the conscience.

By implication, therefore, these behaviors indicate that employees accept and adhere to the rules, regulations and procedures of the organization. Conscientiousness is more impersonal than altruism because it is not directed at a specific person but to the system. It mainly refers to compliance with internalized norms that define the behaviors of a good worker (Smith et al., 1983). Conscientiousness is very similar to the concept of generalized compliance of Smith et al. (1983) which refers to those behaviors that are not directed towards one specific person but are "indirectly helpful to others involved in the system.

The conscientiousness dimension is a measure of reliability that can be associated with a particular employee. A highly conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable (Robbins & Judge, 2017). Also, conscientiousness dimension can be characterized by reliability, achievement-oriented, and orderly (Rothmann & Cooper, 2008).

Ahmad (2011) argues that those employees who are more conscientious will stay informed with up-to-date knowledge about products or services offered by the organization.

Organ et al. (2006) state that high conscientious individuals, on the contrary, stick with the organization longer than individuals lower in conscientiousness whether or not there was an additional benefit and whether or not they varied the procedure while performing. Organ (1997) suggested that conscientiousness was significantly related to all five dimensions of OCB. Also, conscientiousness was significantly related to generalized compliance and civic virtue, (two of the antecedents of organizational citizenship behavior). Conscientiousness emphasizes responsibility and dedication with the underlying motive of interpersonal helping by taking the initiative to engage in those behaviors that are good for the organization (Noor, 2009).

Conscientiousness can be expressed in numerous ways in organizations and, most obviously, in terms of job performance because it affects important work outcomes (Organ & Lingl, 1995). Theoretically, it may be an important predictor of workplace behaviors because it provides direction and association that are necessary to produce targeted behaviors (Organ & Lingl, 1995). A research done by Daley & Vasu (2005) found that conscientiousness accounted for unique variance in citizenship targeted toward the organization. Also, supervisory evaluations of performance were found to be determined by altruism and conscientiousness as well as by objective job performance.

#### **2.3.1.3 Civic Virtue**

Civic virtue' refers to behaviors that demonstrate a responsible concern for the image and wellbeing of the organization (Redman & Snape, 2005). Motowidlo & Borman (2000) defines civic virtue as responsibly involving oneself in and being concerned about the life of the company. Civic virtue is behavior indicating that an employee responsibly participates in, and is concerned about the life of the company (represented by voluntary attendance at meetings) (Saxton, 2016). Organ & Lingl (1995) explained civic virtue as responsible, constructive involvement in the political processes of the organization. As

mentioned earlier, conscientiousness was significantly related to generalized compliance and also to civic virtue.

As per Redman & Snape (2005), the civic virtue is positively predicted by the commitment to customers and co-workers (hence resulting in the behavior, beneficial to the organization) with evidence of partial mediation by global commitment. Organ & Lingl (1995) argues that civic virtue was more limited in their relation to organizational effectiveness; that is, the more the organization is effective, the chance of emergence of this very behavioral aspect is the most. Extraversion was negatively related to the citizenship behaviors of altruism, civic virtue, and conscientiousness.

#### **2.3.1.4 *Courtesy***

Courtesy refers to discretionary behaviors that aim at preventing work-related conflicts with others (Motowidlo, 2000). In a related view, courtesy involves “such activities as “touching base” with fellow employees whose work could be affected by one’s decisions or commitments. Accordingly, Organ (1988) argued that advance notices, reminders, passing along information, consultations and briefing all suggest the intrinsic quality of courtesy. The definition of courtesy also includes the word’s literal meaning of being polite and considerate of others (Organ et al., 2006). Organ (1988) aver that courteous behavior enables co-workers to efficiently order and distribute their efforts thereby reducing the chances of wasting resources and experiencing anger or frustration.

In their view, Islam et al., (2010) advance that this type of behavior can be seen as intended to prevent chaos or conflict among employees and serving to maintain social order and group harmony. This could be true because everybody likes being treated with consideration and respect, made to feel like part of the system and never to be ignored; hence courtesy is a potent panacea for the prevention of interpersonal and intergroup disagreements. When the employees in the organization treat each other with respect, they would be comfortable working with each other. Besides, it would make things easier for them to work in a team.

### **2.3.1.5 Sportsmanship**

Sportsmanship has been defined as willingness on the part of the employee that signifies the employee's tolerance of less-than-ideal organizational circumstances without complaining and blowing problems out of proportion. Organ et al. (2006) further define sportsmanship as an employee's "ability to roll with the punches" even if they do not like or agree with the changes that are occurring within the organization. By reducing the number of complaints from employees that administrators have to deal with, sportsmanship conserves time and energy.

Expanding the notion of sportsmanship, Organ (1988) and Podsakoff et al. (2000) posit that behaviors such as not complaining about trivial matters or making petty grievances, enduring uncomfortable working conditions, maintaining a positive attitude to work in a difficult circumstance and being willing to sacrifice personal interests for that of group typify true sportsmanship.

## **2.4 Higher Education Sector in Jordan**

Higher education (HE) in Jordan began by establishing a Teachers House in 1958 after the country independence. This institution had a two years program which aimed to prepare a qualified teacher to work at the public schools which operated by the Ministry of Education (ME). After that, it was replaced by the Teachers Institute, which was later developed for community colleges in the 1970s. However, university education began by establishing the University of Jordan in 1962 which it was the first public university in Jordan, and in 1989 Al-Ahliyya Amman University was established as a private university, which was a major shift in the HE sectors in the country towards allowing private owners to participate in the HE sectors (MOHE, 2018a).

Jordan HE sector has grown significantly in the past three decades, largely because of the demographic transition characteristic of natural population growth, and to regional crises that have led to the influx of thousands of refugees into the country. This has led to a significant increase in the demand for HE, with the enrolment rates for bachelor's and postgraduate degrees increasing significantly, which has been achieved through the establishment

of an increasing number of higher education institutions (HEI) (Al-Hamadeen & Alsharairi, 2014).

The HE sectors in Jordan has a major role in the overall development procedures at several levels and fields. Over the past two decades, the higher education sector in Jordan has witnessed a remarkable development by the increase in the number of HEIs, registered students, the administrative and academic employee; the volume of expenditures and the government financial support (Badran, 2014). Despite limited financial resources in Jordan, HE is one of the priorities of the country because it plays a major role in enhancing the economic, social and knowledge level of the Jordanian citizen (MOHE, 2018a).

There is no national policy for lifelong learning in Jordan. However, Jordanian universities embrace the concept of lifelong learning in their vision, mission, framework and functions. The main objective for Jordanian universities is to become a leading university among world-class universities through having students of high quality, research programs, theoretical and practical knowledge, building up the culture of lifelong learning. Almost all Jordanian universities have training centers offering specialized programs and courses and training in various subjects such as computer and technology, modern languages, business administration, accounting and finance, educational sciences, secretarial, libraries, law, graphic design, nursing and others (MOHE, 2018a).

The employability in Jordanian universities has become a more important issue over the past years which let the graduated students be self-sufficient, self-directed for lifelong learners. As a result, the last five years have witnessed the rapid acceleration of commitments with employability in the HE sectors. In some universities, they have been developed into an integrated holistic strategy which recently linked to the policy of education and teaching. Evidence suggests that employment strategies in higher education are implemented through this integrated approach (Batarseh, 2011; MOHE, 2018a; SPHERE, 2018).



There are two types of HEIs in Jordan: public and private. Where there are (10) public universities and (19) private universities with (271) thousands as a registered student; (18) thousands of the total are from Arab or foreign nationalities. Thus, this development and progress put us with confrontation several challenges, which leads us to do more to overcome the obstacles and barriers that prevent the equilibrium between the establishment of HE on one hand and their level and quality on the other (MOHE, 2018b).

The ministry has given concern to HE to make it a top national priority. For that, it has been focused on controlling and assessment of the HE and scientific research strategy for the years (2007-2017) to maintain a bright image of HE and scientific research and its outputs in the Jordanian universities. To face the challenges and get achievements in the educational sector the universities must use an appropriate measure that aimed to improve its role to achieve a qualitative leap of high quality to achieve an overall national strategy for HE sector in Jordan (Batarseh, 2011; MOHE, 2018a; SPHERE, 2018).

In addition, the Ministry has worked to close the gap between the production of HE and the labor market to meet to the current and future needs of the qualified and specialized employee in different fields of knowledge; and to recover the lack of resources through the creation of qualified HR supported by knowledge and efficiency. All of these achievements have helped push the overall development process forward by providing a social environment that has creativity, privilege and innovation that let Jordan take a prominent position consistent with its strategic position compared to its limited resources. This is reflected clearly by the 18000 foreign students who they are studying in Jordanian universities (MOHE, 2018b, 2018a).

## **2.5 Human Management Resource in Jordanian Universities**

In the Middle East, including Jordan, research on HRM in the context of tertiary education is weak and limited (Allui & Sahni, 2016). The Ministry of Higher Education in Jordan has placed a great deal of emphasis on developing quality and excellence in the higher education sector and developing a strategy that

includes the development and management of HRs (Mah'd, 2014; Mah'd & Buckland, 2009). They note that it is important to maintain good standards both inside and outside the Kingdom. Education in Jordan is the fastest growing in the region (Barsoum & Mryyan, 2014). HRM in the context of Jordanian higher education lies with academic institutions, not national authorities (Twal, 2018).

Higher education institutions in Jordan, like other countries around the world, face many challenges. These include globalization, increasing competition, the rapid growth of technology, demographic changes represented by the ever-increasing youth population and an increase in demand for education in universities (Al-Zwyalif, 2012). Moreover, rapid changes in the labor force, as well as the financial burden (Taamneh, Athamneh, & Nsairat, 2017) and brain drain are all important challenges faced by academic institutions in the country (Twal, 2018). Jordanian higher education institutions are generally not fully equipped to deal with such challenges to compete positively, especially private universities (Mah'd, 2014). Batarseh (2011) the president of one of the leading universities in Jordan, points out that Higher Education in Jordan lacks coherent long-term strategies to respond to these challenges; when strategies are developed, implementation is slow. For these reasons, interest in the search for HRM in this context is important because it is alleged to be linked to positive organizational results (Armstrong, 2008; Malik, 2018).

Substantial and fundamental challenges suggest that universities need to think carefully about ways to address these challenges. HRM helps academic institutions and administrative employee to face challenges and improve the quality of their services (Waring, 2013). Therefore, researching the role of HRM in the context of Jordan's higher education is of great importance as it helps academic institutions and administrative employee respond to the challenges they face and help the country to maintain its competitive educational position in the region and around the world.

The Jordanian university system was moving towards the privatization of the higher education sector with the claim that it would enhance efficiency, satisfy parents and students and make universities more accountable (Mah'd, 2014). The introduction of HRM functions of a special nature, such as those

introduced in the West, is imperative. Understanding HRM and the role it plays is increasingly important (Darwish & Singh, 2013). On the practical side, however, the development and application of HRM in academic institutions have become a major challenge in this context as it involves changing the attitudes and behavior of individuals (Twal, 2018). Many claims that academic institutions have their professional spirit and are formed through independence and academic freedom. Making it difficult to implement HRM tools that may affect these deeply owned and deeply inherited values (Kallio, Kallio, Tienari, & Hyvönen, 2016; Smeenk, Teelken, Eisinga, & Doorewaard, 2009).

Furthermore, the application of HRM also affects much of the work accomplished in this position through goodwill, professionalism, pride and status (Abujaber & Katsioloudes, 2015). It is widely recognized that HRM has played an important role in managing the work of the administrative employee, but the status of their implementation in academic institutions may be more difficult. Management of academic employee, other than the administrative employee, is not widely known in HRM (Kallio et al., 2016). The academic employee usually ran their businesses and controlled them and enjoyed traditional "professional contracts". This may partly explain why many HR functions in academic institutions are still being handled by deans or colleges, and HR functions are still carried out in a "traditional" manner; providing administrative and supporting roles (Arslan, Akdemir, & Karslı, 2013).

After 2013, research began to focus on specific functions in HRM in the context of Jordanian higher education and the role it plays. It has evolved to include the search for the impact of HRM functions on the general results of academic institutions. For example, Azzam & Jaradat (2014) investigated the impact of the recruitment process on the organizational effectiveness of public universities in the country. They concluded that employment has a positive impact on the effectiveness of universities. However, the authors recommended that universities diversify their sources of employment, especially external ones, to achieve equality and justice for applicants and increase the effectiveness of academic institutions by hiring qualified applicants.

Another study by (Tobeery, Almohtaseb, & Almahameed, 2017) considered the importance of employment function in academic institutions. This study examined the impact of the employment function on achieving organizational change in public universities taking into account an in-depth analysis of one case study. The study argued that having an effective recruitment function at universities would help to target qualified employee, thus helping to achieve the desired organizational change.

Trends of administrative leaders and administrative employee towards training courses offered at a public university the impact on employee performance by (Menon, 2015). This work concluded that training had a positive relationship with employee performance and attitudes towards training. The authors of this study recommended that the target university consider introducing and studying more training programs for the employee. Although this study highlighted the importance of training in academic institutions, it did not examine barriers to effective training such as community culture. Training in the Middle East is often seen as a cost to employers, and for many, it is not worth investing in (Budhwar & Mellahi, 2006). Often, leisure time is commonly thought to be mainly offered to family and friends (Bhanugopan, Aladwan, & Fish, 2013). For these reasons, further research in this area is necessary to enhance the understanding of value-training programs that can be provided to the academic institutions being considered extremely important in contributing to economic growth and development in the country.

Altarawneh & Al-Shqairat (2010) focused on research on HRs strategies and their impact on the organizational support of administrative employee working in many public universities in the northern region of Jordan. The results of this study reveal that many HRM functions, particularly HR planning, selection and performance evaluation, have a positive impact on perceived employee support. They address a comprehensive approach to the role of HRM functions in academic institutions, while its focus is on organizational support, which is understandable because of its impact on employee behavior related to work.

From the previous discussion, there is a lack of interest in the study of other HRM functions such as employee selection, performance appraisal and

compensation. At the same level, further research is needed to explore and understand the role and characteristics of effective HRM functions in academic institutions. It is well known that academic institutions have their characteristics when compared to other types of organizations. For this reason, the application of specific human management tools or functions may be particularly challenging if they affect the strong values of academic institutions (Altarawneh & Al-Shqairat, 2010; Kallio et al., 2016; Twal, 2018).

## **CHAPTER 3**

### **THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT**

This chapter aims to provide a synthesis of the research themes that have been analyzed and discussed in Chapter 2. In particular, the theoretical context in which the current research has been conducted is operationalized. At the next step, the research hypotheses are developed and the theoretical/conceptual model of the study is presented.

#### **3.1 The Relationship Between Human Resource Management Functions and Organizational Citizenship Behavior**

HRM includes such activities as recruitment and selection (RS), motivation, compensation, evaluation, and development, that can contribute to the OCB (Fu, 2013; Husin et al., 2012; Organ et al., 2006; Wojtczuk-Turek & Turek, 2015). Munna (2015) concentrated on defining the relationship between HRM effectiveness and OCB in the IT sectors. She found that HRM functions are all related to OCB. HRM functions are essential for the effective performance of the organization (Wojtczuk-Turek & Turek, 2015). An HR strategy that is appropriate to the needs of employees is translated into employee commitment and defines the performance and productivity of their work (Takeuchi et al., 2009). Consequently, it is important to understand whether these functions (e.g. TD, PA, compensation, etc.) can determine OCB. Steyn & Grobler (2014) also supported the idea that HRM functions influence

employees' organizational citizenship behaviors. When employees feel satisfied, they will put more effort to serve customers. Hence, Becker & Huselid (1998) supported the argument that HRM functions have a direct and significant relationship with employees' skills, creativity, productivity, and motivations to stimulate the degree of organizational citizenship behaviors demonstrated in the workplace.

Past investigations have proposed the relationship between these factors was unclarified (Snape & Redman, 2010). Snape & Redman (2010) suggested that when employees work is critical and necessary for the organization, it reflects HRM functions in their behavior. Morrison (1996) stated that HRM functions and OCB were closely linked with each other and lead to higher levels of OCB. Also, Chandrakumara (2007) reported that organizations can decide different HRM functions that match employees preferences and may benefit them in a way that can help to develop OCB among their employees. However, the relationship between HRM functions and OCB consistently become the main research stream. Therefore, the hypotheses could be expressed as follows:

*H<sub>1</sub>: Human resource management functions positively influence organizational citizenship behavior.*

### **3.1.1 The Relationship Between Recruitment and Selection and Organizational Citizenship Behavior**

Begum et al. (2014) examined the recruitment and selection (RS) function of commercial banks in China with several dimensions of OCB. They found that to achieve a fair RS process, it must be followed by compensation and motivation, professional development and TD to reinforce the OCB of the employees in the work environment for a long-term business relationship. Podsakoff et al. (2011) analyzed the effects of candidates' propensity to work on OCB by selection decisions that have been made in the interview. They examined 480 university students from a large public university in the US. They found that those who showed higher levels of assistance, auditory, and loyalty behaviors had a higher evaluation and received a higher wage than other candidates who showed lower levels of these behaviors. Also, the candidate

who answered the questions of OCB had a greater influence on the selection decisions for top-level positions than lower-level one. The preparation of HRM functions in organizations ' is connected to their RS procedures needed to stimulate and reinforce the emergence of a necessary different behavior among employees (Schuler & Jackson, 1987). Therefore, Nasurdin et al. (2017) found that the placement of employees in the organization including activities of RS can result in a more fitting and significant way against the service-oriented OCB's. Therefore, the following hypothesis can be expressed as:

***H1a:** Recruitment and selection positively influence organizational citizenship behavior.*

### **3.1.2 The Relationship Between Compensations System and Organizational Citizenship Behavior**

Organizations that adopt a strategic approach and adopt a key way of dealing with the compensation system (CS) recognize the requirement to achieve strategic objectives and accomplish key targets. Also, institutions distinctive CS may be required for various divisions or a group of employees. CS should concentrate on the interior and outside wage differentials (Martocchio, 2017). According to Ortín-Ángel & Salas-Fumás (2007), the application of CS can help an organization to achieve its objectives through increased commitment and motivation. Based on this logic, CS was viewed as an imperative instrument affecting the mindsets, functions and behaviors of employees such as OCB. Satisfactory pay is commonly identified with work mindsets and social results. The positive effect of CS, such as pay and motivators for work frames of mind, can be derived from the controversy that individual consciousness of their assessment of the organization may be greatly affected by organizations ' compensation for individual efforts (Meyer et al., 2002). Some researchers have suggested CS should be designed to achieve commitment as HRM functions to provide benefits were perceived by employees as showing greater support and being fair in their dealings with them (Martocchio, 2017). Tufail et al. (2017) suggested that CS is positively associated with OCB because employees satisfied with their jobs not only meet their specific requirements



but also make additional efforts to perform tasks beyond their formal requirement. Therefore, the hypothesis can be expressed as follows:

***H<sub>1b</sub>:** Compensation system positively influences organizational citizenship behavior.*

### **3.1.3 The Relationship Between Training and Development and Organizational Citizenship Behavior**

Snape & Redman (2010) recognized that HRM functions build employees skills and knowledge by training and development (TD), provide opportunities to upgrade to a higher level of employment and give employees the opportunity to practice their work through employees engagement critical thinking, and quality improvement teamwork by modifying the same work. Chambel & Castanheira (2012) suggested that TD is connected with the SE relationship, where employees exchange positive results, not just for training, but also from the fulfilment of guarantees made by the organization. However, OC and continual TD may enable the construction of an SE relationship, and this will be a foundation for future OCB. TD efforts are considered as the key programs for generating many benefits for employees and contribute towards OCB (Omer & Ahmed, 2016). In practice, TD function has a positive relationship with OCB through the use of TD programs that affect the attitudes and behavior of the employees, but predicting the normal citizenship behavior of employees is very difficult (Krishnan et al., 2017; Noor, 2009; Omer & Ahmed, 2016). For that reason, organizations can motivate them to show more OCB by providing TD (Rubel & Rahman, 2018). Additionally, TD plays a crucial role in motivating employees to elicit citizenship behavior (Werner, 2000). In addition, Omer & Ahmed (2016) investigated the banking sector of Sudan to assess the impact of HRM functions on OCB. They found that HRM functions TD has a moderate but significant positive effect on OCB. Similarly, TD programs positively influence the employees service-oriented OCB according to empirical evidence from telecoms and Internet service providers in Malaysia (Krishnan et al., 2017). Therefore, the following hypothesis is posited:

*H<sub>1c</sub>: Training and development positively influence organizational citizenship behavior.*

### **3.1.4 The Relationship Between Performance Appraisal and Organizational Citizenship Behavior**

Performance appraisal (PA) measures how the extent to which employees are successful in accomplishing tasks related to the job and helping to identify the more efficient employees (Ishizaka & Pereira, 2016). OCB has been acknowledged as modelling the social as well as the psychological context where fundamental job requirements are achieved and which distinctively contributes to the overall performance of an organization (Zheng et al., 2012). Researchers and scholars discovered several insightful findings relating to PA and OCB (Chattopadhyay, 2017). Omer & Ahmed (2016) recommended that PA and OCB relationship was complicated, rephrase & clarify appraisal of one's job may motivate employees to convey effort beyond their prescribed job responsibilities. Besides, PA influences the behaviors of the employees providing that they are pleased to the management regarding the PA process (Jawahar, 2006).

Selvarajan et al. (2018) stated that PA is increasingly seen as a tool to effectively manage employee's performance. Thus, when employees perform activities beyond their formal job requirements and demonstrate OCB, performance excellence can easily be achieved for organizations (Chattopadhyay, 2017). Omer & Ahmed (2016) found that the relationship between PA and OCB was significant. They highlighted that through the standards of the PA, the employees will know the behavior that the organization highly appreciates, and therefore, directly affect the behavior of employees. Mitonga-Monga et al. (2016) suggested that adjusting the standards of the PA to suit each job may motivate employees to move their efforts beyond their specific professional responsibilities. Moreover, equity in the PA process is linked with OCB (Findley et al., 2000). Consequently, when employees realized that their organization had a fair and equitable PA, they showed more OCB and improved their performance (Omer & Ahmed, 2016). Jain & Jain (2014) conducted a study of Indian banks managers and based on

their results, they showed that PA function positively impacts with OCB. Therefore, the PA mechanism needs to consider the impact of OCB. Based on these discussions, the following hypothesis is proposed:

*H<sub>1d</sub>: Performance appraisal positively influences organizational citizenship behavior.*

### **3.2 The Relationship Between Human Resource Management Functions and Affective Organizational Commitment**

Universities should implement functions aimed at improving HRM since it is a vital component of an organization's endurance. Sial et al. (2011) conducted a study on multiple universities' faculty members in Pakistan and they indicated that HRM functions which had been applied effectively lead to increased levels of AOC among employees. Savaneviciene & Stankeviciute (2011) suggested that AOC can be improved by increasing HRM functions. Whitener (2001) showed that PA, CS and TD are major variables in reinforcing AOC. Hassan & Mahmood (2016) conducted a study in different sectors in Pakistan and they pointed out that AOC stems from the extent of employee satisfaction with HRM functions. Also, Nasurdin, Hemdi, & Lye (2008) suggested that employee's perceptions of the HRM functions performed by their organizations served as a direct predictor of their commitment. Sung & Choi (2014) reported that an organization with a higher level of AOC is a result of the effective implementation of HRM functions. Hoon & Heard (2000) considered that employee behavior such as AOC is the consequence of the effort of HRM functions and they suggested that one of the objectives of HRM functions should be to increase the levels of AOC among employees. Therefore, HRM functions can be considered as an effective tool for AOC enhancement.

Agarwala (2003) proposed that organizations can utilize incentives, correspondence and motivation to boost up AOC. Workers morale is a crucial factor which needs to be kept in constant consideration by the management, as elevated levels of workers commitment to bring out favorable organizational results (Chughtai & Zafar, 2006). The literature recommends that AOC leads to employee progress and advances the performance of the organization.

Hiltrop (1996) suggested that best HRM functions strive for directing employee's mindset and conduct toward the attainment of the competitive advantage for the organization. Agarwala (2003) and Ghosh & Gurunathan (2015) made a call for research in the area exploring the relationship between AOC and HRM functions. The employees or HR managers of the organizations always play a crucial role in formulating and enacting the well-designed HRM functions. The study of Oh, Blau, Han, & Kim (2017) considered the perceived organizational value as a mediating variable in their study and revealed that those employees working with chief HR officers with top levels of human capital likely to have higher levels of commitment to HR and positively impact the managers' commitment plus behavior. Moreover, Mackay (2018) indicated that the strong significant correlation exists between employee job satisfaction with the high commitment HRM functions and AOC. In order to adapt to more holistic approach, the influence of HRM functions on AOC requires attention considering various components of HRM functions which would give better insights about AOC (Juhdi, Pa'wan, & Hansaram, 2013).

Organizations can adopt various HRM functions to enhance employee skills as well as motivate them to work harder towards ensuring their commitment. The study conducted by Ambreen (2011) mentioned that HRM functions are positively related to AOC. Kinnie, Hutchinson, Purcell, Rayton, & Swart (2005) said in a traditional employer-employee relationship, employee perceptions of HRM functions of their employing organization influence their commitment to the organization. (Nasurdin et al., 2008) surveyed a sample of 214 employees within the Malaysian manufacturing sector demonstrated that HRM functions like career development and PA have direct, positive and significant relationships with AOC. They also mentioned that employees' perceptions of the extent of the HRM functions implemented by their organizations serve as direct predictors of their commitment to those institutions. Ambreen (2011) concluded in his study that OC is a result of several significant factors like job satisfaction, work autonomy and locus of control which are positively related to the AOC and NOC. He also said Job satisfaction can be increased by implementing different HRM functions which ultimately would raise commitment level

As stated earlier, the bundle of HRM functions an organization puts into practice has an enormous impact in fostering AOC among its workforce (Fong, Ooi, Tan, Lee, & Yee-Loong Chong, 2011). Accordingly, this section seeks to identify the nature of the relationship that exists between HRM functions (RS, TD, PA, as well as CS) and AOC. Therefore, the hypothesis can be presented as follows:

*H<sub>2</sub>: Human resource management functions positively influence affective organizational commitment.*

### **3.2.1 The Relationship Between Recruitment and Selection and Affective Organizational Commitment**

Recent studies stated that RS positively relate to employee commitment (Gutierrez, Candela, & Carver, 2012; Obeidat, Masa'deh, & Abdallah, 2014; Patrick & Sebastian, 2012). Chew & Chan (2008) studied human resource functions, organizational commitment and intention to stay using employees from higher education, public sector, health care and manufacturing in Australia as the units of analysis. RS was studied in terms of person-organization fit, which referred to recruitment functions involving efforts to achieve higher levels of fit between newcomers and the organization. In correlation analysis, they established that person-organization fit (RS) positively AOC. Gutierrez et al. (2012) examined the relationship between AOC and person-organization fit in a survey of staff in nursing teaching schools in the USA. Results of their regression analysis showed that person-organization fit (RS) positively predicted AOC. Patrick & Sebastian (2012) studied the influence of HRM functions on faculty commitment in higher educational institutions using teachers in colleges in India as units of analysis. In a multiple regression analysis, they established that the HRM practice of RS significantly positively influenced AOC. In their study, Obeidat et al. (2014) investigated the relationship between HRM functions and AOC with the staff of consultancy firms operating in Jordan as their study sample. Their regression analysis revealed that RS methods had a significant influence on AOC.

In the works of Liu, He, & Yu (2017) it became evident that organization RS processes had a significant impact on organizational commitment. Also, Cho, Woods, Jang, & Erdem (2006) assessed pre-employment tests used in the selection process and found out that its application is in some way able to select workers that have the enthusiasm to stay with a company longer. This suggests that passing pre-employment tests gives an applicant a stronger sense of belonging to the company, resulting in higher degrees of AOC.

RS are key factors of HRM functions which organizations employ to keep their employees committed and satisfied (Meyer & Smith, 2000). Although previous assertions in the West indicate a significant relationship between RS, and AOC (Meyer & Smith, 2000; Miao, Newman, Sun, & Xu, 2013; Newman, Ningho, & Sheikh, 2012). Tella, Ayeni, & Popoola (2007) argued that commitment is not the same as motivation and therefore, it is unwise to expect a massive direct impact on performance from commitment. A recent study by Abrokwah & Ge (2017) disagreed with Tella et al. (2007) by documenting a highly significant positive relationship between AOC with performance in Ghana. Caldwell, Chatman, & O'Reilly (1990) demonstrated that rigorous RS procedures were associated with higher levels of AOC. In the study by Iplik, Kilic, & Yalcin (2011) found that managers in Turkish five-star hotels who reported to have higher person-organizational fit showed higher AOC and experienced lower stress level. In this respect, the following hypothesis is proposed:

***H<sub>2a</sub>:** Recruitment and selection positively influence affective organizational commitment.*

### **3.2.2 The Relationship Between Compensations System and Affective Organizational Commitment**

Paré & Tremblay (2007) in their work postulated that CS is positively related to COC and AOC. On another breadth, McEnroe and Hechler (1985) found a positive relationship between CS and recognition and AOC. However, Meyer & Smith (2000) argued that the ability of a firm's CS and recognition functions to bring about AOC and NOC was to a great extent influenced by perceptions of procedural justice attached to the implementation of HR practice. Likewise,

Giauque, Resenterra, & Siggen (2010) corroborated Meyer & Smith (2000) position as well when their findings showed that firms HRM functions impact on AOC become only evident when the recipients of these firm's policies perceive the processes for its implementation as fair, just and devoid of any favoritism. According to Paşaoğlu (2015) oftentimes, employees working in organizations that offer lucrative CS packages believe that such institution values their output hence are willing to provide its workers with adequate CS plans that will be able to meet their individual needs. Empirically, it has been reported that organizations that provide its workers with a performance-based compensation get in return committed employees who are willing to keep their employment arrangement with their employer for a long run. Also, Gellatly, Hunter, Currie, & Irving (2009) posited a significant relationship between firm's CS packages and employees AOC and COC towards their organization.

The researchers related to the studied of the HRM functions have been evidence for the links between CS and the AOC. Parker & Wright (2001) argues those CS like the high wages base, sharing the bonuses are increase and workers and the commitment of the employees by options are incentive of stock in the employee and motivated is the best achievement of the organization ambition. The results of Hammer and Landau have shown the workforce who realize the perceived opportunities of advancement in their organization were more committed to their organizations. Similarly, a study by Coyle-Shapiro, et al. (2002), showed the profit-sharing in AOC is the positive impacts (Arthur, 1994). The outcome impact of the bonus and salary on the company performance, there is small research showing the impact of bonus and wage in the AOC, in the view of that, the both of these factors are included bonus and CS as the pay bottom on performance. A study by Coyle-Shapiro (2002) indicated the workers whom observed in opportunities for advancement in their firm are soma dedicated into their organization; also demonstrated positive effect of benefit sharing on AOC.

The positive impact of CS, such as pay and incentives on work attitudes can be derived from the argument that an individual's perception of being valued by the organization may be significantly influenced by the organization's CS

for the individual's effort (Jaros, 2007; Jaros, 1997; Meyer & Allen, 1997). Some scholars have suggested that CS should be designed to achieve AOC as strategic HRM functions (Martocchio, 2017). Also, he addressed that certain types of CS plan also lead to higher AOC. In a study conducted by Grover & Crooker (1995), using data collected in a national survey of more than 1,500 U.S. workers, found a positive relationship between CS and AOC. They argued that organizations that offer such benefits are perceived by employees as showing greater support and as being fair in their dealing with employees. In this respect, the following hypothesis is proposed:

***H2b:** Compensation system positively influences affective organizational commitment.*

### **3.2.3 The Relationship Between Training and Development and Affective Organizational Commitment**

Rhoades & Eisenberger (2002) argue that providing TD opportunities to an organization workforce sends strong signals to the employees that their employers care about their growth and also value their progression too. It has been empirically validated that TD programs do not only develop employees and augment their skills and abilities but also enhance their satisfaction towards their job and commitment towards their organization (Paul & Anantharaman, 2004). Qiao et al. (2008) on the other hand measured the influence of HRM functions on OC. Their study results reported a significant relationship between TD and AOC. Likewise, Gellatly, Hunter, Currie, & Irving (2009) found out that employee perceptions of development-oriented HR functions such as TD ensured a positive employee AOC and COC towards their organization. The same revelation was likewise confirmed in the studies of Paşaoğlu (2015) when the author study results reported a significant relationship between TD and AOC.

McElroy, Morrow, & Rude (2001) suggested that the firms are investing in TD sent an obvious message into their employees that in business are committed in the development it is individuals. While organization TD are in involve specific skills in the organization. TD may well induce the COC and the



acquired skills were perceived into un-transferable (McElroy et al., 2001). The whole training skill can transferable in other organization the easy ways when my specialized result of training can be the creation of the terms into sunken cost and effort and labor stand into losing if the falsity leaves in the organization. Generally, the opinion of individuals or workers about the associations' HRM functions shows a worker's general recognition of the organization's different HRM functions and it is recognized a key figure in appreciating employees conduct in the work environment while they are presented with different HRM activities instead of a single functions (K. Chang et al., 2016). Besides, they analyzed the impact of general belief on AOC.

Taormina (1999) found that TD was a significant predictor of AOC, NOC and COC. Randall & O'driscoll (1997) and Schuler & Jackson (1987) found that agreement with TD policies was associated with higher levels of AOC among employees in New Zealand, though not employees in Ireland. Research studies also suggest that attitudes towards TD may be related to different commitment components. For example, Iverson & Buttigieg (1999) found that promotional opportunity was a significant predictor of AOC. Meyer & Smith (2000) and Taormina (1999) found that TD was one of the most powerful predictors of both AOC and NOC. Grund & Titz (2018) found that employees' participation in further TD is positively related to AOC. In the study of Bashir & Long (2015), the study results revealed a significant and positive relationship between TD and AOC. Alhassan (2011) conducted a study to investigate the relationship between employees' perception of TD and the two components of organizational commitment, namely, AOC and COC. The study was conducted among employees in the hotel sector of the Western Cape Province of South Africa. Results from the study showed that employees who perceived high availability of TD demonstrated higher AOC compared to the employees who perceived low availability of TD. The study further went on to reveal a correlation between perceived availability of TD and turnover intentions implying that employees with a high perception of TD availability had lower intentions of leaving the organization. Results of study on TD and AOC conducted by Ahmad (2011) were consistent with the research conducted by

Bartlett & Kang (2004), showed a positive correlation between motivation to learn and AOC. In this respect, the following hypothesis is proposed:

***H<sub>2c</sub>:** Training and development positively influence affective organizational commitment.*

### **3.2.4 The Relationship Between Performance Appraisal and Affective Organizational Commitment**

Giauque, Resentera, & Siggen (2010) in their studies, assessed how the various HRM functions implemented by Swiss's SMEs firms impacted on their employees' commitment. Results from their study showed that procedural justice in the firms' PA processes affected the respondents' commitment levels. Also, in the study of Paşaoğlu (2015), it became evident that PA had a significant positive relationship with AOC. Likewise, Paul & Anantharaman (2004) reported similar observations in their study when their study results revealed a significant relationship between PA functions and AOC.

Meyer, Stanley, Herscovitch, & Topolnytsky (2002) reported a strong relationship between PA and COC. Likewise, Paşaoğlu (2015) recorded a significant positive relationship between PA and AOC among banking population within Turkey. Likewise, Oh, Blau, Han, & Kim (2017) reported a significant relationship between PA and AOC. In contrast, in the studies of Fiorito, Bozeman, Young, & Meurs (2007) it became evident that PA is negatively related to COC. PA was included from the Chang (2005) study of the influence of employees' overall perception of the organization's HRM functions and OC. In his study, he was found that employees' beliefs that the HRM functions of the organization were effective, resulted in higher AOC. PA was one of the factors included in the study along with TD, RS, grievance system and suggestion system effectiveness. Savaneviciene & Stankeviciute (2011), states that PA is valued for defining expectation and measuring the extent to which expectation are met, she goes on to state that appraisal can make clear to employees where they are having success and where they need to improve performance. Savaneviciene & Stankeviciute (2011), indicates that PA is useful in setting goals and in fostering improved communication among

work groups and between employees and supervisors, before the 1960's, performance evaluation was designed primarily as tools for the organization to use in controlling employees.

Shahnawaz & Juyal (2006) found that PA is the significant predictor of AOC. It has both administrative as well as individual development inclination and organization's sincerity towards PA helps in enhancing commitment and trust among employees. Further, Bal, Bozkurt, & Ertemsir (2014) revealed that along with various other HRM functions; PA to has a positive & significant relationship with AOC and NOC. Salleh, Amin, Muda, & Halim (2013) concluded that the perceived fairness of PA has a positive influence on AOC. Tan (2008) where it was found that TD related HRM functions like PA, CS and TD affect the perceived organizational support which results, in particular, the internal promotion and supervisory support and all these ultimately results in AOC. Esteves & Caetano (2010) conducted a research in six Portuguese banks highlighted that high performing HRM functions which were TD, PA, information sharing and CS including the performance-based incentives were positively correlated to AOC. In this respect, the following hypothesis is proposed:

***H<sub>2d</sub>:** Performance appraisal positively influences Affective organizational commitment.*

### **3.3 The Relationship Between Human Resource Management Functions and Normative Organizational Commitment**

Meyer & Smith (2000) suggested that the influence of HRM functions (PA, CS, and TD) on AOC and NOC were largely mediated by organizational support and to a lesser extent by procedural justice, hence HRM functions effect on commitment are neither direct nor unconditional. Further, they also suggested that the links between some of the HRM evaluation ratings and organizational support were fully (PA) or partially (TD, CS) mediated by procedural justice, and hence procedural justice might be an important factor in shaping employees' perceptions of support, and ultimately commitment. Besides, Ogilvie (1986) also suggested that NOC is strongly influenced by employees'

perceptions of HRM functions. Therefore, the hypothesis can be presented as follows:

*H<sub>3</sub>: Human resource management functions positively influence normative organizational commitment.*

### **3.3.1 The Relationship Between Recruitment and Selection and Normative Organizational Commitment**

Miao et al. (2013) have found a positive relationship between RS and NOC. (Abrokwah & Ge, 2017) found a highly significant positive relationship between NOC and performance. A meta-analysis by Verquer, Beehr, & Wagner (2003) demonstrated that employees are more committed to the organization when their values are in congruence with that of their organization. In this respect, the following hypothesis is proposed:

*H<sub>3a</sub>: Recruitment and selection positively influence normative organizational commitment.*

### **3.3.2 The Relationship Between Compensations system and Normative Organizational Commitment**

NOC reflects the obligation to remain in the organization as a result of the internalization of a loyalty rule motivated by the need to return the benefits received from the organization (Meyer & Allen, 1997). Ahmad & Scott (2015) conducted a study in four and five-star hotel managers in Langkawi Island and they found that revealed that CS was positively related to NOC. In the study of Rianaa & Wirasedanaa (2016) was found a positive and significant between CS and NOC. In this respect, the following hypothesis is proposed:

*H<sub>3b</sub>: Compensation system positively influences normative organizational commitment.*

### 3.3.3 The Relationship Between Training and development and Normative Commitment

Meyer & Smith (2000) and Taormina (1999) found that TD was one of the most powerful predictors of both AOC and NOC. Bashir & Long (2015) conducted a study on academic staffs of one of the faculty in a public university in Malaysia, and they found a significant and positive relationship between TD and NOC. Yang, Sanders, & Bumatay (2012) also reported a relationship existed between employees' perception of access to TD and NOC. Data from employees in two organizations from the Philippines showed that the employees' perceived access to TD positively related well with NOC. Besides, employee self-construal had a mediating effect on this relationship. Employees' perception of access to TD was positively related to NOC for employees with a high collective self-construal. Results of studies on TD and NOC conducted by Ahmad (2011) showed a positive correlation between motivation to learn and NOC. In this respect, the following hypothesis is proposed:

***H<sub>3c</sub>:** Training and development positively influence normative organizational commitment.*

### 3.3.4 The Relationship between Performance Appraisal and Normative Organizational Commitment

There can be many antecedents of OC as suggested by Camilleri (2002) who after investigating a state-owned IT industry in Malta, Europe indicated that the employees with lesser educational qualification, having a higher position in the organizational hierarchy and with lesser ambiguity in the role performed, with lower role conflict and positive impact of the overall state of roles played within an organization are more committed to their organization. It increases all the NOC, COC and AOC components of the OC. As mentioned in the literature a fair and transparent system of PA is needed in every organization to keep the employees satisfied with their job and commitment to their organization which can be either AOC or NOC (Jawahar, 2006; Pettijohn, Pettijohn, & D'Amico, 2001). In this respect, the following hypothesis is proposed:

*H<sub>3d</sub>: Performance appraisal positively influences normative organizational commitment.*

### **3.4 The Relationship Between Human Resource Management Functions and Continuance Organizational Commitment**

Gagne & Deci (2005) suggested that HRM functions should increase the likelihood of belonging to a profile where AOC is high and COC is low and to a lesser extent, increase the likelihood of belonging to a profile where both AOC and COC are high. Given that increased COC in a context of high AOC is experienced as a moderate, rather than an extreme, form of external regulation. Not only should the presence of HRM functions diminish feelings of external regulation, but they should increase opportunities within and outside the firm, which, in turn, should reduce feelings of being trapped (high COC /low AOC) or be uncommitted (low AOC /low COC). COC has been found to correlate positively with HRM functions (Chang, 1999; Iverson & Buttigieg, 1999; Meyer & Smith, 2000). Therefore, the hypothesis can be presented as follows:

*H<sub>4</sub>: Human resource management functions positively influence continuance organizational commitment.*

#### **3.4.1 The Relationship Between Recruitment and Selection and Continuance Organizational Commitment**

Genevičiūtė-Janonienė & Endriulaitienė (2014) argued that no relationship or a negative relationship exists with aspects of COC and RS. Abrokwah & Ge (2017) disagreed with Tella et al. (2007) by documenting the high significant positive relationship between COC and RS. RS may have a positive effect on COC when employees realized that the organization has invested substantial effort and costs in selecting them, they may believe that the organization values them and is committed to them (Jack Fiorito, Bozeman, Young, & Meurs, 2007). In this respect, the following hypothesis is proposed:

*H<sub>4a</sub>: Recruitment and selection positively influence continuance organizational commitment.*

### **3.4.2 The Relationship Between Compensations system and Continuance Organizational Commitment**

Kee, Ahmad, & Abdullah (2016) conducted a study among workers in the banking industry in Malaysia and found a significant relationship between CS such as salaries, bonuses and merit pay and COC. In the study of Abdullah & Ramay (2012), they found that CS had a significant positive relationship with the COC. In a similar study by Munap, Badrillah, & Rahman (2013), the salary was one of the factors that can influence the probability of decision making for the workers to join, leave or stay in the organization. In this respect, the following hypothesis is proposed:

*H4b: Compensation system positively influence continuance organizational commitment.*

### **3.4.3 The Relationship Between Training and development and Continuance Organizational Commitment**

Research has reported that employee perceptions regarding the transferability of skills are negatively associated with COC (Meyer & Allen, 1997). Shouksmith (1994) also found that perceptions of promotion opportunities were positively associated with COC. Meyer et al. (2002) found that COC was higher among employees that were rated as less promotable by their superiors. Bashir & Long (2015) conducted a study on academic staffs of one of the faculty in a public university in Malaysia, and they found a non-significant relationship between TD and COC. Findings in a study by Bartlett (2001) to explore the relationship between employees' perception towards TD and COC among nurses in North America revealed that there was a negative but non-significant relationship existed between motivation to learn and the COC form of OC. Similar results were reported by (Bartlett & Kang, 2004) when they conducted similar studies among nurses in New Zealand. In addition, the results of the study on TD and COC conducted by Ahmad (2011) showed no correlation existed between motivation to learn and COC. In this respect, the following hypothesis is proposed:

*H<sub>4c</sub>: Training and development positively influence continuance organizational commitment.*

#### **3.4.4 The Relationship between Performance Appraisal and Continuance Commitment**

In the past, researches have discussed COC will lead to behavioral outcomes, lower turnover and high PA (Dixit & Bhati, 2012). The argument was uncovered by Meyer & Smith (2000) and Meyer et al. (2002) who revealed a positive relationship between COC and job performance. Committed employees are more likely not only to remain with the organization but also likely to the extent more efforts on behalf of the organizational work towards its success and therefore are also likely to exhibit better performance than uncommitted individuals (Kasogela, 2019). Allen & Meyer (1990) stipulate that committed employees can benefit the organization in several ways as it can improve performance. Tolentino (2013) investigated OC among the performance of academic and administrative personnel of a chartered university using Allen and Meyer's Three-Component Mode. The results revealed that the performance of academic and administrative personnel have a strong desire to stay in the university. The performance of academic personnel has stronger AOC and NOC than the administrative performance while the performance of administrative personnel has a stronger COC than the academic performance. The performance of academic personnel exhibited a moderate level of COC while the performance of administrative exhibited a strong level of COC. In this respect, the following hypothesis is proposed:

*H<sub>4d</sub>: Performance appraisal positively influence continuance organizational commitment.*

#### **3.5 The Mediating Role of Affective Organizational Commitment with Human Resource Management Functions and Organizational Citizenship Behavior**

Several studies have supported the positive relationship HRM practice and AOC (Chang et al., 2016; Meyer & Smith, 2000; Meyer et al., 2002; Wasti, 2003). Kehoe & Wright (2013) found that emotional AOC partly mediated the



relationship between HRM practice and OCB. While Kuvaas (2008) failed to provide experimental support for the relationship between HRM functions, the intention of turnover and performance of work, and their mediation through emotional commitment. Meyer & Smith (2000) attempted to examine the relationship between HRM functions (e.g. TD and PA) and AOC showed that the practice of managing HR development was significantly correlated with NOC and AOC, while there was no meaningful relationship between COC and practice of HRM development.

Many researchers have studied the relationships between HRM functions and OC. For example, Paul & Anantharaman (2004) showed that the HRM functions of software professionals have a significant positive relationship with AOC. Payne & Huffman (2005) found that AOC mediated the relationship between the routing of HRM functions in the organization and the turnover of employees overtime. Wright et al. (2003) conducted a study of 50 work units in a catering company and they found a significant relationship between HRM functions and AOC. They have suggested that the initial impact of HRM functions on AOC starts with RS. When universities invest in choosing the most skilled employees and providing them with increased skills through training and development opportunities, the employees find a workplace full of well-qualified peers. Additionally, to let the employees see a more direct views of their behavior the universities should use a proper performance appraisal and CS to have a suitable working environment where employees feel a fair and equitable reward for their efforts. Zheng et al. (2012) examined how frequent employees evaluation decides OCB. Based on their investigation, they concluded that this relationship occurs only when the AOC acts as a mediator variable. Previous research on HRM, AOC and OCB have been conducted on employees in the administration and banking areas, in medical clinics and schools (Grawe et al., 2012; Stamper & Dyne, 2014; Zeinabadi, 2010). This study contributed to the literature by examining this relationship in Jordanian universities, which has rarely been discussed. Therefore, the following hypothesis and sub-hypotheses can be formulated as:

**H<sub>5</sub>:** *Affective organizational commitment mediates the relationship between human resource management functions and organizational citizenship behavior.*

**H<sub>5a</sub>:** *Affective organizational commitment mediates the relationship between recruitment and selection and organizational citizenship behavior.*

**H<sub>5b</sub>:** *Affective organizational commitment mediates the relationship between compensations system and organizational citizenship behavior.*

**H<sub>5c</sub>:** *Affective organizational commitment mediates the relationship between training and development and organizational citizenship behavior.*

**H<sub>5d</sub>:** *Affective organizational commitment mediates the relationship between performance appraisal and organizational citizenship behavior.*

### **3.6 The Mediating Role of Normative Organizational Commitment with Human Resource Management Functions and Organizational Citizenship Behavior**

Guyo (2015) suggested that employees may be more willing to get citizenship than others. HR managers can target applicants who generally tend to participate in the OCB. For example, they could target candidates based on their extra-curricular roles. Guest (2002) mentions that RS may also look to see whether potential applicants are committed to causes beyond themselves as a possible indicator of their OCB tendencies. OCB can be included in the job interview to help with selection decisions. Applicants who display OCB during interviews are less likely to voluntarily quit than to be more productive and potentially more commitment than others (Guyo,2015). Organizations ' with higher levels of equitable access to TD programs are likely to increase employees commitment in their organization which, in turn, enhance their OCB (Bartlett & Kang, 2004). Noor (2009) conducted a study of 134 Pakistani

university teachers and showed that TD opportunities had a significant positive relationship with NOC and enhance OCB. The TD of employees is recognized as an essential part of HRM functions usually thought to be distinctive categories of human investment capital for human and organizational improvements (Wentland, 2003). Dysvik & Kuvaas (2008) determined that when employees are given TD opportunities this may result in employee commitment which contributing back to the organization through voluntary behaviors to offer an effective OCB.

Recently, Alvi et al. (2016) investigated the impact of employees training on the NOC and OCB of two companies in Pakistan. They found that employee training is a good indicator of NOC and OCB, but employee training is the best precedent for NOC compared to OCB. Ahmad (2011) has shown that support for TD is associated with OCB. Moreover, research on the influence of NOC on OCB conducted by Rahayu (2017) and Yanti & Supartha (2017) suggested that commitment influences OCB because NOC can increase awareness to do work even without payment. Suryani et al. (2019) pointed out that the factors that influence the behavior of OCB including CS and NOC. They proposed that the higher CS received and the higher NOC of employees, it will lead to a higher level of OCB owned. Therefore, the following hypothesis and sub-hypotheses can be formulated as:

***H<sub>6</sub>: Normative organizational commitment mediates the relationship between human resource management functions and organizational citizenship behavior.***

***H<sub>6a</sub>: Normative organizational commitment mediates the relationship between recruitment and selection and organizational citizenship behavior.***

***H<sub>6b</sub>: Normative organizational commitment mediates the relationship between compensations system and organizational citizenship behavior.***

***H6c:** Normative organizational commitment mediates the relationship between training and development and organizational citizenship behavior.*

***H6d:** Normative organizational commitment mediates the relationship between performance appraisal and organizational citizenship behavior.*

### **3.7 The Mediating Role of Continuance Organizational Commitment with Human Resource Management functions and Organizational Citizenship Behavior**

Sung et al. (2017) suggested that HRM functions as a remarkable driver of the positive attitude and behavior of employees that increase organizational operations and effectiveness which, in turn, enhance employee commitment, competence and improved the operational and financial performance of the organization. The research was carried out by (Angelina & Subudi, 2014; Danendra & Mujiati Ni Wayan., 2016; Makau, Nzulwa, & Wabala, 2017), stated that CS has a positive and significant influence on OCB which means that if the salary, benefits, and facilities provided by the organization are perceived as fair by employees, then the OCB will increase. Olian & Rynes (1984) showed that employee who gets promotions are most likely submitting to COC. Promotions refer to the progression of an employee's duty or occupation area from a lower level to another higher level of employment situation inside the organization. However, the promotion has obtained to seen even-handed which based on their capacity to enhance OC level.

Omotayo et al., (2014) believes that the HRM functions mission is to create approaches and systems that will pull in, satisfy, keep and motivate the employee to obtain an OC. This urges employee to work more diligently and build a competitive environment in the organization for achieving the business objectives. Based on their results, they state that HRM functions and COC have a simultaneous effect on OCB. Also, Liu (2006) proposed that TD is one of the antecedents of COC that demonstrated a significant association with OCB. Dockel et al. (2012) reveal a significant association between TD and

OCB and this relationship has been completely mediated by COC. Pettijohn et al. (2001) performed a study on retail sales employees in the USA. They indicated that if there is a clear and transparent PA system within an organization, it will lead to a high degree of COC because it enhances the perceptions of integrity among employees. Jawahar (2006) indicated that some other factors increase job satisfaction and OC, and decrease turnover intention. In her investigation, she revealed that satisfaction with the performance reactions and employees involved in the PA process is positively correlated with job satisfaction and the types of OC, while it is negatively correlated with turnover intention. A study by Farndale et al. (2011) supports the conclusion that the employees' knowledge of PA is the main variable that determines the level of employee commitment and demonstrates their commitment to their organization. Hai & Mian (2007) indicated that PA, including system and process facets, significantly affects COC and plays a mediating role between PA and employees' behavior. Therefore, the hypothesis and sub-hypotheses can be expressed as follows:

***H7:*** Continuanace organizational commitment mediates the relationship between human resource management functions and organizational citizenship behavior.

***H7a:*** Continuanace organizational commitment mediates the relationship between recruitment and selection and organizational citizenship behavior.

***H7b:*** Continuanace organizational commitment mediates the relationship between compensation system and organizational citizenship behavior.

***H7c:*** Continuanace organizational commitment mediates the relationship between training and development and organizational citizenship behavior.

***H7d:*** Continuanace organizational commitment mediates the relationship between performance appraisal and organizational citizenship behavior.

### **3.8 The Relationship Between Affective Organizational Commitment and Organizational Citizenship Behavior**

Meyer et al. (2002) conducted various empirical studies describing the impact of regulatory compliance components on OCB. They found that AOC was associated with OCB, while ongoing commitment had no relationship with OCB. Morrison (1996) noted that among OC elements, the most critical is AOC. Conversely, the study of Kuehn & Al-Busaidi (2002) found that the most significant variables for OCB were job satisfaction and NOC. Other empirical studies show a statistically significant relationship between AOC and OCB (Alvi et al., 2016; Hartono & Handayani, 2019; Meyer et al., 2002; Pohl & Paillé, 2011; Suparjo & Darmanto, 2015; Terzi, 2015; Yanti & Supartha, 2017). Liu et al. (2018) show that AOC is predictive of OCB because it has a significant impact on it. Scholl (1981) and Wiener (1982) suggested a model of OC that supporting the relationships with OCB. Jaros (1997) stressed that highly committed employees are more likely to engage in OCB activities. MacKenzie et al. (2006) confirmed that AOC is an important variable in explaining employees OCB. Schappe (1998) conducted a study of 150 employees of a Mid-Atlantic insurance company and found that only AOC had a significant relationship to OCB when considered with job satisfaction and justice simultaneously. Suparjo & Darmanto (2015) study a tenured faculty who works at private universities in Central Java province. The results of their study proved that AOC is an important determinant of OCB. Hartono & Handayani (2019) conducted a study at Astra International TBK Cirebon with 51 employees and they found that AOC has a positive and significant impact on OCB.

Past studies have detailed the positive correlation between AOC and OCB (Benjamin, 2012; A. Haque, 2011; Meyer & Allen, 1997; Shore & Wayne, 1993). AOC was regarded as a predictor and as an important factor for predicting extra-role behaviors of OCB (Scholl, 1981; Wiener, 1982). In a meta-analytic study of the antecedents, correlates and consequences of OC, AOC correlated positively with OCB (Meyer et al., 2002). Freund (2004) examined the relationship between work commitment and OCB among

lawyers in the private sector. The results show that AOC and OCB are significantly related. It should, however, be noted that some other studies have found no correlation between AOC and OCB (Shore & Wayne, 1993; Williams & Anderson, 1991b). Despite these differing results it is generally held by scholar-practitioners and researchers that more research evidence supporting a positive relationship between AOC and OCB lend credence to the assertion that AOC correlates with OCB. Therefore, the following hypothesis can be formulated as:

*H<sub>8</sub>: Affective organizational commitment positively influences organizational citizenship behavior.*

### **3.9 The Relationship Between Normative Organizational Commitment and Organizational Citizenship Behavior**

Bolat & Bolat (2008) in their examination of the relationship between OC and OCB in the hotel business, found that there were significant relationships between all aspects of OC and OCB but that among the aspects of OC, the one achieving the strongest relationship with OCB was that of NOC. Bolon (1997) established an effect of the AOC aspect on OCB directed toward the individual but did not find a significant relationship between COC and NOC. Kılıç (2013) examined the relationships between the aspects of OC and those of OCB and the result showed that the NOC has a significant relationship with OCB. Amin, Cham, & Naji (2016) indicated that there is no significant relationship between AOC and NOC components and the employees' OCB. In a study performed by Poursoltani, Tondnevis, & Naderi (2013) the results indicated that there is a positive and significant relationship between the teachers' OCB and AOC, NOC and COC. Also, Rungesanuvatgol (2012) highlighted that NOC as one of the strongest factors having a relationship with employees' citizenship behavior but it was shown no significant relationship between COC and OCB. Also, the study performed by Finkelstein (2014) indicated that the AOC and NOC show a significant relationship with OCB but there was not figured out any significant relationship between COC and OCB. Therefore, the following hypothesis can be formulated as:

*H<sub>9</sub>: Normative organizational commitment positively influences organizational citizenship behavior.*

### **3.10 The Relationship Between Continuance Commitment and Organizational Citizenship Behavior**

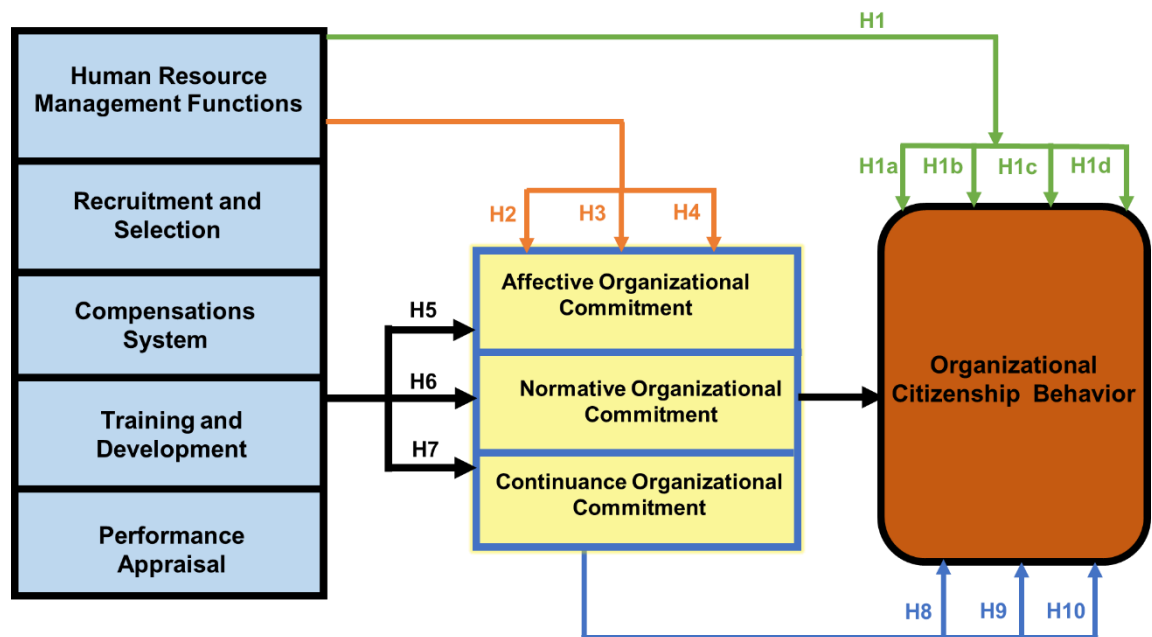
COC by employees may not increase firm performance because it is negatively or unrelated to job performance and OCB and thus considered undesirable (Sinclair, Tucker, Cullen, & Wright, 2005). Those who stay based on COC may not have the motivation to work hard to produce for the organization (March & Simon, 1958). Meyer et al. (2002) included OCB in the three-component model of OC that they developed. Whilst stating a significant and positive relationship between the AOC and NOC aspects of OC and OCB, they found that COC had a negative relationship or that there was no relationship at all with OCB. Shore & Wayne (1993) showed that COC is negatively connected with organizational outcomes such as OCB. Bakhshi, Sharma, & Kumar (2011) have found that COC was positively correlated with OCB. Also, Organ & Ryan (1995) studied the relationship between OC and OCB, and, whilst ascertaining a significant relationship between COC and OCB, they did not find a significant relationship between AOC and OCB. Dogrul (2013) concluded that several aspects of OC had a relationship with aspects of OCB. According to this study, AOC, particularly, results in the development of OCB. Altınbaş (2008) as a result of his study, concluded that the AOC and COC aspects of OC had relationships with all aspects of OCB at significant levels. Therefore, the following hypothesis can be formulated as:

*H<sub>10</sub>: Continuance organizational commitment positively influences organizational citizenship behavior.*

SET assume that employees are committed to paying back their institutions' support and doing their utmost to achieve the results that their organization want (Park & Searcy, 2012). In this sense, HRM functions, OC, and OCB are variables that support each other. Effective HRM functions will increase employees' positive attitudes towards their organization and will, in turn, reflect



as OC and OCB. Employees will place the benefits of their organization's above their interests. Figure 1 illustrates the conceptual model of this research.



**Figure 1** Research Model

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 Research Design**

The author elaborates the methodology of this research that has been utilized in revealing the impact of HRM functions on OC, and OCB. This research describes the procedures that have been used to analyze the data and check the hypotheses by collecting data, measuring the variables in the research model, and the types of analysis methods that have been used (SPSS v25, AMOS v24, and structural equation modelling (SEM)). Before conducting research, there must be several important issues, such as the type of research, the reasons for investigation, and the methods that used to collect data by taking an idea, construct, or thought, at that point, building up a measure or scale to monitor it empirically (Creswell, 2009).

In conclusion, based on a deductive approach the quantitative research relates to layout, measurement, and sampling issues that focusing on detailed planning to data collection and data analysis. The author applied quantitative research methods and the procedures are created systematically before unifying data collection. Besides, data analysis relies on the use of statistical methods, Tables, or figures and discusses how to link the result to hypotheses. Therefore, the nature of this research is completely quantitative.

## 4.2 Sampling & Sample

The main objective of designing the study sample was to generate a comprehensive and ideal sample of Jordanian universities. The target population of this study contains all administrative staff in the Jordanian universities. The reasoning behind that is because they perform different tasks at different departments and to ensure the durability of the results while applying them to different tasks. After approval was obtained from the ethics committee at Near East University the questionnaire was applied between November 2018 and January 2019. A questionnaire was distributed by hand in different work areas within the universities, such as a research center, administrative centers, departments, units and so on. Once all responses had been received, they were recorded in the database using SPSS v 25 and AMOS v 24 for further analysis.

The study population consisted of administrative staff working at Jordanian Universities. According to the statistical report of the Ministry of Higher Education and Scientific Research in Jordan for the period, 2016-2017 the total population of administrative staff working at the 29 Jordanian universities was 19,505. Table 1 shows the population size of administrative staff from 29 universities distributed as (10) public, and (19) private. Due to reasons of the large size of the population used in conducting this research and the potential challenges in time, cost and non-response Yamane (1985) formula were used to determine the ideal sample size for this research. Also, Table 2 shows the Yamane (1985) table that used for defining the ideal sample size from the population by the appreciation of the level of confidence and interval or margin of error that needed for the sample size.

The interval of confidence is an estimate derived from a sample data that has a probability of including the actual criterion of the population (Lu, Ding, Asian, & Paul, 2018; Nicholas, 2011; Sekaran & Bougie, 2016). The level of confidence that 95% of 5% margin of error is generally favorable for business and social sciences research (Lu et al., 2018; Nicholas, 2011; Sekaran & Bougie, 2016). Therefore, in this research, the size of the population is 19505. Table 2 indicates that if the size of the population between 15000-20,000 for a

5% precision level, where the confidence level is 95%, the sample size will be 392. Also, this research utilized a convenience-sampling method based on the data collection from the population who are available to participate in this research. According to that, out of total 424 distributed questionnaires, 400 usable responses were received making 94% as a response rate.

**Table 1** Number of Administrative Staff in Jordanian Universities for year 2016/2017

	<b>Universities Name</b>	<b>Number of Administrative Staff</b>
<b>Public Universities</b>	University of Jordan	3218
	Al-Balqa' Applied University	3017
	Jordan University of Science and Technology	2157
	Yarmouk University	1550
	Mutah university	1412
	The Hashemite University	953
	Al al-Bayt University	931
	Al-Hussein Bin Talal University	855
	Tafila Technical University	641
	German Jordanian University	382
<b>Private Universities</b>	Applied Science Private University	576
	Al-Zaytoonah University of Jordan	568
	Isra University	422
	University of Petra	399
	Zarqa University	316
	Philadelphia University	309
	Al-Ahliyya Amman University	296
	Jerash Private University	265
	Irbid National University	188
	Jadara University	178
	Middle East University, Jordan	177
	Princess Sumaya University for Technology	174
	Amman Arab University	147
	American University of Madaba	114
	Ajloun National Private University	108
	Ammon Applied University College	49
	Faculty of Educational Sciences and Arts/UNRWA	43
	Aqaba University of Technology	39
	Jordan Academy of Music	25
	<b>Total</b>	<b>19505</b>

**Table 2** Sample size for Confidence Interval  $\pm 1\%$ ,  $\pm 3\%$ ,  $\pm 5\%$ , and  $\pm 10\%$ 

Size of Population	Sample Size (n)			
	Confidence Interval			
	0.10	0.03	0.01	0.05
500a		222	476	145
600a		240	566	152
700a		255	654	158
800a		267	741	163
900a		322	826	166
1,000a		286	909	169
2,000	96	714	1,667	333
3,000	97	811	2,308	353
4,000	98	870	2,857	364
5,000	98	909	3,333	370
6,000	98	938	3,750	375
7,000	99	959	4,118	378
8,000	99	976	4,444	381
9,000	99	989	4,737	383
10,000	99	1,000	5,000	385
15,000	99	1,034	6,000	390
20,000	100	1,053	6,667	392
25,000	100	1,064	7,143	394
50,000	100	1,087	8,333	397
100,000	100	1,099	9,091	398
<100,000	100	1,111	9,100	400

a = The assumption of a normal population transition is weak (Yamane, 1967). A sample of the entire population must be taken.

### 4.3 Data Collection Procedures

This research aims to check the impact of the functions of HRM on organizational commitment and OCB by using a questionnaire from literature reviews to test the hypotheses for this research, where the employees (Administrative Staff) of Jordanian universities formed as an analysis unit of this research see Appendix 1. To collect credible and useful data and avoid coercive participation, the author informed the respondents that their participation was voluntary and he explained the purpose of the research and

obtained verbal consent from them before distributing the questionnaire. This research was conducted using a questionnaire which is considered as a suitable means for effective and accurate information. Therefore, the questionnaire method was adopted as the preferred tool to answer current research objectives.

The questionnaire was reviewed by university professors who are having an experience and knowledge in the field of HRM and organizational behavior to detect mistakes or a possible source of misunderstandings and to check the accuracy and validity of the professional terms and perspicuity. Validity also checked through distributed 20 questionnaires as pilot research to adjust proportion to the responders' abilities to answer the questions and based on their feedback the questionnaire questions was edited to be more comprehensive and accurate. The questionnaire was designed with a 5-point Likert scale ranging from Strongly Agree = 5 to Strongly Disagree = 1.

#### **4.4 Study Variables and Instrument**

The model of the research is quantitative and cross-sectional. The questionnaire consists of four parts and 72 items in total: demographic information, the human resource management Scale (HRMS), the Organizational Citizenship Behavior Scale (OCBS), and the Organizational Commitment Scale (OCS). Table 3 summaries the Cronbach's alpha for these scales.

##### **4.4.1 Demographic Information**

The research also assesses some demographic variables that are presented in Part 1 of the questionnaire (see Appendix). The respondents were asked about gender, age, educational level, years of experience at this university, employment status and marital status. The demographic questions consist of 6 items (items 1–6).

##### **4.4.2 Human Resource Management Functions**

The HRMS used in this study was developed by Khatri (2000), Tsaur and Lin (2004) and Atteya (2012). This scale consists of 36 items with the format of a

typical Five-Point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) which divided into four sub-dimensions: recruitment and selection; compensation system; training and development; and performance appraisal with a Cronbach's alpha score of 0.870. According to Hair, Black, Babin, & Anderson (2014) the level of Cronbach's alpha that needs to achieve the reliability and to be an acceptable study is 0.7. Therefore, the Cronbach's alpha scores for the HRM functions variables for this study are reliable.

#### **4.4.2.1 Recruitment and Selection**

RS scale has (10) items developed by Atteya (2012), Khatri (2000) and Tsaur & Lin (2004). The data were collected from administrative staff and measured based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. Some sample items from RS are "The applicants are submitting to formal testing for the job before being hired". This scale was measured through 10 items (items 7–16) with Cronbach's alpha score of 0.814.

#### **4.4.2.2 Compensations System**

CS scale has (9) items developed by Atteya (2012), Khatri (2000) and Tsaur & Lin (2004). The data were collected from administrative staff and measured based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. A sample item for CS is "The compensation offered by the university is commensurate with the employees' expectations". This scale was measured through 9 items (items 17–25) with a Cronbach's alpha score of 0.944.

#### **4.4.2.3 Training and Development**

TD scale has (9) items developed by Atteya (2012), Khatri (2000) and Tsaur & Lin (2004). The data were collected from administrative staff and measured by the subject's responses based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. Some sample items from TD is "The University offers formal training programs to teach new employees the skills they need to perform their job". This scale was measured through 9 items (items 26–34) with a Cronbach's alpha score of 0.770.

#### **4.4.2.4 Performance Appraisal**

PA scale has (8) items developed by Atteya (2012), Khatri (2000) and Tsaur & Lin (2004). The data were collected from administrative staff and measured based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. The sample items for PA are “Performance appraisals are used to plan skill development and training for future advancement”. This scale was measured through 8 items (items 35–42) with a Cronbach’s alpha score of 0.800. Some sample items from PA is “The ability to retain outstanding staff is one of the strengths of the university”.

#### **4.4.3 Organizational Commitment**

The OCS used in this study was developed by (Atteya, 2012; S. J. Jaros, 1997). This scale consists of 12 items (Items 43–54) with the format of a typical Five-Point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Cronbach’s alpha value for the OCS was calculated as 0.764. As with the HRMS, this value is also considered to be reliable.

##### **4.4.3.1 Affective Organizational Commitment**

AOC scale has (4) items developed by (Atteya, 2012; S. J. Jaros, 1997). The data were collected from administrative staff and measured based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. The sample items for AOC are “I would be very happy to spend the rest of my career with this university”. This scale was measured through 4 items (items 43–46) with a Cronbach’s alpha score of 0.934.

##### **4.4.3.2 Normative Organizational Commitment**

NOC scale has (4) items developed by (Atteya, 2012; S. J. Jaros, 1997). The data were collected from administrative staff and measured based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. The sample items for NOC is “One of the major reasons I continue to work in this university is that I believe loyalty is important”. This scale was measured through 4 items (items 47–50) with a Cronbach’s alpha score of 0.847.



#### 4.4.3.3 Continuance Organizational Commitment

COC scale has (4) items developed by (Atteya, 2012; S. J. Jaros, 1997). The data were collected from administrative staff and measured based on five-point Likert scale ranging from 5 = Strongly Agree to 1= Strongly Disagree. The sample items for COC is “One of the few serious consequences of leaving this university would be the scarcity of available alternatives”. This scale was measured through 4 items (items 47–50) with a Cronbach’s alpha score of 0.740.

#### 4.4.4 Organizational Citizenship Behavior

The OCBS used in this study was developed by Atteya (2012). This scale consists of 19 items (Items 55–72) with the format of a typical Five-Point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Cronbach’s alpha value for the OCBS was calculated as 0.864. This value is also considered to be reliable. Some sample questions from the OCBS are as follows: “I am willing to give my time to help my colleagues who have work-related problems”. The Cronbach’s alpha value for the present study of 67 items was calculated as 0.817 which this value considered to be reliable.

**Table 3** The Cronbach’s Alpha for Research Variables

Variable Name	Number of Items	Cronbach’s alpha
HRM Functions	<b>36</b>	0.870
Recruitment & Selection	10	0.814
Compensations System	9	0.944
Training & Development	9	0.770
Performance Appraisal	8	0.800
Affective Organizational Commitment	4	0.934
Normative Organizational Commitment	4	0.847
Continuance Organizational Commitment	4	0.740
Organizational Citizenship Behavior	<b>19</b>	0.864
<b>Total</b>	<b>67</b>	<b>0.817</b>

#### 4.5 Data Analysis Procedures

After collecting data, SPSS v.25 software was used to analyze the data with the following steps: First, test the reliability of the scale and validity of the questionnaire through Cronbach's alpha coefficient. According to Sekaran and Bougie (2016), Cronbach's alpha indicates that values which greater than 0.70 has high internal consistency in measured the variables and increases reliability. Second, correlation analysis shows how variables are positively related to each other. Table 4 summarizes the correlation coefficient scale. Third, factor analysis was used to find out the principal components to identify whether the factors used in the research can measure the variables and whether the factors used in the questionnaire are related to the variables or not. Hair, Black, Babin, & Anderson (2014) reported that exploratory factor analysis (EFA) is used to explore data and provides information on the number of factors needed to represent data better. Also, all measured or observed variables are related to each factor according to the value of the load estimation factor. The main feature of EFA is that all factors are obtained only from statistical results, not from any theory, and after the factor analysis is performed the factors can be named. In other words, EFA can be analyzed without knowing the number of factors that already present in the research or which variables that belong to which constructs.

**Table 4** Correlation Coefficient Scale

Correlation Scale	Description
$\pm 0.90 - \pm 1.00$	Very high positive or negative correlation
$\pm 0.70 - \pm 0.89$	High positive or negative correlation
$\pm 0.69 - \pm 0.50$	Moderate positive or negative correlation
$\pm 0.49 - \pm 0.30$	Low positive or negative correlation
$\pm 0.29 - \pm 0.00$	Negligible correlation

Finally, regression analysis was applied by using the PROCESS Procedure for SPSS v3.4 to test the hypotheses that developed to determine the effect of HRM functions on OCB by taking the OC as a mediator. According to (Hair et al., 2014), to test the significance of the model and structural model fit in AMOS

v24 the acceptance guidelines indicate that at least three to four appropriate indicators must be used to show an appropriate model; at least, one absolute index and one incremental indicator. Table 5 summarizes the measures of the structural model fit and the indications that were used in this research. The ratio of  $\chi^2/df$  or CMIN/DF suggested that  $\chi^2$  is adjusted according to the degree of freedom in evaluating an appropriate model. The ratio of  $\chi^2$  to the degree of freedom is recommended to measure a good fit of a model, with the standard  $\chi^2/df$  or CMIN/DF ratio  $<1.5$  indicates a good fit and the ratio of  $< 3.0$  shows a suitable model acceptable. The Comparative Fit Index (CFI) corresponds directly to the non-central scale. For the CFI value, if the pointer is greater than 1, it is set at 1 and if less than 0, it is set to 0. CFI depends on the average link size in the data and if the average correlation between variables is not high, then the CFI will not be too high. CFI is greater than 0.90, indicating that the model is well-equipped.

RMSEA (Root Mean Square Error of Approximation) usually provide enough unique information to evaluate the model. According to (Rivera, 2015), it is strongly recommended that RMSEA uses as an appropriate indicator for SEM because it appears to be appropriately sensitive to the error model. It typically uses explanatory guideline conclusions about model quality, which are useful for building confidence intervals around the RMSEA values. For RMSEA, also known as the badness of fit index, when the values are 0.05 or less, it indicates that the model is perfectly appropriate, and values greater than 0.05 to 0.10 indicate that the model has an average fit or an appropriate rate. Also, (Cheung, 2015) have suggested that the cutting point for RMSEA is a range of 0.80 - 0.10, indicating an average fit and when the RMSEA is higher than 0.1, the model is weak fit. Furthermore, he suggested that an RMSEA less than 0.08 should be considered acceptable.

SRMR (The standardized root means square residual) indicate that the model fits the data when its value is 0, but if the theoretical maximum of SRMR is 1, it indicates that the model poorly fits the data. NFI (Normed Fit Index) indicates that the model being evaluated has a variance between the autonomy model (appropriately) and saturated model (perfectly appropriate). According to

(Cheung, 2015), models with appropriate indicators of less than 0.90 can usually be significantly improved. TLI (Tucker-Lewis Index) was in the context of momentary structure analysis and also known as the Non-Normed Fit Index (NNFI). The typical TLI range is between 0 and 1, but not limited to that range. TLI values close to 1 indicate a very good fit.

**Table 5** Measures of the Structural Model Fit

Measures of Fit	Indications of Model Fit
CMIN/DF ( $\chi^2 / df$ )	A value close to 1 and no more than 3 indicates a good fit. A value of less than 1 indicates that the model is over-fit.
CFI	The CFI value is between 0 and 1. A value close to 1 indicates a very good fit.
TLI	The TLI value is between 0 and 1 but is not limited to that range. A value close to 1 indicates a very good fit. A value greater than 1 indicates that the model is over-fit.
NFI	The value of NFI is between 0 and 1. A value close to 1 indicates a very good fit.
RMSEA	RMSEA is the range between 0.80- 0.10, which indicates an average fit. RMSEA is higher than 0.1, the model has a weak fit. RMSEA below 0.08 should be considered acceptable.
SRMR	SRMR is 0, the proposed model fits the data perfectly. SRMR is 1, suggesting that the proposed model fits the data very poorly. SRMR <0.05 indicates that the model has reasonably fitted.

The hypotheses and sub-hypotheses that used in this research will be tested at 95% confidence level (or 5% margin of error). The rule of decision is that if the PV less than 0.05, the null hypothesis will be rejected and if it is greater than 0.05 it will be accepted. Several summary tables will be prepared to demonstrate the similarities and differences of HRM functions, AOC, NOC and COC and OCB among Jordanian universities.

#### 4.6 Ethical Considerations

This research was conducted taking into account the ethical implication at each stage of the research process. Approval was obtained from the Ethics Committee at Near East University for the research questionnaire before collecting data. This research was designed to meet the ethical principles of

voluntary participation, ensuring that participants were not harmed, respecting their right to privacy, anonymity, and self-determination. During this research, participants were introduced to the importance of the research and its purpose, and the participation in this research is voluntary and the data collected during this research will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications and will be treated with strict confidentiality. Also, the information of participants in this research will be guaranteed to be confidential and anonymous.

## CHAPTER 5

### RESEARCH RESULT

#### 5.1 Descriptive Statistics

This research aims to analyze the impact of HRM functions in Jordanian universities which represented by (RS, CS, TD, and PA) on OCB through OC which represented by (AC, NC and CC) as a mediator. To achieve this goal, the researcher distributes (424) questionnaire were subjected to (400) valid questionnaire for statistical analysis. Table 6 summarizes the distribution of the questionnaire on the research sample.

**Table 6** The Distribution of The Questionnaire on The Research Sample

	Number	Ratio
Distributed questionnaires	424	100%
Questionnaires recovered	416	98%
Non-refunded questionnaires	7	2%
Non-analytical questionnaires	9	2%
Questionnaires under analysis	400	94%

After collecting the questionnaire from the sample, the questionnaire response scale which contains 65 items was translated to a quantitative scale by giving the answer category 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree. The total scores of the sample respondents for each paragraph were classified as shown in Table 7.

**Table 7** The Degree of Approval of the Questionnaire Paragraphs

<b>Likert-Scale</b>	<b>Classification</b>	<b>Description</b>
1	1 – 1.79	Strongly Disagree
2	1.8 – 2.59	Disagree
3	2.6 – 3.39	Neither Agree nor Disagree
4	3.4 – 4.19	Agree
5	4.2 – 5	Strongly Agree

The researcher relied on the degree of approval of the questionnaire paragraphs according to Idek et al. (2014) the rule specified in Table 7 that the approval for the paragraph is strongly disagreed if the average mean of the paragraph between 1 – 1.79, disagree if the average mean of the paragraph falls between 1.8 – 2.59, neither agree nor disagree if the average mean of the paragraph is between 2.6 – 3.39, agree if the average mean of the paragraph between 3.4 – 4.19, and strongly agree if the average mean of the paragraph between 4.2 – 5.

### **5.1.1 Human Resource Management Functions**

Table 8 shows the mean scores for the HRM functions and its sub-dimensions items. The respondents' mean scores for the sub-dimensions of HRM functions items range from 2.91 to 4.65. At the same time, their standard deviation demonstrated that the items do not present a high deviation from the average mean among items. Where The respondents' mean scores for recruitment and selection was 3.40, compensation system was 3.84, training and development was 4.34 and performance appraisal were 3.99. Therefore, the respondents' mean scores for HRM functions (overall), as well as each of its dimensions, were all above the 3.00 mid-point score. These scores indicate that the employees' perceptions of the HRM functions carried out by their organization are satisfactory.

**Table 8** The Mean Scores for the HRM Functions and It Sub-Dimensions Items

#	Code	Items	Means	STD	Degree of Approval
7.	RS1	Regular interviews are conducted for applicants before being hired.	3.67	0.903	Agree
8.	RS2	The applicants are submitting to formal testing for the job before being hired.	3.11	0.907	Natural
9.	RS3	Applicants for positions in this area undergo more than one interview before being hired.	2.91	0.752	Natural
10.	RS4	Employees are provided a preview of what work in the university will be like, including the more negative aspects, as part of the selection process in this area.	3.71	1.046	Agree
11.	RS5	Employee selection focuses on overall fit to the university rather than specific skills.	3.31	1.019	Natural
12.	RS6	The university recruits' individuals who have sufficient skills and experience in the planning, organization, and control of important administrative positions.	3.31	0.909	Natural
13.	RS7	Department managers participate with the human resources manager in the recruitment and selection process at the university.	3.53	1.04	Agree
14.	RS8	The university is interested in collecting data and information about the applicants for appointment, in addition to the interview and selection for the purpose of use in the trade-off and appointment.	3.04	0.835	Natural
15.	RS9	The University uses unbiased interviews and tests on recruitment.	3.7	1.025	Agree
16.	RS10	The University relies on merit criteria in selecting employees.	3.66	0.984	Agree
<b>RS Mean Score</b>			3.40	0.988	Agree
17.	CS1	The pay level in this work unit relative to other universities is same.	3.34	1.035	Natural



18.	CS2	The pay level in this work unit relative to past years is higher.	4.07	1.111	Agree
19.	CS3	The pay is closely tied to individual performance.	3.75	1.062	Agree
20.	CS4	The pay reflects differences in contribution.	4.01	1.062	Agree
21.	CS5	The pay based on comparison to others.	3.36	1.04	Natural
22.	CS6	The compensation offered by the university is commensurate with the employees' expectations.	4.09	1.11	Agree
23.	CS7	The University continuously monitors the salary and incentive programs offered by other universities in the local labor market.	3.76	1.062	Agree
24.	CS8	Compensation is awarded at the university based on the efficiency of the employees.	4.02	1.114	Agree
25.	CS9	The University relies on the information provided by the performance appraisal system for the purpose of determining the rewards and incentives that distinguished employees deserve.	4.21	1.08	Strongly Agree
<b>CS Mean Score</b>			3.84	1.12	Agree
26.	TD1	The University offers formal training programs to teach new employees the skills they need to perform their job.	4.29	0.782	Strongly Agree
27.	TD2	The university offers orientation programs that train employees on processes.	4.33	0.779	Strongly Agree
28.	TD3	The university has a mentoring system to help develop these employees.	4.33	0.801	Strongly Agree
29.	TD4	The university use job rotation to expand the skills of employees.	4.39	0.751	Strongly Agree
30.	TD5	Apart from on–Job–Training, the university also provides employees with formal job training, either on or off the premises.	4.04	0.684	Agree

31.	TD6	Employees in each department are subject to one training program of at least 20 hours per year.	4.17	0.77	Agree
32.	TD7	The training needs of the university are determined through the plan prepared for the training needs.	4.48	0.656	Strongly Agree
33.	TD8	The university adopts regular programs to train and develop new employees to acquire the skills necessary for them.	4.48	0.742	Strongly Agree
34.	TD9	The University applies the ISO-10015 standard for the training and development of employees.	4.52	0.708	Strongly Agree
<b>TD Mean Score</b>			4.34	0.757	Strongly Agree
35.	PA1	Performance appraisals are used to plan skill development and training for future advancement.	4.09	0.742	Agree
36.	PA2	Performance evaluations are based on observable objectives of performance results.	3.68	0.849	Agree
37.	PA3	The University adopts specific criteria for evaluating employee performance.	4.65	0.67	Strongly Agree
38.	PA4	Employees in these jobs regularly at least once per year receive a formal evaluation of their performance.	4.19	0.819	Agree
39.	PA5	Commitment and job satisfaction are clearly reflected in raising the level of employee performance.	4.04	0.914	Agree
40.	PA6	The university management is satisfied with the performance outcome of the employees.	3.78	0.845	Agree
41.	PA7	The ability to retain outstanding staff is one of the strengths of the university.	3.83	0.878	Agree
42.	PA8	The university occupies a better place in society than it did before.	3.67	0.842	Agree
<b>PA Mean Score</b>			3.99	0.878	Agree
<b>HRM Functions Mean Scores</b>			3.88	1.00	Agree

### 5.1.2 Organizational Commitment

Table 9 shows the mean scores for the OC items. The respondents' mean scores for OC items range from 2.36 to 3.66. At the same time, their standard deviation demonstrated that the items do not present a high deviation from the average mean among items. Therefore, the respondents' mean scores for OC (overall) was 2.98. These scores indicate that the employees' perceptions of the OC carried out by their organization are natural.

**Table 9** The Mean Scores for the OC Items

#	Code	Items	Means	STD	Degree of Approval
43.	AC1	This university is a pretty good place to work.	2.36	1.132	Disagree
44.	AC2	I can get ahead in this university if I make efforts.	2.47	1.082	Disagree
45.	AC3	I enjoy discussing about my university with people outside it	2.53	1.214	Disagree
46.	AC4	I would be very happy to spend the rest of my career with this university	2.51	1.119	Disagree
<b>AC Mean Score</b>			2.46	1.139	Disagree
47.	NC1	One of the major reasons I continue to work in this university is that I believe loyalty is important	2.94	1.599	Natural
48.	NC2	I was taught to believe in the value of remaining loyal to one university	3.18	1.290	Natural
49.	NC3	If I got another offer for a better job elsewhere, I would not feel it was right to leave my university	2.87	1.582	Natural
50.	NC4	Things were better in the days when people stayed in one university for most of their careers.	2.65	1.485	Natural
<b>NC Mean Score</b>			2.91	1.504	Natural
51.	CC1	It would be very hard for me to leave my organization right now, even if I wanted to	3.66	1.062	Agree
52.	CC2	One of the few serious consequences of leaving this university would be the scarcity of available alternatives.	3.54	1.337	Agree

53.	CC3	I am not afraid if I quit my job without having another one.	3.55	1.132	Agree
54.	CC4	I feel that I have very few options to consider leaving this university.	3.53	1.280	Agree
<b>CC Mean Score</b>			3.57	1.207	Agree

### 5.1.3 Organizational Citizenship Behavior

Table 10 shows the mean scores for the OCB items. The respondents' mean scores for OCB items range from 2.22 to 3.78. At the same time, their standard deviation demonstrated that the items do not present a high deviation from the average mean among items. Therefore, the respondents' mean scores for OCB (overall) was 2.88. These scores indicate that the employees' perceptions of the OCB carried out by their organization are natural.

**Table 10** The Mean Scores for the OCB Items

#	Code	Items	Means	STD	Degree of Approval
55.	OCB1	I am willing to give my time to help my colleagues who have work-related problems.	2.74	1.17	Natural
56.	OCB2	I am willing to offer part of my practical time to help recruit or train new staff.	2.91	1.161	Natural
57.	OCB3	I am committed to working hours.	3.52	1.224	Agree
58.	OCB4	I encourage others to try new and more effective ways of doing their job.	3.38	1.432	Natural
59.	OCB5	I frequently communicate to my colleagues by providing suggestions on how the group can be improving.	3.78	1.033	Agree
60.	OCB6	I give an advance notice when I cannot come to work.	2.25	1.042	Disagree
61.	OCB7	I abide by informal rules that developed to maintain order.	2.22	1.043	Disagree
62.	OCB8	I complain about significant things at work.	2.44	1.037	Disagree
63.	OCB9	Even in any serious consequence's issues, I express my opinion openly even when others may disagree.	2.67	1.165	Natural

64.	OCB10	I often motivate others to express their ideas and opinions.	2.73	1.206	Natural
65.	OCB11	I encourage my colleague to voice their opinion when the otherwise might not speak.	2.96	1.115	Natural
66.	OCB12	I attend to training courses that university is encouraged for but not required from me to attend.	2.67	1.185	Natural
67.	OCB13	I always focus on what is wrong with my situation rather than the positive side of it.	2.27	1.032	Disagree
68.	OCB14	I defend the organization when other employees criticize it.	2.8	1.31	Natural
69.	OCB15	I am seeking to take advantage of advanced training courses.	3.07	1.259	Natural
70.	OCB16	I always seek to keep pace with developments in my field.	2.74	1.282	Natural
71.	OCB17	I learn a new skill so as to expand the range of one's contribution to a university.	2.28	1.036	Disagree
72.	OCB18	I try hard to avoid the incidence of tardiness and absence.	3.59	1.122	Agree
73.	OCB19	I adhere to university policies and procedures (dress code, moral and ethical standards, rules of conduct, safety, etc.)	3.49	1.195	Agree
<b>OCB Mean Score</b>			2.88	1.25	Natural

## 5.2 Demographic Characteristics of Respondents

Demographic characteristics of respondents that have been captured in this research include 6 different aspects; gender, age, educational level, experience in this university, employment status, and marital status. First, gender was measured into two categories of male and female. Second, the age which was measured in seven categories having options of less than 25 years, from 25 – 29 years, from 30 – 34 years, from 40 – 44 years, from 45 – 49 years, and more than 50s years. Third, educational level was measured in three categories diploma or below, undergraduate, postgraduate or above.

Fourth, years of experience in this university was measured in seven categories having the option of less than 1 year, 1 – 4 years, 5 – 9 years, 10 – 14 years, 15 – 19 years, 20 – 24 years, and more than 25 years. Fifth, employment status was measured in two categories of full time and part-time. Sixth, a marital status which was take in three categories of single, married, and divorced.

### 5.2.1 Gender

Gender respondents were selected in two categories: male and female. In data from Jordanian Universities, the majority of male and female respondents were 71% and 29% respectively. This is consistent with the fact that females are in Jordan usually took the role of the family only and the males were responsible to do business and make money for the family. But this has begun to change in the recent past, and now more female workers continue to work even after marriage because of the constantly rising cost of living and low wages for their partners. Table 11 summarize the sample distribution by gender.

**Table 11** Sample Distribution by Gender

Variables	Frequency	Percent
<b>Gender</b>		
Male	284	71%
Female	116	29%
Total	400	100%

### 5.2.2 Age

In Jordanian Universities data, respondents were of different age groups in a relative distribution as shown in Table 12. The highest representation is respondents who belong to the 30 – 34 years by 34%. The rate of ageing between 35 – 39 years was 22%, respondents from 25 – 29 years were 22%%, from 40 – 44 years 9%, from 45 – 49 years 7%, and 6% were more than 50s years.

**Table 12** Sample Distribution by Age

Variables	Frequency	Percent
<b>Age</b>		
25-29	87	22%
30-34	134	34%
35-39	88	22%
40-44	38	9%
45-49	30	7%
50 years and more	23	6%
Total	400	100%

### 5.2.3 Educational Level

The educational level of respondents was measured in three categories as shown below in Table 13. In Jordanian universities, the highest percentage of respondents who obtained an undergraduate degree is 89%, and postgraduate or above is 11%.

**Table 13** Sample Distribution by Educational Level

Variables	Frequency	Percent
<b>Educational Level</b>		
Undergraduate	357	89%
Postgraduate	43	11%
Total	400	100%

### 5.2.4 Years of Experience in this University

Years of experience in this university of respondents was measured in seven categories as shown below in Table 14. In Jordanian universities the highest percentage of respondents who has experience from 5 – 9 years by 38%. the experience from 1 – 4 years was 23%, from 10 – 14 years 21%, from 15 – 19 years was 10%, 25 years or more was 7%, and 2% who has 20 – 24 years of experience in this university.

**Table 14** Sample Distribution by Years of Experience in this University

Variables	Frequency	Percent
<b>Years of Experience in this University</b>		
1-4	90	23%
5-9	151	38%
10-14	83	20%
15-19	38	10%
20-24	8	2%
25 years and more	30	7%
Total	400	100%

### 5.2.5 Employment Status

Employment status of respondents was selected in two categories: Full time and Part-time. From the data of Jordanian universities, the majority of full time and part-time of respondents were 88% and 12% respectively. Table 15 summarize the sample distribution by employment status.

**Table 15** Sample Distribution by Employment Status

Variables	Frequency	Percent
<b>Employment Status</b>		
Full Time	350	88%
Part-Time	50	12%
Total	400	100%

### 5.2.6 Marital Status

The respondents' marital status was obtained using three categories single, married, and divorces. In Jordanian universities the respondents who are married 83% and who are single 17%. Table 16 summarize the sample distribution by marital status.

**Table 16** Sample Distribution by Marital Status

Variables	Frequency	Percent
<b>Marital Status</b>		
Single	69	17%
Married	331	83%
Total	400	100%



### 5.3 Correlation Analysis

The results of the correlation analysis which indicates that all the seven constructs were positively correlated with each other with 0.01 significance value are shown in Table 17. The relationship between HRM functions and OC ( $R = 0.521$ ,  $p = 0.01$ ) is considered as a significant and moderate positive correlation. The relationship between HRM functions and AC ( $R = 0.429$ ,  $p = 0.01$ ) is considered as a significant and low positive correlation. The correlation coefficient between HRM functions and NC ( $R = 0.265$ ,  $p = 0.01$ ) and CC ( $R = -0.188$ ,  $p = 0.01$ ) is considered as a negligible correlation. Also, the correlation coefficient between HRM functions and OCB ( $R = 0.533$ ,  $p = 0.01$ ) is considered as a significant and moderate positive correlation. The correlation coefficient between RS and OC ( $R = 0.806$ ,  $p = 0.01$ ) is indicated as a significant and high positive correlation among all HRM functions. The correlation coefficient between RS and AC ( $R = 0.649$ ,  $p = 0.01$ ) is considered as a significant and moderate positive correlation. The correlation coefficient between RS and NC ( $R = 0.298$ ,  $p = 0.01$ ) is considered as a negligible correlation. The correlation coefficient between RS and CC ( $R = -0.385$ ,  $p = 0.01$ ) is considered as a significant and low negative correlation. Also, the correlation coefficient between RS and OCB ( $R = 0.822$ ,  $p = 0.01$ ) in Jordanian universities is indicated as a significant and high positive correlation among all HRM functions.

The relationship between CS and OCB is considered as a high positive correlation ( $R = 0.765$ ,  $p = 0.01$ ). Also, the relationship between OC ( $R = 0.782$ ,  $p = 0.01$ ) is considered as a high positive correlation. The relationship between CS and AC ( $R = 0.792$ ,  $p = 0.01$ ) is considered as a high positive correlation. The relationship between CS and NC ( $R = 0.267$ ,  $p = 0.01$ ) is considered as a negligible correlation. The relationship between CS and CC ( $R = -0.370$ ,  $p = 0.01$ ) is considered as a significant and low negative correlation. However, the relationship between TD and OCB is appeared as weak positive correlation ( $R = 0.373$ ,  $p = 0.01$ ). Also, the relationship between TD and OC ( $R = 0.360$ ,  $p = 0.01$ ) is considered as a significant and low positive correlation. The relationship between TD and AC ( $R = 0.355$ ,  $p = 0.01$ ) is considered as a

significant and low positive correlation. The relationship between TD and NC ( $R = 0.928$ ,  $p = 0.01$ ) is considered as very high positive correlation. The relationship between TD and CC ( $R = -0.191$ ,  $p = 0.01$ ) is considered as a negligible correlation.

The relationship between PA and OCB is considered as a moderate positive correlation ( $R = 0.654$ ,  $p = 0.01$ ). Also, the relationship between PA and OC ( $R = 0.677$ ,  $p = 0.01$ ) is considered as a moderate positive correlation. The relationship between PA and AC ( $R = 0.799$ ,  $p = 0.01$ ) is considered as a high positive correlation. The relationship between PA and NC ( $R = 0.279$ ,  $p = 0.01$ ) is considered as a negligible correlation. The relationship between PA and CC ( $R = -0.316$ ,  $p = 0.01$ ) is considered as a significant and low negative correlation. The correlation coefficient of OC is indicated as the highest level of positive correlation with OCB which considered as very high positive correlation ( $R = 0.962$ ,  $p = 0.01$ ). The correlation coefficient of AC with OCB ( $R = 0.693$ ,  $p = 0.01$ ) is considered as a moderate positive correlation. The correlation coefficient of NC with OCB ( $R = 0.298$ ,  $p = 0.01$ ) is considered as a negligible correlation. The correlation coefficient of CC with OCB ( $R = -0.408$ ,  $p = 0.01$ ) is considered as a significant and low negative correlation.

**Table 17** Correlation between Research Variables

	HRM	RS	CS	TD	PA	AC	NC	CC	OC	OCB
HRM	1									
RS	.668**	1								
CS	.572**	.779**	1							
TD	.212**	.346**	.329**	1						
PA	.379**	.600**	.763**	.380**	1					
AC	.429**	.649**	.792**	.355**	.799**	1				
NC	.265**	.298**	.267**	.928**	.279**	.270**	1			
CC	-.188**	-.385**	-.370**	-.191**	-.316**	-.363**	-.100**	1		
OC	.521**	.805**	.782**	.360**	.677**	.714**	.276**	-.397**	1	
OCB	.533**	.822**	.765**	.373**	.654**	.693**	.298**	-.408**	.962**	1

N=400 for each sector

\*\*Correlation is significant at the 0.01 level (2-tailed).

#### 5.4 Exploratory Factor Analysis

Exploratory factor analysis (EFA) enables the author to reduce the observed variables to smaller numbers and identify the relationship between them (Hinkin, 1998). Principal components analysis (PCA) technique following by the Promax with Kaiser Normalization rotation method was used to extract the factors. As proposed by Hair et al. (2014) the author kept only those items which loaded 0.4 or above on single item. Table 18 showed KMO and Bartlett's Test and the resulting value for Jordanian universities was 0.789 which effectively comply with (Kaiser & Rice, 1974) of the required sample value.

**Table 18** KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.789
Bartlett's Test of Sphericity	Approx. Chi-Square	19160.351
	df	1485
	Sig.	0.000

The author examined the correlation between the variables and the visual examination showed a significant correlation at  $p = 0.01$ . The EFA analysis extracted eight distinct factors explaining 60.42% of the total variance. Out of nineteen items in the OCB construct, six items showed poor loading and was removed from the scale. The items loaded between 0.590 to 0.906, and the construct explained 16.91% of the total variance. The construct CS possessed nine items which showed 0.647 to 0.918 loading range and explained 10.43% of the total variance. The original construct of the TD had nine items, and one of them was deleted, the remaining eight items loaded between 0.573 to 0.777 and explained 8.08% of the total variance. The RS had ten items and one was deleted, that resulted in nine items loaded from 0.551 to 0.699 and explained 6.15% of the total variance. The AC construct had four items loaded between 0.820 to 0.920, and the construct explained 5.89 % of the total variance. The construct of PA had eight items and three of them were deleted, which resulted in four items that loaded between 0.579 to 0.872 and explained 5.40% of the total variance. The NC construct had four items loaded between 0.678 to 0.814, and the construct explained 4.34 % of the total variance. The CC construct had four items loaded between 0.532 to 0.715, and the construct

explained 3.22 % of the total variance. Table 19 summarizes exploratory factor analysis result.

**Table 19** Exploratory Factor Analysis Results

Factor		Factor loading	% of Variance Explained	Cronbach's alpha	Initial Eigenvalues
<b>Factor 1: Organizational Citizenship Behavior</b>					
OCB1	I am willing to give my time to help my colleagues who have work-related problems.	.702	16.91%	0.923	9.303
OCB2	I am willing to offer part of my practical time to help recruit or train new staff.	.654			
OCB6	I give an advance notice when I cannot come to work.	.767			
OCB7	I abide by informal rules that developed to maintain order.	.692			
OCB8	I complain about significant things at work.	.750			
OCB9	Even in any serious consequence's issues, I express my opinion openly even when others may disagree.	.636			
OCB10	I often motivate others to express their ideas and opinions.	.906			
OCB11	I encourage my colleague to voice their opinion when the otherwise might not speak.	.624			
OCB13	I always focus on what is wrong with my situation rather than the positive side of it.	.785			
OCB14	I defend the organization when other employees criticize it.	.896			
OCB15	I am seeking to take advantage of advanced training courses.	.590			
OCB17	I learn a new skill so as to expand the range of one's contribution to a university.	.777			

<b>Factor 2: Compensations System</b>					
CS1	The pay level in this work unit relative to other universities is same.	.880	10.43%	0.944	5.734
CS2	The pay level in this work unit relative to past years is higher.	.766			
CS3	The pay is closely tied to individual performance.	.913			
CS4	The pay reflects differences in contribution.	.694			
CS5	The pay based on comparison to others in the unit.	.862			
CS6	The compensation offered by the university is commensurate with the employees' expectations.	.775			
CS7	The University continuously monitors the salary and incentive programs offered by other universities in the local labor market.	.918			
CS8	Compensation is awarded at the university based on the efficiency of the employees.	.808			
CS9	The University relies on the information provided by the performance appraisal system for the purpose of determining the rewards and incentives that distinguished employees deserve.	.647			
<b>Factor 3: Training and Development</b>					
TD2	The university offers orientation programs that train employees on processes.	.676	8.08%	0.840	4.443
TD3	The university has a mentoring system to help develop these employees.	.659			
TD5	Apart from on–Job-Training, the university also provides employees with formal job training, either on or off the premises.	.573			
TD6	Employees in each department are subject to one training program of at least 20 hours per year.	.777			

TD7	The training needs of the university are determined through the plan prepared for the training needs.	.747			
TD8	The university adopts regular programs to train and develop new employees to acquire the skills necessary for them.	.761			
TD9	The University applies the ISO-10015 standard for the training and development of employees.	.762			
<b>Factor 4: Recruitment and Selection</b>					
RS1	Regular interviews are conducted for applicants before being hired.	.660			
RS2	The applicants are submitting to formal testing for the job before being hired.	.572			
RS3	Applicants for positions in this area undergo more than one interview before being hired.	.636			
RS4	Employees are provided a preview of what work in the university will be like, including the more negative aspects, as part of the selection process in this area.	.650			
RS5	Employee selection focuses on overall fit to the university rather than specific skills.	.551			
RS7	Department managers participate with the human resources manager in the recruitment and selection process at the university.	.699			
RS8	The university is interested in collecting data and information about the applicants for appointment, in addition to the interview and selection for the purpose of use in the trade-off and appointment.	.617			
RS9	The University uses unbiased interviews and tests on recruitment.	.608			
RS10	The University relies on merit criteria in selecting employees.	.614			
			6.15%	0.803	3.381

<b>Factor 5: Affective Organizational Commitment</b>					
AC1	This university is a pretty good place to work.	.906	5.89%	0.934	3.242
AC2	I can get ahead in this university if I make efforts.	.938			
AC3	I enjoy discussing about my university with people outside it	.861			
AC4	I would be very happy to spend the rest of my career with this university	.920			
<b>Factor 6: Performance Appraisal</b>					
PA2	Performance evaluations are based on observable objectives of performance results.	.579	5.40%	0.833	2.968
PA5	Commitment and job satisfaction are clearly reflected in raising the level of employee performance.	.641			
PA6	The university management is satisfied with the performance outcome of the employees.	.872			
PA7	The ability to retain outstanding staff is one of the strengths of the university.	.872			
PA8	The university occupies a better place in society than it did before.	.771			
<b>Factor 7: Normative Organizational Commitment</b>					
NC1	One of the major reasons I continue to work in this university is that I believe loyalty is important	.770	4.34%	0.847	2.385
NC2	I was taught to believe in the value of remaining loyal to one university	.793			
NC3	If I got another offer for a better job elsewhere, I would not feel it was right to leave my university	.814			
NC4	Things were better in the days when people stayed in one university for most of their careers.	.678			

<b>Factor 8: Continuance Organizational Commitment</b>					
CC1	It would be very hard for me to leave my organization right now, even if I wanted to	.532	3.22%	0.740	1.772
CC2	One of the few serious consequences of leaving this university would be the scarcity of available alternatives.	.699			
CC3	I am not afraid if I quit my job without having another one.	.715			
CC4	I feel that I have very few options to consider leaving this university.	.692			

To ensure the unidimensional of identifying constructs, the existence of a single dimension underlying the set of measures confirmatory factor analysis (CFA) was used. For this purpose, SPSS AMOS v 24 was used. According to Kaynak (2003) Chi-square/degree of freedom (CMIN/DF), Comparative Fit Index (CFI), Normative Fit Index (NFI), Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR) are the six indicators of the goodness of the model fit, as is shown below in Table 20. The CMIN/DF value for the present study was 2.549; this value fully meets the less than three requirements of Bagozzi & Yi (1988). Similarly, CFI, NFI, and IFI values were found to be 0.909, 0.852, and 0.910 respectively. All these indicators values were close to 0.9 and fulfil Bentler & Bonett (1980), Byrne (1989) and Hu & Bentler (1998) requirements. Moreover, the SRMR value was 0.0634 and the RMSEA value was 0.058; these values also meet the benchmark values by Browne and Cudeck (1992) and Hu and Bentler (1998). Considering the results of these fit indicators, it can be said that the model adequately fits the data.

**Table 20** Fit indicators for CFA Model

<b>Model</b>	<b>CMIN</b>	<b>DF</b>	<b>P</b>	<b>CMIN/DF</b>	<b>CFI</b>	<b>NFI</b>	<b>IFI</b>	<b>RMSEA</b>	<b>SRMR</b>
	2891.300	1277	0.000	2.335	0.909	0.852	0.910	0.058	0.0634



## 5.5 Hypotheses Testing

The researchers used the PROCESS Procedure for SPSS v3.4 to test the research hypotheses, which is a software developed to help researchers to test the relationships between variables that have a mediator or moderator (Hayes, 2018). This research consists of ten main hypotheses and twenty-one sub-hypotheses. The relationship for these hypotheses and sub-hypotheses divided into twelve sections:

### 1. The relationship between human resource management functions and organizational citizenship behavior:

**H<sub>1</sub>:** Human resource management functions positively influence organizational citizenship behavior.

**H<sub>1a</sub>:** Recruitment and selection positively influence organizational citizenship behavior.

**H<sub>1b</sub>:** Compensation system positively influences organizational citizenship behavior.

**H<sub>1c</sub>:** Training and development positively influence organizational citizenship behavior.

**H<sub>1d</sub>:** Performance appraisal positively influences organizational citizenship behavior.

### 2. The relationship between human resource management functions and affective organizational commitment:

**H<sub>2</sub>:** Human resource management functions positively influence affective organizational commitment.

**H<sub>2a</sub>:** Recruitment and selection positively influence affective organizational commitment.

**H<sub>2b</sub>:** Compensations system positively influences affective organizational commitment.

**H<sub>2c</sub>:** Training and development positively influence affective organizational commitment.

**H<sub>2d</sub>:** Performance appraisal positively influence affective organizational commitment.

**3. The relationship between human resource management functions and normative organizational commitment:**

**H<sub>3</sub>:** Human resource management functions positively influence normative organizational commitment.

**H<sub>3a</sub>:** Recruitment and selection positively influence normative organizational commitment.

**H<sub>3b</sub>:** Compensations system positively influences normative organizational commitment.

**H<sub>3c</sub>:** Training and development positively influence normative organizational commitment.

**H<sub>3d</sub>:** Performance appraisal positively influence normative organizational commitment.

**4. The relationship between human resource management functions and continuance organizational commitment:**

**H<sub>4</sub>:** Human resource management functions positively influence continuance organizational commitment.

**H<sub>4a</sub>:** Recruitment and selection positively influence continuance organizational commitment.

**H<sub>4b</sub>:** Compensations system positively influences continuance organizational commitment.

**H<sub>4c</sub>:** Training and development positively influence continuance organizational commitment.

**H4d:** Performance appraisal positively influence continuance organizational commitment.

**5. The mediating role of affective organizational commitment with human resource management functions and organizational citizenship behavior:**

**H5:** Affective organizational commitment mediates the relationship between human resource management functions and organizational citizenship behavior.

**H5a:** Affective organizational commitment mediates the relationship between recruitment and selection and organizational citizenship behavior.

**H5b:** Affective organizational commitment mediates the relationship between compensations system and organizational citizenship behavior.

**H5c:** Affective organizational commitment mediates the relationship between training and development and organizational citizenship behavior.

**H5d:** Affective organizational commitment mediates the relationship between performance appraisal and organizational citizenship behavior.

**6. The mediating role of Normative organizational commitment with human resource management functions and organizational citizenship behavior:**

**H6:** Normative organizational commitment mediates the relationship between human resource management functions and organizational citizenship behavior.

**H<sub>6a</sub>:** Normative organizational commitment mediates the relationship between recruitment and selection and organizational citizenship behavior.

**H<sub>6b</sub>:** Normative organizational commitment mediates the relationship between compensations system and organizational citizenship behavior.

**H<sub>6c</sub>:** Normative organizational commitment mediates the relationship between training and development and organizational citizenship behavior.

**H<sub>6d</sub>:** Normative organizational commitment mediates the relationship between performance appraisal and organizational citizenship behavior.

**7. The mediating role of continuance organizational commitment with human resource management functions and organizational citizenship behavior:**

**H<sub>7</sub>:** Continuance organizational commitment mediates the relationship between human resource management functions and organizational citizenship behavior.

**H<sub>7a</sub>:** Continuance organizational commitment mediates the relationship between recruitment and selection and organizational citizenship behavior.

**H<sub>7b</sub>:** Continuance organizational commitment mediates the relationship between compensations system and organizational citizenship behavior.

**H<sub>7c</sub>:** Continuance organizational commitment mediates the relationship between training and development and organizational citizenship behavior.

**H7d:** Continuance organizational commitment mediates the relationship between performance appraisal and organizational citizenship behavior.

**8. The relationship between affective organizational commitment and organizational citizenship behavior.**

**H8:** Affective organizational commitment positively influences organizational citizenship behavior.

**9. The relationship between normative organizational commitment and organizational citizenship behavior.**

**H9:** Normative organizational commitment positively influences organizational citizenship behavior.

**10. The relationship between continuance organizational commitment and organizational citizenship behavior.**

**H10:** Continuance organizational commitment positively influences organizational citizenship behavior.

**5.5.1 The Relationship Between Human Resource Management Functions and Organizational Citizenship Behavior**

Hypothesis H<sub>1</sub> posits that HRM functions positively influence OCB. As shown in Table 21 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between HRM functions and OCB was significant ( $F_{(1,398)} = 158.212$ ,  $p < 0.05$ ,  $R^2 = 0.284$ ). Also, the model coefficient shows that HRM functions were positive and statistically significant to OCB ( $T_{(398)} = 12.578$ ,  $\beta = 0.211$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 21 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.1778, ULCI= 0.2437), so the author infers that the effect of HRM functions on OCB is significantly different from zero. Therefore, hypothesis H<sub>1</sub> was accepted.

**Table 21** Regression analysis of HRM on OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.533	0.284	69.731	158.212	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	60.118	1.136	52.902	0.000	57.884	62.352
<b>HRM</b>	0.211	0.0168	12.578	0.000	0.1778	0.2437

#### 5.5.1.1 The Relationship Between Recruitment and Selection and Organizational Citizenship Behavior

Hypothesis H<sub>1a</sub> posits that RS positively influence OCB. As shown in Table 22 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between RS and OCB was significant ( $F_{(1,398)} = 827.992$ ,  $p < 0.05$ ,  $R^2 = 0.675$ ). Also, the model coefficient shows that RS were positive and statistically significant to OCB ( $T_{(398)} = 28.775$ ,  $\beta = 0.974$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 22 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.9071, ULCI= 1.0401), so the author infers that the effect of RS on OCB is significantly different from zero. Therefore, hypothesis H<sub>1a</sub> was accepted.

**Table 22** Regression analysis of RS on OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.822	0.675	31.636	827.994	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	34.925	1.367	25.553	0.000	32.238	37.612
<b>RS</b>	0.974	0.0338	28.775	0.000	0.9071	1.0401

### 5.5.1.2 The Relationship Between Compensation System and Organizational Citizenship Behavior

Hypothesis H<sub>1b</sub> posits that CS positively influence OCB. As shown in Table 23 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between CS and OCB was significant ( $F_{(1,398)} = 561.737$ ,  $p < 0.05$ ,  $R^2 = 0.585$ ). Also, the model coefficient shows that CS were positive and statistically significant to OCB ( $T_{(398)} = 23.701$ ,  $\beta = 1.235$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 23 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 1.1329, ULCI= 1.3378), so the author infers that the effect of CS on OCB is significantly different from zero. Therefore, hypothesis H<sub>1b</sub> was accepted.

**Table 23** Regression analysis of CS on OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.765	0.585	40.4121	561.737	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	29.912	1.863	16.057	0.000	26.250	33.574
<b>CS</b>	1.235	0.0521	23.701	0.000	1.1329	1.3378

### 5.5.1.3 The Relationship Between Training and Development and Organizational Citizenship Behavior

Hypothesis H<sub>1c</sub> posits that TD positively influence OCB. As shown in Table 24 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between TD and OCB were significant ( $F_{(1,398)} = 64.346$ ,  $p < 0.05$ ,  $R^2 = 0.$ ). Also, the model coefficient shows that TD were positive and statistically significant to OCB ( $T_{(398)} = 8.022$ ,  $\beta = 0.195$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 24 shows that zero

does not fall between the lower and upper bound of the 95% confidence interval (LLCI= .1470, ULCI= 0.2424), so the author infers that the effect of TD on OCB is significantly different from zero. Therefore, hypothesis H<sub>1c</sub> was accepted.

**Table 24** Regression analysis of TD on OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.373	0.139	83.887	64.346	1	398	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	66.670	0.9572	69.654	0.000	64.789	68.552
<b>TD</b>	0.195	0.0243	8.022	0.000	0.1470	0.2424

#### **5.5.1.4 The Relationship Between Performance Appraisal and Organizational Citizenship Behavior**

Hypothesis H<sub>1d</sub> posits that PA positively influence OCB. As shown in Table 25 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between PA and OCB was significant ( $F_{(1,398)} = 297.549$ ,  $p < 0.05$ ,  $R^2 = 0.428$ ). Also, the model coefficient shows that PA were positive and statistically significant to OCB ( $T_{(398)} = 17.249$ ,  $\beta = 1.291$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 25 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 1.1434, ULCI= 1.4376), so the author infers that the effect of PA on OCB is significantly different from zero. Therefore, hypothesis H<sub>1d</sub> was accepted.



**Table 25** Regression analysis of PA on OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.654	0.428	55.762	297.549	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	33.677	2.334	14.431	0.000	29.089	38.265
PA	1.291	0.0748	17.249	0.000	1.1434	1.4376

### 5.5.2 The Relationship Between Human Resource Management Functions and Affective Organizational Commitment

Hypothesis H<sub>2</sub> posits that HRM functions positively influence AOC. As shown in Table 26 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between HRM functions and AOC was significant ( $F_{(1,398)} = 89.9031$ ,  $p < 0.05$ ,  $R^2 = 0.184$ ). Also, the model coefficient shows that HRM functions were positive and statistically significant to AOC ( $T_{(1,398)} = 9.4817$ ,  $\beta = 0.0825$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 26 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.0654, ULCI= 0.0996), so the author infers that the effect of HRM functions on AOC is significantly different from zero. Therefore, hypothesis H<sub>2</sub> was accepted.

**Table 26** Regression analysis of HRM Functions on AOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.429	0.184	18.780	89.9031	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	25.777	0.5898	43.7073	0.000	24.6173	26.9361
HRM	0.0825	0.0087	9.4817	0.000	0.0654	0.0996

### 5.5.2.1 The Relationship between Recruitment and Selection and Affective Organizational Commitment

Hypothesis H<sub>2a</sub> posits that RS positively influence AOC. As shown in Table 27 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between RS and AC was significant ( $F_{(1,398)} = 290.2463$ ,  $p < 0.05$ ,  $R^2 = 0.423$ ). Also, the model coefficient shows that RS were positive and statistically significant to AOC ( $T_{(398)} = 17.0366$ ,  $\beta = 0.374$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 27 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.3308, ULCI= 0.4171), so the author infers that the effect of RS on AOC is significantly different from zero. Therefore, hypothesis H<sub>2a</sub> was accepted.

**Table 27** Regression analysis of RS on AOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.649	0.423	13.3133	290.2463	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	16.1951	0.8867	18.2653	0.000	14.4520	17.9382
<b>RS</b>	0.3739	0.0219	17.0366	0.000	0.3308	0.4171

### 5.5.2.2 The Relationship between Compensation System and Affective Organizational Commitment

Hypothesis H<sub>2b</sub> posits that CS positively influence AOC. As shown in Table 28 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between CS and AOC was significant ( $F_{(1,398)} = 671.1959$ ,  $p < 0.05$ ,  $R^2 = 0.628$ ). Also, the model coefficient shows that CS were positive and statistically significant to AOC ( $T_{(398)} = 25.9074$ ,  $\beta = 0.6218$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of

the interval, then the hypothesis will be accepted. In Table 28 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.5747, ULCI= 0.6690), so the author infers that the effect of CS on AOC is significantly different from zero. Therefore, hypothesis H<sub>2b</sub> was accepted.

**Table 28** Regression analysis of CS on AOC

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.792	0.6278	8.5698	671.1959	1	398	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	9.0808	0.8578	10.5865	0.000	7.3944	10.7671
<b>CS</b>	0.6218	0.0240	25.9074	0.000	0.5747	0.6690

### 5.5.2.3 The Relationship between Training and Development and Affective Organizational Commitment

Hypothesis H<sub>2c</sub> posits that TD positively influence AOC. As shown in Table 29 the PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between TD and AOC was significant ( $F_{(1,398)} = 57.2392$ ,  $p < 0.05$ ,  $R^2 = 0.126$ ). Also, the model coefficient shows that TD were positive and statistically significant to AC ( $T_{(398)} = 7.5657$ ,  $\beta = 0.0899$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 29 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.0666, ULCI= 0.1133), so the author infers that the effect of TD on AOC is significantly different from zero. Therefore, hypothesis H<sub>2c</sub> was accepted.

**Table 29** Regression analysis of TD on AOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.355	0.1257	20.1274	57.2392	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	27.8627	0.4688	59.4281	0.000	26.9410	28.7844
TD	0.0899	0.0119	7.5657	0.000	0.0666	0.1133

#### 5.5.2.4 The Relationship between Performance Appraisal and Affective Organizational Commitment

Hypothesis H<sub>2d</sub> posits that PA positively influence AOC. As shown in Table 30 the PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between PA and AOC was significant ( $F_{(1,398)} = 702.8142$ ,  $p < 0.05$ ,  $R^2 = 0.638$ ). Also, the model coefficient shows that PA were positive and statistically significant to AOC ( $T_{(398)} = 26.5106$ ,  $\beta = 0.7663$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 30 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.7059, ULCI= 0.8231), so the author infers that the effect of PA on AOC is significantly different from zero. Therefore, hypothesis H<sub>2d</sub> was accepted.

**Table 30** Regression analysis of PA on AOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.799	0.638	8.3237	702.8142	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	7.3833	0.9016	8.1890	0.000	5.6108	9.1558
PA	0.7663	0.0289	26.5106	0.000	0.7095	0.8231

### 5.5.3 The Relationship between Human Resource Management and Normative Organizational Commitment

Hypothesis H<sub>3</sub> posits that HRM functions positively influence NOC. As shown in Table 31 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between HRM functions and NOC was significant ( $F_{(1,398)} = 29.9918$ ,  $p < 0.05$ ,  $R^2 = 0.070$ ). Also, the model coefficient shows that HRM functions were positive and statistically significant to NOC ( $T_{(1,398)} = 5.4765$ ,  $\beta = 0.1937$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 31 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.1242, ULCI= 0.2633), so the author infers that the effect of HRM functions on NOC is significantly different from zero. Therefore, hypothesis H<sub>3</sub> was accepted.

**Table 31** Regression analysis of HRM Functions on NOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.265	0.070	310.7845	29.9918	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	23.6826	2.3991	9.8713	0.000	18.966	28.399
HRM	0.1937	0.0354	5.4765	0.000	0.1242	0.2633

#### 5.5.3.1 The Relationship between Recruitment and Selection and Normative Organizational Commitment

Hypothesis H<sub>3a</sub> posits that RS positively influence NOC. As shown in Table 32 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between RS and NOC was significant ( $F_{(1,398)} = 38.870$ ,  $p < 0.05$ ,

$R^2 = 0.0890$ ). Also, the model coefficient shows that RS were positive and statistically significant to NOC ( $T_{(398)} = 6.2346$ ,  $\beta = 0.6544$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 32 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.4481, ULCI= 0.8608), so the author infers that the effect of RS on NOC is significantly different from zero. Therefore, hypothesis H<sub>3a</sub> was accepted.

**Table 32** Regression analysis of RS on NOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.298	0.0890	304.4686	38.8700	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	10.0324	4.2402	2.3360	0.0185	1.6964	18.3683
RS	0.654	0.1050	6.2346	0.000	0.4481	0.8608

### 5.5.3.2 The Relationship between Compensation System and Normative Organizational Commitment

Hypothesis H<sub>3b</sub> posits that CS positively influence NC. As shown in Table 33 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between CS and NOC was significant ( $F_{(1,398)} = 30.600$ ,  $p < 0.05$ ,  $R^2 = 0.0714$ ). Also, the model coefficient shows that CS were positive and statistically significant to NOC ( $T_{(398)} = 5.5317$ ,  $\beta = 0.7990$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 33 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.5150, ULCI= 1.0830), so the author infers that the effect of CS on NOC is significantly different from zero. Therefore, hypothesis H<sub>3b</sub> was accepted.

**Table 33** Regression analysis of CS on NOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.267	0.0714	310.34434	30.600	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	7.7672	5.1619	1.5047	0.1332	-2.3807	17.9152
<b>CS</b>	0.7990	0.1444	5.5317	0.000	0.5150	1.0830

### 5.5.3.3 The Relationship between Training and Development and Normative Organizational Commitment

Hypothesis H<sub>3c</sub> posits that TD positively influence NOC. As shown in Table 34 the PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between TD and NOC was significant ( $F_{(1,398)} = 2464.3059$ ,  $p < 0.05$ ,  $R^2 = 0.861$ ). Also, the model coefficient shows that TD were positive and statistically significant to NOC ( $T_{(398)} = 49.6418$ ,  $\beta = 0.8968$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 34 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.8612, ULCI= 0.9323), so the author infers that the effect of TD on NOC is significantly different from zero. Therefore, hypothesis H<sub>3c</sub> was accepted.

**Table 34** Regression analysis of TD on NOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.928	0.861	46.4706	2464.3059	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	4.8479	0.7124	6.8050	0.000	3.4473	6.2484
<b>TD</b>	0.8968	0.0181	49.6418	0.000	0.8612	0.9323

#### 5.5.3.4 The Relationship between Performance Appraisal and Normative Organizational Commitment

Hypothesis H<sub>3d</sub> posits that PA positively influence NOC. As shown in Table 35 the PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between PA and NOC was significant ( $F_{(1,398)} = 33.5570$ ,  $p < 0.05$ ,  $R^2 = 0.0778$ ). Also, the model coefficient shows that PA was positive and statistically significant to NOC ( $T_{(398)} = 5.7928$ ,  $\beta = 1.0189$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 35 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.6731, ULCI= 1.3647), so the author infers that the effect of PA on NOC is significantly different from zero. Therefore, hypothesis H<sub>3d</sub> was accepted.

**Table 35** Regression analysis of PA on NOC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.279	0.0778	308.2170	33.5570	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	4.5301	5.4864	0.8257	0.4095	-6.2559	15.3160
PA	1.0189	0.1759	5.7928	0.000	0.6731	1.3647

#### 5.5.4 The Relationship between Human Resource Management and Continuance Organizational Commitment

Hypothesis H<sub>4</sub> posits that HRM functions positively influence COC. As shown in Table 36 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between HRM functions and CC was significant ( $F_{(1,398)} = 14.5858$ ,  $p < 0.05$ ,  $R^2 = 0.0354$ ). Also, the model coefficient shows that HRM functions were negatively influence COC ( $T_{(1,398)} = -3.8191$ ,  $\beta = -0.0396$ ,  $p < 0.05$ ). Thus, the author infers that the effect of HRM functions on COC is not significant. Therefore, hypothesis H<sub>4</sub> was rejected.



**Table 36** Regression analysis of HRM Functions on COC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.188	0.0354	26.6951	14.5858	1	398	0.0002
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	45.4276	0.7031	64.6068	0.000	44.0452	46.8099
<b>HRM</b>	-0.0396	0.0104	-3.8191	0.0002	-0.0600	-0.0192

#### 5.5.4.1 The Relationship between Recruitment and Selection and Continuance Organizational Commitment

Hypothesis H<sub>4a</sub> posits that RS positively influence COC. As shown in Table 37 The PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between RS and COC was significant ( $F_{(1,398)} = 69.1676$ ,  $p < 0.05$ ,  $R^2 = 0.148$ ). Also, the model coefficient shows that RS were negatively influence COC ( $T_{(398)} = -8.3167$ ,  $\beta = -0.2429$ ,  $p < 0.05$ ). Thus, the author infers that the effect of RS on COC is not significant. Therefore, hypothesis H<sub>4a</sub> was rejected.

**Table 37** Regression analysis of RS on COC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.3848	0.1481	23.5762	69.1676	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	52.5330	1.1799	44.5227	0.000	50.2134	54.8527
<b>RS</b>	-0.2429	0.0292	-8.3167	0.000	-0.3003	-0.1855

#### 5.5.4.2 The Relationship between Compensation System and Continuance Organizational Commitment

Hypothesis H<sub>4b</sub> posits that CS positively influence COC. As shown in Table 38 The PROCESS Procedure for SPSS v3.4 demonstrated that the path

estimates between CS and COC was significant ( $F_{(1,398)} = 63.2258$ ,  $p < 0.05$ ,  $R^2 = 0.137$ ). Also, the model coefficient shows that CS were negatively influence COC ( $T_{(398)} = -7.9515$ ,  $\beta = -0.3186$ ,  $p < 0.05$ ). Thus, the author infers that the effect of CS on COC is not significant. Therefore, hypothesis H4b was rejected.

**Table 38** Regression analysis of CS on COC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.370	0.137	23.8799	63.2258	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	54.1485	1.4319	37.8167	0.000	51.3335	56.9634
CS	-0.3186	0.0401	-7.9515	0.000	-0.3974	-0.2398

#### 5.5.4.3 The Relationship between Training and Development and Continuance Organizational Commitment

Hypothesis H4c posits that TD positively influence COC. As shown in Table 39 the PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between TD and COC was significant ( $F_{(1,398)} = 15.0487$ ,  $p < 0.05$ ,  $R^2 = 0.036$ ). Also, the model coefficient shows that TD were negatively influence COC ( $T_{(398)} = -3.8793$ ,  $\beta = -0.0531$ ,  $p < 0.05$ ). Thus, the author infers that the effect of TD on COC is not significant. Therefore, hypothesis H4c was rejected.

**Table 39** Regression analysis of TD on COC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.191	0.036	26.6652	15.0487	1	398	0.0001
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	44.7683	0.5396	82.9584	0.000	43.7074	45.8292
TD	-0.0531	0.0137	-3.8793	0.0001	-0.0800	-0.0262

#### 5.5.4.4 The Relationship between Performance Appraisal and Continuance Organizational Commitment

Hypothesis H<sub>4d</sub> posits that PA positively influence COC. As shown in Table 40 the PROCESS Procedure for SPSS v3.4 demonstrated that the path estimates between PA and COC was significant ( $F_{(1,398)} = 44.1745$ ,  $p < 0.05$ ,  $R^2 = 0.0999$ ). Also, the model coefficient shows that PA were negatively influence COC ( $T_{(398)} = -6.6464$ ,  $\beta = -0.3323$ ,  $p < 0.05$ ). Thus, the author infers that the effect of PA on COC is not significant. Therefore, hypothesis H<sub>4d</sub> was rejected.

**Table 40** Regression analysis of PA on COC

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.316	0.0999	24.9088	44.1745	1	398	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	53.1627	1.5597	34.0856	0.000	50.0965	56.2290
<b>PA</b>	-0.3323	0.0500	-6.6464	0.000	-0.4306	-0.2340

#### 5.5.5 The Mediating Role of Affective Organizational Commitment with Human Resource Management Functions and Organizational Citizenship Behavior

Hypothesis H<sub>5</sub> posits that AOC mediates the relationship between HRM functions and OCB. As shown in Table 41 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of HRM functions was positively associated with OCB ( $T_{(397)} = 7.7434$ ,  $\beta = 0.1143$ ,  $p < 0.05$ ). It was also found that HRM functions was positively related to AOC ( $T_{(398)} = 9.4817$ ,  $\beta = 0.0825$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator AOC was positively associated with OCB ( $T_{(397)} = 15.2311$ ,  $\beta = 1.1702$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of AOC in the relationship between HRM

functions and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0721, ULCI= 0.1239), so the author infers that the effect of AOC between HRM functions and OCB is significantly different from zero. This means that the direct effect of HRM functions on OCB became significant when controlling through AOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>5</sub> was accepted.

**Table 41** Mediation analysis of AOC between HRM functions and OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.741	0.5484	44.1229	241.0100	2	397	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	29.9532	2.1770	13.7587	0.000	25.6733	34.2332
<b>HRM</b>	0.1143	0.0148	7.7434	0.000	0.0853	0.1433
<b>AOC</b>	1.1702	0.0768	15.2311	0.000	1.0192	1.3213
<b>Indirect Effect</b>						
	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>		
<b>AOC</b>	0.0965	0.0132	0.0721	0.1239		

#### 5.5.5.1 The Mediating Role of Affective Organizational Commitment with Recruitment and Selection and Organizational Citizenship Behavior

Hypothesis H<sub>5a</sub> posits that AOC mediates the relationship between RS and OCB. As shown in Table 42 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of RS was positively associated with OCB ( $T_{(397)} = 18.3855$ ,  $\beta = 0.7671$ ,  $p < 0.05$ ). It was also found that RS was positively related to AOC ( $T_{(398)} = 17.0366$ ,  $\beta = 0.3739$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator AOC was positively associated with OCB ( $T_{(397)} = 7.8744$ ,  $\beta = 0.5666$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of AOC in the

relationship between RS and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.1359, ULCI=0.3066), so the author infers that the effect of AOC between RS and OCB is significantly different from zero. This means that the direct effect of RS on OCB became significant when controlling through AOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>5a</sub> was accepted.

**Table 42** Mediation analysis of AOC between RS and OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.848	0.719	27.4309	508.4570	2	397	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	25.7493	1.7256	14.9221	0.000	22.3569	26.1417
<b>RS</b>	0.7617	0.0414	7.8744	0.000	0.6830	0.8432
<b>AOC</b>	0.5666	0.0720	7.8744	0.000	0.4251	0.7080
<b>Indirect Effect</b>						
	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>		
<b>AOC</b>	0.2119	0.0438	0.1359	0.3066		

#### 5.5.5.2 The Mediating Role of Affective Organizational Commitment with Compensation System and Organizational Citizenship Behavior

Hypothesis H<sub>5b</sub> posits that AOC mediates the relationship between CS and OCB. As shown in Table 43 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of CS was positively associated with OCB ( $T_{(397)} = 11.2332$ ,  $\beta = 0.9371$ ,  $p < 0.05$ ). It was also found that CS was positively related to AOC ( $T_{(398)} = 25.9074$ ,  $\beta = 0.6218$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator AOC was positively associated with OCB ( $T_{(397)} = 4.5117$ ,  $\beta = 0.4796$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of AOC in the relationship between CS and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.1546, ULCI=

0.4703), so the author infers that the effect of AOC between CS and OCB is significantly different from zero. This means that the direct effect of CS on OCB became significant when controlling through AOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>5b</sub> was accepted.

**Table 43** Mediation analysis of AOC between CS and OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.778	0.606	38.5379	304.7050	2	397	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	25.5574	2.0592	12.4111	0.000	21.5091	29.6058
<b>CS</b>	0.9371	0.0834	11.2332	0.000	0.7731	1.1012
<b>AOC</b>	0.4796	0.1063	4.5117	0.000	0.2706	0.6885
<b>Indirect Effect</b>						
	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>		
<b>AOC</b>	0.2982	0.0807	0.1546	0.4703		

#### 5.5.5.3 The Mediating Role of Affective Organizational Commitment with Training and Development and Organizational Citizenship Behavior

Hypothesis H<sub>5c</sub> posits that AOC mediates the relationship between TD and OCB. As shown in Table 44 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of TD was positively associated with OCB ( $T_{(397)} = 3.8330$ ,  $\beta = 0.0760$ ,  $p < 0.05$ ). It was also found that TD was positively related to AOC ( $T_{(398)} = 7.5657$ ,  $\beta = 0.0899$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator AC was positively associated with OCB ( $T_{(397)} = 16.8738$ ,  $\beta = 1.3194$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of AOC in the relationship between TD and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0924, ULCI=0.1507), so the author infers that the effect of AOC between TD and OCB is

significantly different from zero. This means that the direct effect of TD on OCB became significant when controlling through AOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>5c</sub> was accepted.

**Table 44** Mediation analysis of AOC between TD and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.706	0.499	48.9745	197.4705	2	397	0.000
Model Coefficient						
	β coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	29.9096	2.2981	13.0152	0.000	25.3917	34.4275
TD	0.0760	0.0198	3.8330	0.0001	0.0370	0.1150
AOC	1.3194	0.0782	16.8738	0.000	1.1656	1.4731
Indirect Effect						
	Effect	SE	LLCI	ULCI		
AOC	0.1187	0.0149	0.0924	0.1507		

#### 5.5.5.4 The Mediating Role of Affective Organizational Commitment with Performance Appraisal and Organizational Citizenship Behavior

Hypothesis H<sub>5d</sub> posits that AOC mediates the relationship between PA and OCB. As shown in Table 45 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of PA was positively associated with OCB ( $T_{(397)} = 4.7426$ ,  $\beta = 0.5478$ ,  $p < 0.05$ ). It was also found that PA was positively related to AOC ( $T_{(398)} = 26.5101$ ,  $\beta = 0.7663$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator AOC was positively associated with OCB ( $T_{(397)} = 8.0463$ ,  $\beta = 0.9692$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of AOC in the relationship between PA and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.4161, ULCI= 0.9737), so the author infers that the effect of AOC between PA and OCB is significantly different from zero. This means that the direct effect of PA on OCB

became significant when controlling through AOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>5d</sub> was accepted.

**Table 45** Mediation analysis of AOC between PA and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.713	0.508	48.0639	204.9727	2	397	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	26.5216	2.3420	11.3245	0.000	21.9174	31.1258
PA	0.5478	0.1155	4.7426	0.000	0.3207	0.7749
AOC	0.9692	0.1205	8.0463	0.000	0.7324	1.2060
Indirect Effect						
	Effect	SE	LLCI	ULCI		
AOC	0.7427	0.1406	0.4161	0.9737		

### 5.5.6 The Mediating Role of Normative Organizational Commitment with Human Resource Management Functions and Organizational Citizenship Behavior

Hypothesis H<sub>6</sub> posits that NOC mediates the relationship between HRM functions and OCB. As shown in Table 46 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of HRM functions was positively associated with OCB ( $T_{(397)} = 11.3095$ ,  $\beta = 0.1931$ ,  $p < 0.05$ ). It was also found that HRM functions was positively related to NOC ( $T_{(398)} = 5.4765$ ,  $\beta = 0.1937$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator NOC was positively associated with OCB ( $T_{(397)} = 3.9151$ ,  $\beta = 0.0913$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of NOC in the relationship between HRM functions and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0100, ULCI= 0.0268), so the author infers that the effect of NOC between HRM functions and OCB is



significantly different from zero. This means that the direct effect of HRM functions on OCB became significant when controlling through NOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>6</sub> was accepted.

**Table 46** Mediation analysis of NOC between HRM functions and OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.558	0.311	67.3075	89.6177	2	397	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	57.9552	1.2457	46.5244	0.000	55.5063	60.4042
<b>HRM</b>	0.1931	0.0171	11.3095	0.000	0.1595	0.2266
<b>NOC</b>	0.0913	0.0233	3.9151	0.0001	0.0455	0.1372
<b>Indirect Effect</b>						
	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>		
<b>NOC</b>	0.0177	0.0043	0.0100	0.0268		

#### 5.5.6.1 The Mediating Role of Normative Organizational Commitment with Recruitment and Selection and Organizational Citizenship Behavior

Hypothesis H<sub>6a</sub> posits that NOC mediates the relationship between RS and OCB. As shown in Table 47 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of RS was positively associated with OCB ( $T_{(397)} = 26.9777$ ,  $\beta = 0.9529$ ,  $p < 0.05$ ). It was also found that RS was positively related to NOC ( $T_{(398)} = 6.2346$ ,  $\beta = 0.6544$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator NOC was not significant with OCB ( $T_{(397)} = 1.9633$ ,  $\beta = 0.0316$ ,  $p > 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of NOC in the relationship between RS and OCB because zero falls between the lower and upper bound of the 95% confidence interval (LLCI=0.000, ULCI= 0.0370), so the author infers that the effect of NOC between RS and OCB is not significantly different

from zero. This means that the direct effect of RS on OCB became not significant when controlling through NOC, thus suggesting that NC is not has a full or partial mediation. Therefore, hypothesis H<sub>6a</sub> was rejected.

**Table 47** Mediation analysis of NOC between RS and OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.824	0.679	31.4102	418.8934	2	397	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	34.6078	1.3715	25.2343	0.000	31.9116	37.3040
<b>RS</b>	0.9529	0.0353	26.9777	0.000	0.8834	1.0223
<b>NOC</b>	0.0316	0.0161	1.9633	0.0503	0.000	0.0633
<b>Indirect Effect</b>						
	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>		
<b>NOC</b>	0.0207	0.0077	0.000	0.0370		

#### 5.5.6.2 The Mediating Role of Normative Organizational Commitment with Compensation System and Organizational Citizenship Behavior

Hypothesis H<sub>6b</sub> posits that NOC mediates the relationship between CS and OCB. As shown in Table 48 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of CS was positively associated with OCB ( $T_{(397)} = 22.2608$ ,  $\beta = 1.1917$ ,  $p < 0.05$ ). It was also found that CS was positively related to NOC ( $T_{(398)} = 5.5317$ ,  $\beta = 0.7990$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator NOC was positively associated with OCB ( $T_{(397)} = 3.0547$ ,  $\beta = 0.0547$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of NOC in the relationship between CS and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0218, ULCI=0.0664), so the author infers that the effect of NOC between CS and OCB is significantly different from zero. This means that the direct effect of CS on OCB

became significant when controlling through NOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>6b</sub> was accepted.

**Table 48** Mediation analysis of NOC between CS and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.771	0.595	39.5835	291.4135	2	397	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	29.4876	1.8487	15.9501	0.000	25.8530	33.1221
CS	1.1917	0.0535	22.2608	0.000	1.0864	1.2969
NOC	0.0547	0.0179	3.0547	0.0024	0.01195	0.899
Indirect Effect						
	Effect	SE	LLCI	ULCI		
NOC	0.0437	0.0114	0.218	0.0664		

#### 5.5.6.3 The Mediating Role of Normative Organizational Commitment with Training and Development and Organizational Citizenship Behavior

Hypothesis H<sub>6c</sub> posits that NOC mediates the relationship between TD and OCB. As shown in Table 49 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of TD was positively associated with OCB ( $T_{(397)} = 5.5893$ ,  $\beta = 0.3608$ ,  $p < 0.05$ ). It was also found that TD was positively related to NOC ( $T_{(398)} = 49.6418$ ,  $\beta = 0.0899$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator NOC was negatively associated with OCB ( $T_{(397)} = -2.7731$ ,  $\beta = -0.1852$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of NOC in the relationship between TD and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=-0.2861, ULCI=-0.0527), so the author infers that the effect of NOC between TD and OCB is significantly different from zero. This means that the direct effect of TD on OCB

became significant when controlling through NOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>6c</sub> was accepted.

**Table 49** Mediation analysis of NOC between TD and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.394	0.156	82.5005	36.5589	2	397	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	67.5682	1.0029	67.3716	.0000	65.5965	69.5399
TD	0.3608	0.0645	5.5893	0.000	0.2339	0.4877
NOC	-0.1852	0.0668	-2.7731	0.0058	-0.3165	-0.0539
Indirect Effect						
	Effect	SE	LLCI	ULCI		
NOC	0.1661	0.0596	-0.2861	-0.0527		

#### 5.5.6.4 The Mediating Role of Normative Organizational Commitment with Performance Appraisal and Organizational Citizenship Behavior

Hypothesis H<sub>6d</sub> posits that NOC mediates the relationship between PA and OCB. As shown in Table 50 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of PA was positively associated with OCB ( $T_{(397)} = 15.8605$ ,  $\beta = 1.2213$ ,  $p < 0.05$ ). It was also found that PA was positively related to NOC ( $T_{(398)} = 5.7928$ ,  $\beta = 1.0189$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator NOC was positively associated with OCB ( $T_{(397)} = 3.2252$ ,  $\beta = 0.0680$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of NOC in the relationship between PA and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.0381, ULCI= 0.1028), so the author infers that the effect of NOC between PA and OCB is significantly different from zero. This means that the direct effect of PA on OCB

became significant when controlling through NOC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>6d</sub> was accepted.

**Table 50** Mediation analysis of NOC between PA and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.665	0.442	54.7448	157.4896	2	397	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	33.3694	2.3085	14.4550	0.000	28.8310	37.9078
PA	1.2213	0.0770	15.8605	0.000	1.0699	1.3727
NOC	0.0680	0.0211	3.2252	0.0014	0.0265	0.1094
Indirect Effect						
	Effect	SE	LLCI	ULCI		
NOC	0.0693	0.0165	0.0381	0.1028		

### 5.5.7 The Mediating Role of Continuance Organizational Commitment with Human Resource Management Functions and Organizational Citizenship Behavior

Hypothesis H<sub>7</sub> posits that COC mediates the relationship between HRM functions and OCB. As shown in Table 51 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of HRM functions was positively associated with OCB ( $T_{(397)} = 11.7887$ ,  $\beta = 0.1871$ ,  $p < 0.05$ ). It was also found that HRM functions was negatively related to COC ( $T_{(398)} = -3.8191$ ,  $\beta = -0.0396$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator COC was negatively associated with OCB ( $T_{(397)} = -7.9316$ ,  $\beta = -0.5977$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of COC in the relationship between HRM functions and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0120, ULCI= 0.0352), so the author infers that the effect of COC between HRM functions and OCB is

significantly different from zero. This means that the direct effect of HRM functions on OCB became significant when controlling through COC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>7</sub> was accepted.

**Table 51** Mediation analysis of COC between HRM functions and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.618	0.382	60.3439	122.8652	2	397	0.000
Model Coefficient						
	β coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	87.2733	3.5831	24.3569	0.000	80.2282	94.3165
<b>HRM</b>	0.1871	0.0159	11.7887	0.000	0.1559	0.2183
<b>COC</b>	-0.5977	0.0754	-7.9316	0.000	-0.7459	-0.4496
Indirect Effect						
	Effect	SE	LLCI	ULCI		
<b>COC</b>	0.0237	0.0059	0.0120	0.0352		

#### 5.5.7.1 The Mediating Role of Continuance Organizational Commitment with Recruitment and Selection and Organizational Citizenship Behavior

Hypothesis H<sub>7a</sub> posits that COC mediates the relationship between RS and OCB. As shown in Table 52 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of RS was positively associated with OCB ( $T_{(397)} = 25.5833$ ,  $\beta = 0.9247$ ,  $p < 0.05$ ). It was also found that RS was negatively related to COC ( $T_{(398)} = -8.3167$ ,  $\beta = -0.2429$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator COC was negatively associated with OCB ( $T_{(397)} = -3.5139$ ,  $\beta = -0.2021$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of COC in the relationship between RS and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0235, ULCI= 0.0797), so the author infers that the effect of COC

between RS and OCB is significantly different from zero. This means that the direct effect of RS on OCB became significant when controlling through COC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>7a</sub> was accepted.

**Table 52** Mediation analysis of COC between RS and OCB

<b>Model Summary</b>						
<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F-value</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>p-value</b>
0.828	0.685	30.7585	431.9745	2	397	0.000
<b>Model Coefficient</b>						
	<b>β coefficient</b>	<b>SE</b>	<b>T-value</b>	<b>p-value</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Constant</b>	45.4938	3.2959	13.8033	0.000	39.0143	51.9733
<b>RS</b>	0.9247	0.0361	25.5833	0.000	0.8536	0.9958
<b>COC</b>	-0.2021	0.0573	-3.5139	0.0005	-0.3137	-0.0886
<b>Indirect Effect</b>						
	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>		
<b>COC</b>	0.0489	0.0142	0.0235	0.0797		

#### **5.5.7.2 The Mediating Role of Continuance Organizational Commitment with Compensation System and Organizational Citizenship Behavior**

Hypothesis H<sub>7b</sub> posits that COC mediates the relationship between CS and OCB. As shown in Table 53 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of CS was positively associated with OCB ( $T_{(397)} = 20.9126$ ,  $\beta = 1.1492$ ,  $p < 0.05$ ). It was also found that CS was negatively related to COC ( $T_{(398)} = -7.9515$ ,  $\beta = -0.3186$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator CC was negatively associated with OCB ( $T_{(397)} = -4.2324$ ,  $\beta = -0.2703$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of COC in the relationship between CS and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0458, ULCI= 0.1309), so the author infers that the effect of COC between CS and OCB is significantly different from zero. This means that the

direct effect of CS on OCB became significant when controlling through COC, thus suggesting a partial mediation. Therefore, hypothesis H7b was accepted.

**Table 53** Mediation analysis of COC between CS and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.777	0.603	38.7647	301.7609	2	397	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	44.5487	3.9099	11.3939	0.000	36.8621	52.2354
CS	1.1492	0.0550	20.9126	0.000	1.0412	1.2573
COC	-0.2703	0.0639	-4.2324	0.000	-0.3959	-0.1447
Indirect Effect						
	Effect	SE	LLCI	ULCI		
COC	0.0861	0.0217	0.0458	0.1309		

#### 5.5.7.3 The Mediating Role of Continuance Organizational Commitment with Training and Development and Organizational Citizenship Behavior

Hypothesis H7c posits that COC mediates the relationship between TD and OCB. As shown in Table 54 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of TD was positively associated with OCB ( $T_{(397)} = 6.9511$ ,  $\beta = 0.1599$ ,  $p < 0.05$ ). It was also found that TD was negatively related to COC ( $T_{(398)} = -3.8793$ ,  $\beta = -0.0531$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator COC was negatively associated with OCB ( $T_{(397)} = -7.9182$ ,  $\beta = -0.6550$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of COC in the relationship between TD and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI=0.0155, ULCI= 0.0575), so the author infers that the effect of COC between TD and OCB is significantly different from zero. This means that the



direct effect of TD on OCB became significant when controlling through COC, thus suggesting a partial mediation. Therefore, hypothesis H<sub>7c</sub> was accepted.

**Table 54** Mediation analysis of COC between TD and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.507	0.257	72.6285	68.5091	2	397	0.000
Model Coefficient						
	$\beta$ coefficient	SE	T-value	p-value	LLCI	ULCI
<b>Constant</b>	95.9950	3.8091	25.2018	.0000	88.5066	103.4835
<b>TD</b>	0.1599	0.0230	6.9511	0.000	0.1147	0.2051
<b>COC</b>	-0.6550	0.0827	-7.9182	0.000	-0.8177	-0.4924
Indirect Effect						
	Effect	SE	LLCI	ULCI		
<b>COC</b>	0.0348	0.0108	0.0155	0.0575		

#### 5.5.7.4 The Mediating Role of Continuance Organizational Commitment with Performance Appraisal and Organizational Citizenship Behavior

Hypothesis H<sub>7d</sub> posits that COC mediates the relationship between PA and OCB. As shown in Table 55 the PROCESS Procedure for SPSS v3.4 were conducted to assess each component of the proposed mediation model by using the bootstrapping method with bias-correlated confidence estimates. First, it was found that the direct effect of PA was positively associated with OCB ( $T_{(397)} = 15.1892$ ,  $\beta = 1.1514$ ,  $p < 0.05$ ). It was also found that PA was negatively related to COC ( $T_{(398)} = -6.6464$ ,  $\beta = -0.3323$ ,  $p < 0.05$ ). Lastly, results indicated that the mediator COC was negatively associated with OCB ( $T_{(397)} = -5.8076$ ,  $\beta = -0.4187$ ,  $p < 0.05$ ). In this research, the 95-confidence interval of the indirect effects was obtained with 5000 bootstraps resamples. The indirect effect of the mediation analysis confirmed the mediating role of COC in the relationship between PA and OCB because zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.0866, ULCI= 0.1969), so the author infers that the effect of COC between PA and OCB is significantly different from zero. This means that the direct

effect of PA on OCB became significant when controlling through COC, thus suggesting a partial mediation. Therefore, hypothesis H7d was accepted.

**Table 55** Mediation analysis of COC between PA and OCB

Model Summary						
R	R <sup>2</sup>	MSE	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
0.688	0.473	51.5248	177.8719	2	397	0.000
Model Coefficient						
	β coefficient	SE	T-value	p-value	LLCI	ULCI
Constant	55.9356	4.4408	12.5957	0.000	47.2051	64.6660
PA	1.1514	0.0758	15.1892	0.000	1.0024	1.3004
COC	-0.4187	0.0721	-5.8076	0.000	-0.5604	-0.2770
Indirect Effect						
	Effect	SE	LLCI	ULCI		
COC	0.1391	0.0285	0.0866	0.1969		

### 5.5.8 The Relationship between Affective Organizational Commitment and Organizational Citizenship Behavior

Hypothesis H<sub>8</sub> posits that AOC positively influence OCB. As shown in Table 56 the linear regression analysis demonstrated that the path estimates between AOC and OCB was significant ( $F_{(1,398)} = 367.603$ ,  $p < 0.05$ ,  $R^2 = 0.480$ ). Also, the model coefficient shows that AOC were positive and statistically significant to OCB ( $T_{(398)} = 19.173$ ,  $\beta = 1.426$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 56 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 1.279, ULCI= 1.572), so the author infers that the effect of AOC on OCB is significantly different from zero. Therefore, hypothesis H<sub>8</sub> was accepted.

**Table 56** Regression analysis of AOC on OCB

Model Summary								
Model	R	R Square	Change Statistics					
			R Square Change	F Change	df1	df2	Sig. F Change	
1	0.693 <sup>a</sup>	0.480	0.480	367.603	1	398	.000	
a. Predictors: (Constant), AOC								
ANOVA <sup>a</sup>								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	18622.529	1	18622.529	367.603	.000 <sup>b</sup>		
	Residual	20162.409	398	50.659				
	Total	38784.938	399					
a. Dependent Variable: OCB								
b. Predictors: (Constant), AOC								
Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	29.250	2.331		12.550	.000	24.668	33.832
	AOC	1.426	.074	0.693	19.173	.000	1.279	1.572
a. Dependent Variable: OCB								

### 5.5.9 The Relationship between Normative Organizational Commitment and Organizational Citizenship Behavior

Hypothesis H<sub>9</sub> posits that NOC positively influence OCB. As shown in Table 57 the linear regression analysis demonstrated that the path estimates between NOC and OCB was significant ( $F_{(1,398)} = 38.920$ ,  $p < 0.05$ ,  $R^2 = 0.089$ ). Also, the model coefficient shows that NOC were positive and statistically significant to OCB ( $T_{(398)} = 6.239$ ,  $\beta = 0.161$ ,  $p < 0.05$ ). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis will be rejected. If zero falls outside of the interval, then the hypothesis will be accepted. In Table 57 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.110, ULCI= 0.212), so the author infers that the effect of NOC on OCB is significantly different from zero. Therefore, hypothesis H<sub>9</sub> was accepted.

**Table 57** Regression analysis of NOC on OCB

Model Summary								
Model	R	R Square	Change Statistics					
			R Square Change	F Change	df1	df2	Sig. F Change	
1	0.298 <sup>a</sup>	0.089	0.089	38.920	1	398	.000	
a. Predictors: (Constant), NOC								
ANOVA <sup>a</sup>								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	3454.911	1	3454.911	38.920	.000 <sup>b</sup>		
	Residual	35330.027	398	88.769				
	Total	38784.938	399					
a. Dependent Variable: OCB								
b. Predictors: (Constant), NOC								
Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	67.626	1.040		65.009	.000	65.581	69.671
	NOC	0.161	.026	0.298	6.239	.000	0.110	0.212
a. Dependent Variable: OCB								

#### 5.5.10 The Relationship between Continuance Organizational Commitment and Organizational Citizenship Behavior

Hypothesis H<sub>10</sub> posits that COC positively influence OCB. As shown in Table 58 the linear regression analysis demonstrated that the path estimates between COC and OCB was significant ( $F_{(1,398)} = 79.276$ ,  $p < 0.05$ ,  $R^2 = 0.166$ ). Also, the model coefficient shows that COC was negatively influence OCB ( $T_{(398)} = -8.904$ ,  $\beta = -0.765$ ,  $p < 0.05$ ). Thus, the author infers that the effect of COC on OCB is not significant. Therefore, hypothesis H<sub>10</sub> was rejected.



## Overview of Hypotheses Testing

**Table 59** Overview of Hypotheses Testing

	Linkage	$R^2$	$P$	$\beta$	$LLCI$	$ULCI$	Hypotheses Acceptance
<b>H<sub>1</sub></b>	HRM → OCB	0.284	0.000	0.211	0.1778	0.2437	Accepted
<b>H<sub>1a</sub></b>	RS → OCB	0.675	0.000	0.9736	0.9071	1.0401	Accepted
<b>H<sub>1b</sub></b>	CS → OCB	0.586	0.000	1.2354	1.1329	1.3378	Accepted
<b>H<sub>1c</sub></b>	TD → OCB	0.139	0.000	0.1947	0.1470	0.2424	Accepted
<b>H<sub>1d</sub></b>	PA → OCB	0.428	0.000	1.291	1.1434	1.4376	Accepted
<b>H<sub>2</sub></b>	HRM → AC	0.184	0.000	0.0825	0.0654	0.0996	Accepted
<b>H<sub>2a</sub></b>	RS → AC	0.422	0.000	0.3739	0.3308	0.4171	Accepted
<b>H<sub>2b</sub></b>	CS → AC	0.628	0.000	0.6218	0.5747	0.6690	Accepted
<b>H<sub>2c</sub></b>	TD → AC	0.126	0.000	0.0899	0.0666	0.1133	Accepted
<b>H<sub>2d</sub></b>	PA → AC	0.638	0.000	0.7663	0.7095	0.8231	Accepted
<b>H<sub>3</sub></b>	HRM → NC	0.070	0.000	0.1937	0.1242	0.2633	Accepted
<b>H<sub>3a</sub></b>	RS → NC	0.089	0.000	0.6544	0.4481	0.8608	Accepted
<b>H<sub>3b</sub></b>	CS → NC	0.071	0.000	0.7990	0.5150	1.0830	Accepted
<b>H<sub>3c</sub></b>	TD → NC	0.861	0.000	0.8968	0.8612	0.9323	Accepted
<b>H<sub>3d</sub></b>	PA → NC	0.0778	0.000	1.0189	0.6731	1.3647	Accepted
<b>H<sub>4</sub></b>	HRM → CC	0.0354	.0002	-0.0396	-0.0600	-0.0192	Rejected
<b>H<sub>4a</sub></b>	RS → CC	0.148	0.000	-0.2429	-0.3003	-0.1855	Rejected
<b>H<sub>4b</sub></b>	CS → CC	0.137	0.000	-0.3186	-0.3974	-0.2398	Rejected
<b>H<sub>4c</sub></b>	TD → CC	0.036	0.0001	-0.0531	-0.0800	-0.0262	Rejected
<b>H<sub>4d</sub></b>	PA → CC	0.0999	0.000	-0.3323	-0.4306	-0.2340	Rejected
<b>H<sub>5</sub></b>	HRM → AC → OCB	0.548	0.000	0.1143	0.0721	0.1239	Accepted
<b>H<sub>5a</sub></b>	RS → AC → OCB	0.719	0.000	0.7617	0.1359	0.3066	Accepted
<b>H<sub>5b</sub></b>	CS → AC → OCB	0.606	0.000	0.9371	0.1546	0.4703	Accepted
<b>H<sub>5c</sub></b>	TD → AC → OCB	0.499	0.000	0.0760	0.0924	0.1507	Accepted
<b>H<sub>5d</sub></b>	PA → AC → OCB	0.508	0.000	0.5478	0.4161	0.9737	Accepted
<b>H<sub>6</sub></b>	HRM → NC → OCB	0.311	0.0001	0.1931	0.0100	0.0268	Accepted
<b>H<sub>6a</sub></b>	RS → NC → OCB	0.679	0.0503	0.9529	0.000	0.0370	Rejected

<b>H<sub>6b</sub></b>	CS → NC → OCB	0.595	0.0024	0.0547	0.0218	0.0664	Accepted
<b>H<sub>6c</sub></b>	TD → NC → OCB	0.156	0.0058	0.3608	-0.2861	-0.0527	Accepted
<b>H<sub>6d</sub></b>	PA → NC → OCB	0.442	0.0014	1.2213	0.0381	0.1028	Accepted
<b>H<sub>7</sub></b>	HRM → CC → OCB	0.382	0.000	0.1871	0.120	0.0352	Accepted
<b>H<sub>7a</sub></b>	RS → CC → OCB	0.685	0.000	-0.2012	0.0235	0.0797	Accepted
<b>H<sub>7b</sub></b>	CS → CC → OCB	0.603	0.000	1.1492	0.0458	0.1309	Accepted
<b>H<sub>7c</sub></b>	TD → CC → OCB	0.257	0.000	0.1599	0.0155	0.0575	Accepted
<b>H<sub>7d</sub></b>	PA → CC → OCB	0.472	0.000	1.1514	0.0866	0.1969	Accepted
<b>H<sub>8</sub></b>	AC → OCB	0.480	0.000	1.426	1.279	1.572	Accepted
<b>H<sub>9</sub></b>	NC → OCB	0.089	0.000	0.161	0.110	0.212	Accepted
<b>H<sub>10</sub></b>	CC → OCB	0.166	0.000	-0.765	-0.934	-0.596	Rejected

### Standardized Beta Coefficient

According to Freedman (2009), A standardized beta coefficient compares the strength of the effect of each independent variable on the dependent variable. The higher the absolute value of the beta coefficient, the stronger the effect. Table 71 shows that the effect of HRM functions on OCB was ( $\beta_s = 0.533$ ), the effect of RS on OCB was ( $\beta_s = 0.822$ ), the effect of CS on OCB was ( $\beta_s = 0.765$ ), the effect of TD on OCB was ( $\beta_s = 0.373$ ) and the effect of PA on OCB was ( $\beta_s = 0.654$ ). This means that the highest impact of all HRM functions was RS and CS. Moreover, Table 71 shows that the effect of HRM functions on OC was ( $\beta_s = 0.521$ ), the effect of RS on OC was ( $\beta_s = 0.805$ ), the effect of CS on OC was ( $\beta_s = 0.782$ ), the effect of TD on OC was ( $\beta_s = 0.361$ ) and the effect of PA on OC was ( $\beta_s = 0.678$ ). This means that the highest impact of all HRM functions on OC was RS and CS.

The types of OC show that the effect of HRM functions on AOC was ( $\beta_s = 0.429$ ), NOC was ( $\beta_s = 0.265$ ) and COC was ( $\beta_s = -0.188$ ). The effect of RS on AOC was ( $\beta_s = 0.649$ ), NOC was ( $\beta_s = 0.298$ ) and COC was ( $\beta_s = -0.385$ ). The effect of CS on AOC was ( $\beta_s = 0.792$ ), NOC was ( $\beta_s = 0.267$ ) and COC was ( $\beta_s = -0.370$ ). The effect of PA on AOC was ( $\beta_s = 0.799$ ), NOC was ( $\beta_s = 0.279$ ) and COC was ( $\beta_s = -0.316$ ). The effect of TD on AOC was ( $\beta_s = 0.355$ ), NOC

was ( $\beta_s = 0.928$ ) and COC was ( $\beta_s = -0.191$ ). This mean that the highest impact of all HRM functions on AOC was PA and on NOC was TD.

For the mediating the role of OC with HRM functions and OCB Table 71 shows that the effect of HRM functions with OC on OCB was ( $\beta_s = 0.044$  and  $\beta_s = 0.939$ ), the effect of RS with OC on OCB was ( $\beta_s = 0.133$  and  $\beta_s = 0.855$ ), the effect of CS with OC on OCB was ( $\beta_s = 0.033$  and  $\beta_s = 0.937$ ), the effect of TD with OC on OCB was ( $\beta_s = 0.030$  and  $\beta_s = 0.951$ ) and the effect of PA with OC on OCB was ( $\beta_s = 0.004$  and  $\beta_s = 0.960$ ). This means that the OC has the highest effect in mediated the relationship between all HRM functions (PA, TD, CS and RS respectively) and OCB. Also, for the OC types Table 71 shows that the highest effect in mediated the relationship between all HRM functions on OCB was AOC.

Finally, the effect of OC on OCB was ( $\beta_s = 0.958$ ), AOC on OCB was ( $\beta_s = 0.693$ ), NOC on OCB was ( $\beta_s = 0.298$ ) and COC on OCB was ( $\beta_s = -0.408$ ). This means that the highest impact of all OC types on OCB was AOC.

**Table 60** Standardized Beta Coefficient

	Linkage	Standardized Coefficients								
		HRM	RS	CS	TD	PA	OC	AC	NC	CC
H <sub>1</sub>	HRM → OCB	0.533	-	-	-	-	-	-	-	-
H <sub>1a</sub>	RS → OCB	-	0.822	-	-	-	-	-	-	-
H <sub>1b</sub>	CS → OCB	-	-	0.765	-	-	-	-	-	-
H <sub>1c</sub>	TD → OCB	-	-	-	0.373	-	-	-	-	-
H <sub>1d</sub>	PA → OCB	-	-	-	-	0.654	-	-	-	-
H <sub>2</sub>	HRM → AC	0.429	-	-	-	-	-	-	-	-
H <sub>2a</sub>	RS → AC	-	0.649	-	-	-	-	-	-	-
H <sub>2b</sub>	CS → AC	-	-	0.792	-	-	-	-	-	-
H <sub>2c</sub>	TD → AC	-	-	-	0.355	-	-	-	-	-
H <sub>2d</sub>	PA → AC	-	-	-	-	0.799	-	-	-	-
H <sub>3</sub>	HRM → NC	0.265	-	-	-	-	-	-	-	-
H <sub>3a</sub>	RS → NC	-	0.298	-	-	-	-	-	-	-
H <sub>3b</sub>	CS → NC	-	-	0.267	-	-	-	-	-	-





## CHAPTER 6

### DISCUSSION AND CONCLUSION

#### 6.1 Discussion

The amount of research about the HRM functions and its impact on AOC, NOC and COC and OCB on Jordanian universities is limited. Accordingly, the current study aimed at classifying this issue in the literature by empirically examining the relationship between HRM functions and OCB among the administrative staff of Jordanian universities and by determining how an AOC, NOC and COC mediates this relationship in these universities.

The results showed that the relationship between HRM functions and OCB is at 28.4%. This indicated that HRM functions have a very weak relationship but positively significant to OCB. This may be caused by HRM functions that have not been optimally implemented, as PA and TD that has not been in optimum implementation. Referring to the research result, it is suggested that Jordanian universities can improve OCB for administrative staff by developing HRM system to enhance existing levels of OCB. They should pay considerable responsiveness in designing and implementing TD activities to results in OCBs by monitoring the progress of each administrative staff within the organization and updating the training process continuously. Thus, the results of the TD process noted on the daily operations of the organization and reflected positively on their PA which enhances the level OCB of administrative staff.

The relationship between RS and OCB is at 67.6% which is known to have the highest impact of all HRM functions on OCB, thus rendering it moderate. The research results reveal that RS functions exercised in Jordanian universities

have a significant influence on administrative staff extra-role behaviors. Most of the universities in Jordan are now facing high employee turnover because of unattractive and ineffective RS process which could bring negative outcome for the university in future (Azzam & Jaradat, 2014; Begum et al., 2014). Therefore, this research recommends Jordanian universities to ensure effective and fair RS process to enhance OCB of the administrative staff in the workplace for long term employment relationship, they should use the forms for interviews were redesigned and used as templates to be used differently depending on the competencies sought. Then the information from interviews should use for talent and competence development through career development programs. Also, the employees involved in the recruitment process should be trained on how to design exercises for capturing personal and job attributes from candidates.

The relationship between CS and OCB is at 58.5%, thus rendering it moderate. The results of the research revealed that CS had a statistically significant influence on OCB of administrative staff in Jordanian universities. This means that to ensure OCB, Jordanian universities review and increased the basic salary, pay seniority allowances for all administrative staff, which are based on certain pay structures. CS consider as an important variable in predicting the OCB that can benefit Jordanian universities (Danendra & Mujiati Ni Wayan., 2016; Makau et al., 2017; Suryani et al., 2019). Therefore, the research recommends that Jordanian universities should ensure that the CS was put as an important priority to encourage administrative staff to be more spontaneous, voluntary and willing to achieve the organizational goals and enhances their OCB by rewards administrative staff based on their ability to demonstrate specific competencies in accomplishing key tasks and responsibilities.

The relationship between TD and OCB is at 13.9%, thus rendering it very weak. The results revealed that TD had a significant influence on OCB but very weak. This implies that Jordanian universities may have a flaw in writing the TD program with clear content and for which the TD is designed. Also, the quality, number, level of education, career, experience and nature of the trainees may be insufficient for these TD programs (Krishnan et al., 2017;

Omer & Ahmed, 2016; Rubel & Rahman, 2018). Therefore, Jordanian universities should pay considerable responsiveness in designing and implementing TD activities to results in an enhance the OCB of their administrative staff by designing a training manual that determined the training needs of the organization. Also, they need to design training programs based on their functional role, performance and job description of each employee separately. Finally, measure the impact of training programs through questionnaires and get feedback from their managers concerning the improvement in their job performance.

The relationship between PA and OCB is at 42.8%, thus rendering it weak. This result indicated that PA has a weak relationship but positively significant to OCB. This implies that Jordanian universities need to place considerable attention on the PA process and regard it as an important practice to promote OCB of their administrative staff. How to make plans with subordinates, observe their behaviors, and give them feedback effectively are critical skills of PA and that because PA process not only is associated with employees' in-role behavior but also extra-role behavior that is related to the social environment at work (Zheng et al., 2012). Therefore, this research recommends that Jordanian universities to ensure a high level of OCB from PA, they should know the extent of implementation of the administrative staff of their roles and assist management to support excellence points and address the imbalance. Besides, they need to analyze what the employees performed and what endures responsibilities in the job that they occupied. Then evaluate this performance by recording the work of each employee and the measured it with a fair scale which representing the true efficiency of the employees in a given time. Also, they should use performance evaluation criteria that relate to the qualities and characteristics related to the employee such as, the degree of cooperation of employee with management and colleagues, the spirit of responsibility that they have, discipline and personal capacities. Also, they use performance evaluation criteria related to performance rates of quantity and quality, the time required to accomplish and how to perform the work.

The results showed that the relationship between HRM functions and AOC is at 18.4%, thus rendering it very weak. This implies that Jordanian universities need to enhance the AOC of their administrative staff by enhancing the perceptions of psychological empowerment by giving them the freedom to take important decisions. Also, they need to review the job descriptions to assigned tasks and responsibilities to administrative staff as an independent challenge. Jordanian universities need to provide their employees with TD programs that enable them to perform their duties and help them improve their career path and set an accurate criterion for the PA process. In turn will enhance the feelings of staff and the importance of their value and their role in achieving organizational goals and thus show more AOC to their organization (Jermier & Berkes, 1979; Nasana & El-Khouly, 2016). Moreover, the results imply that university management must abandon the traditional frame of HRM functions and following the strategic frame of HRM functions. Jordanian universities must give importance to career growth assurance of their employees in their policies and action plans. HRM functions must be aimed at maintaining AOC (Hassan & Mahmood, 2016; Meyer & Smith, 2000; Sial et al., 2011). Therefore, Jordanian universities should increase attention toward HRM policies and functions, which in turn will affect the level of AOC among their administrative staff. This research recommended Jordanian universities to adopt internal policies to satisfy the needs of administrative staff in the organization. To satisfy these needs will lead to positive behavior and helps to form a balanced behavior in the organization which generates a sense of AOC. They also need to improve the training policies to create a spirit of creativity among the administrative staff and giving them new skills and experiences that help them to do their job in high performance and thus increase their commitment to their organization.

The results showed that the relationship between HRM functions and NOC is at 0.7%, thus rendering it very weak. This indicated that Jordanian universities need to allow administrative staff to engage in their jobs. Similarly, employees that feel engaged in their jobs may reciprocate toward the organization with loyalty and a sense of moral obligation that makes them remain in the organization because they feel that they ought to do so. Also, as suggested in

this research, that employees need to tend to socialize more with others in the organization, which can, in turn, increase communication among them concerning the loyalty expectations that the organization has from them and thus show more NOC to their organization (Patrick & Sebastian, 2012; Paul & Anantharaman, 2004; Shahnawaz & Juyal, 2006).

The results showed that the relationship between RS and AOC is at 42.2%, thus rendering it weak. This indicated that recruitment functions employed are not pertinent as far as promoting AOC is concerned. The selection functions employed to apply to the promotion of AOC but are also still waiting. Therefore, it is recommended that the Jordanian universities should improve the implementation of the recruitment process. This should be through making applicants submit their resumes for scrutiny, ensuring that recruitment is strictly based on merit, applicants are provided adequate relevant information about the universities and jobs at the time of recruitment, applicants tender in recommendations about their suitability for the job, and recruiters carry out reference checks. In addition, Jordanian universities should improve the implementation of the selection process. This should be through implementing a competitive and rigorous selection process, evaluating skills and attitudes of candidates relevant to the jobs, carrying out background checks, interviews with immediate supervisors and management (Chew & Chan, 2008; Ofori & Aryeetey, 2011; Wilson & Nuwatuhaire, 2019). Moreover, the results provide evidence that Jordanian universities RS function had a significant impact on administrative staff AOC. The RS function gives the job applicant expectations regarding what the job entails and what the universities offer. It is with these expectations that the successful candidate enters the university, and measures both job and university realities. If the pre-entry expectations, developed during the RS process, are not met early in the relationship, commitment to the university will be much lower than if the expectations are met (Meyer et al., 2002; Tobeery et al., 2017).

The results showed that the relationship between RS and NOC is at 0.89%, thus rendering it very weak. This indicated that the Jordanian universities should well-developed an RS and orientation systems to obtain a higher level

of normative commitment to the organization by communicating with actual or potential job seekers, inviting them to have a go at the opportunity and try to convince them to work for the organization in any means of the fields. Also, the introduction of new employees to the organization, their work units, and their jobs because an RS and orientation system has an immediate and lasting impact on the new employee and can make the difference between his or her success and failure (Kamran, Dawood, & Hilal, 2015).

The results showed that the relationship between CS and AOC is at 62.8%, thus rendering it moderate. This indicated that increasing the salary is a widely recognized way to improve the AOC level of administrative staff. Jordanian universities can have higher salaries than their competitors. Besides the salary, the fringe benefits package is perceived as an important factor in developing AOC among administrative staff. Jordanian universities can offer support for paid long term sick days, housing, parking space, transportation, and season tickets to events. Also, each administrative staff works for gaining the administrative title. Therefore, if the selection criteria determined by the university is achievable, it is perceived as help from the university to promote administrative staff to the next administrative title. As a result, it will increase employees' emotional attachment to the university. Moreover, this result describes that AOC of administrative staff can be enhanced if they have better CS. CS will increase the sense of belonging of administrative staff to their working place. CS will push the administrative staff to work better and with more comfort to achieve the organization goal. Also, AOC increases its efficiency. It means that committed staff is more trustworthy to its university and therefore is unlikely to switch job and they are working hard for their university (Hadziahmetovic & Dinc, 2017; Omotayo et al., 2014).

The results showed that the relationship between CS and NOC is at 0.71%, thus rendering it very weak. This indicated that Jordanian universities should determine how they can make their total package more attractive to help administrative staff to stay for the long term. This can be by adding more benefits that include a mix of those they pay for them to enhance their values that they believe toward their organization such as conferences and meetings

that get their staff thinking of the future and ties them closer to their organization. Also, Jordanian universities should consider awarding small scholarships each year if their administrative staff have teenage children. Showing an interest in administrative staff children can go a long way to creating long-term positive morale and enhance their NOC (Mumtaz, 2019; Rianaa & Wirasedanaa, 2016). Moreover, it can also be said that CS leads to better performance, improved management, good working relationships amongst employers and employees and increased NOC in the workplace. The implementation of a CS that aims to satisfy the needs of its administrative staff is necessary. This is a fundamental reason why adequate and effective CS is practiced all around the world. When the needs of administrative staff are met in the workplace, they become satisfied with the work they do, and when they are satisfied with their work, they not only want to achieve more to earn better but, they also want to remain loyal and commit to the organization that looks out for them. There is a strong direct relationship between CS and NOC in organizations thus, as the overall working conditions of administrative staff become better, the more their commitment would improve to ensure the growth and development of Jordanian universities (Sial et al., 2011; Suryani et al., 2019).

The relationship between TD and AOC is at 12.6%. The results indicated that TD has a very weak relationship but positively significant to AOC. This indicated that Jordanian universities should review their management team's leadership skills to determine if they can improve the AOC of administrative staff by improving their supervisors' abilities to manage their subordinates. Lack of communication and poor planning can lead to extra work for staff and result in confusion, frustration and decreased AOC. Therefore, Jordanian universities should provide TD in communications, time-management and interpersonal and leadership skills for their administrative staff to enhance their AOC. Also, Jordanian universities should give each administrative staff a written job description and discuss their potential growth within the organization if they need from them to stay for long-term. Employees who have specific growth opportunities with an organization might be more willing to stay



for long-term and as a result, it will increase employees' emotional attachment to their university.

The relationship between TD and NOC is at 86.1%. The results indicated that TD has a strong relationship and positively significant to NOC. This indicated that Jordanian universities have a good work ambience and a good work relation with both colleagues and management which implies that through TD administrative staff often feels an obligation to repay the organization for investing in them. Therefore, the strength of NOC is influenced by TD because they accepted rules about reciprocal obligation between the university and its administrative staff. Thus, they are receiving a benefit that under a strong normative obligation or rule to repay the benefit in some way (McDonald & Makin, 2000; Suliman & Iles, 2000). Moreover, this implies that the means that Jordanian universities providing for administrative staff to enhance employees' skills, knowledge and abilities positively affects NOC. This research recommends that Jordanian universities must recognize that ongoing participation in TD activities is necessary to improve their administrative staff skills, knowledge and abilities for the achievement of organizational goals (Bartlett & Kang, 2004). When administrative staff perceive that there is access to TD, they feel their university has been willing to invest in them and care about them. In a broad sense, an equitable and open approach to the access to TD increases both the administrative staff and all other organization members' commitment to their university (Podsakoff et al., 2000). Therefore, Jordanian universities should provide equal opportunities to their administrative staff in terms of access to TD programs.

The results showed that the relationship between PA and AOC is at 63.8%, thus rendering it moderate. This implies that administrative staff perceives PA procedures as fair and distribution of performance ratings as fair, and thus they show more AOC to their organization. Also, administrative staff accepted that they are treated in politely, with dignity and respect during PA process and hand over of performance rating, so employees' emotional attachment to their university will increase (Haque, 2018). Moreover, the results of the research revealed that PA had a statistically significant influence on the AOC of

administrative staff in Jordanian universities. PA has been considered as an important foundation of HR development as it is used for taking important decisions such as TD (Rao, 2009). Therefore, Jordanian universities should be aware of the TD program that offered to their administrative staff because it reflected positively on their performance. The effectiveness of any endeavor depends on how it is correctly done and implemented to serve the highest value of the organization as a whole. In this case, the most crucial element of an effective PA system is employee development because is utilized to identify the best way to bring improvement to success and increase their AOC. This research recommends that a fair PA process should be adopted by the management of these universities to raise the commitment of its administrative staff (Findley et al., 2000; Oh & Lewis, 2009).

The results showed that the relationship between PA and NOC is at 0.78%, thus rendering it very weak. This indicated that Jordanian universities don not take into account during the PA process the standards that develop ethical and behavioral values of their administrative staff. Therefore, this research recommends that Jordanian universities should design training programs that enhance the working moral values and principles and the formation of good working relationships with their colleagues and their managers. Also, they should include criteria for staff promotion based on a set of ethical and behavioral standards (Jawahar, 2006; Pettijohn et al., 2001).

The results of this research, demonstrate that AOC has a significant impact and mediates the relationship between the HRM functions and OCB by 54.8%. This indicated that Jordanian universities have the ability in how to collaboration with their administrative staff to build a career plan which sets out goals and objectives which both of them like to achieve. Also, Jordanian universities hold a regular performance review and hold a regular meeting with their administrative staff to determine how they are finding their role, where they are performing well and where they may need improvements or extra training. Most importantly, Jordanian universities ensure that administrative staff roles coincide with their future career prospects to ensure AOC and loyalty to the organization. So, it can be stated that AOC mediates the relationship

between HRM functions and OCB among administrative staff in Jordanian universities. Moreover, this implies that AOC plays a very significant role in enhancing the relationship between HRM functions and OCB. It is important for Jordanian universities to comprehend all pertinent requirements for successful implementation of strategy and must give due consideration to the implementation requirements of the chosen strategy to increase the efficiency of OCB work. Jordanian universities can spearhead the strategic implementation process and implement HRM functions. The development of strategic goals, establishing a connection between the motivation and structure of rewards that enable to accomplish the outcome and creating policies as well as procedures for the appropriate usage of strategic implementation are vital issues for Jordanian universities (Al Adresi & Darun, 2017; Allui & Sahni, 2016; Matsuyama, 2006; Mesilhy & Ismail, 2018).

The results of this research, demonstrate that NOC has a significant impact and mediates the relationship between the HRM functions and OCB by 31.1%. This indicated that Jordanian universities should encourage employee innovation because much administrative staff enjoy working in a cutting-edge environment that encourages creative ideas and personal innovations. Thus, administrative staffs who feel that they are contributors to the university's strategic direction may feel greater ownership of their work, which often leads to enhanced NOC. Also, Jordanian universities should involve administrative staff in decisions that affect their professional and social, through the holding of seminars and workshops to be centered on the promotion of positive functions for employees to serve the objectives of the university and its plans, and also through the activation of incentives and rewards system in the university. This will lead to building a strong teamwork culture that facilitates a strong work environment by motivated the administrative staff to work together and achieve more. This will help boost their NOC levels and enhancing their OCB.

The results of this research, demonstrate that COC has a significant impact and mediates the relationship between the HRM functions and OCB by 38.2%. This indicates that COC is not alone that affects to improve and increase the

level of OCB of the administrative staff in Jordanian universities. It can instruct to the presence of other economic factors that affect HRM functions in the organization through the impact on its operations. Also, labor demand and supply may have implications for all HRM activities and in particular the CS and RS. Thus, the behavior of organizational citizenship derived from the HRM activities cannot be determined through the use of COC alone but must look at all the factors that require administrative staff to improve the behavior of their citizenship and the enjoyment of their presence in the organization

The results of this research, demonstrate that AOC has a significant impact and mediates the relationship between RS and OCB by 71.9%. This indicated that the administrative staff through the RS process is made to have a clear vision of the goals of the organization, which affect the determination of the behavior of their citizenship through the extent of emotional attachment to the organization and its goals. The emotional attachment is influenced by the extent of the employee's perception of distinctive characteristics of their work of independence, the acquisition of skills, and the nature of their relationship with supervisors. Thus, a good AOC through the RS process leads the employee to the effective planning professional track and identifies OCB within the organization. The RS processes of administrative staff have a direct interest in the professions performed in the organization. So, they are the first who affected by the benefits and rewards of their success in the professions. Also, they are the first affected by the results of their failure to perform. No doubt that the individual's awareness of the extent of success or failure will affect self-appreciation for his capabilities and ambitions. This leads to increased emotional attachment to the organization and thus influences their OCB. Furthermore, this reveals that AOC plays an important role in affecting the relationship between RS and OCB. This also suggests that Jordanian universities are providing employment tests which explain and describe how the work is performed and what policies and procedures are followed by the university. This, in turn, indicates that clearing these tests and interviews gives the applicant a stronger sense of affiliation towards the university and leads to higher levels of AOC and OCB (Kehoe & Wright, 2013; Lamba & Choudhary, 2013; Sareen, 2018).

The results of this research, demonstrate that NOC was not significant and not mediates the relationship between RS and OCB. NOC it mostly becomes evident when an employee feels that they have to be with an institution mainly because of what the organization has done for him through organizational support programs or systems (Saygan, 2011). Also, Cho & Huang (2012) suggested that NOC entails the perceived obligations to maintain employment relationships with a social entity mainly because of what an organization has provided to employee overtime. Hence, in exchange for employment, employees feel compelled to reciprocate with their loyalty and commitment (Meyer & Herscovitch, 2001). Again, the NOC is synonymous with the SET which is based on the reciprocity principles within social relationships. Hence, it argues that employees who receive economic or socio-emotional benefits from their organization feel obligated to respond in kind or remain with their employer (Rhoades & Eisenberger, 2002). However, NOC refers to the felt responsibility to support and remain a member of an organization (Meyer, Stanley, & Parfyonova, 2012). Scheible & Bastos (2013) posit that personnel RS may contribute to the AOC and NOC to the organization because by selecting the best available candidates, pride is built in them stimulating them to keep their promises to the organization. Najeemdeen, Abidemi, Rahmat, & Bulus (2018) contends that in organizational behavior literature, on the "clan control" notion shows the significance of RS on OCB in organizations. The notion of clan control focuses on management via norms, shared values, and routines which are facilitated, in part, by the careful selection of employees who are likely to internalize the organization's desired values. The result is employee commitment to the organization because of selecting those with shared norms, values and routines. Hooi (2008) posit that the RS process of an organization can help in finding an employee who can build a long-term relationship (NOC) with the company. However, Giauque, Ritz, Varone, & Anderfuhren-Biget (2010) corroborated Meyer & Smith (2000) position as well when their findings showed that firms HRM functions impact NOC becomes only evident when the recipients of these firm's policies perceive the processes for its implementation as fair, just and devoid of any favoritism. Therefore, this research recommended that Jordanian universities should pay more attention to their social responsibilities because employees would perceive that not only

are they doing good things but also that they belong to a good organization which is regarded as a desirable entity by their society.

The results of this research, demonstrate that COC has a significant impact and mediates the relationship between RS and OCB by 68.5%. This indicates that the COC working as a potential indicator to increase the relationship between RS and OCB. This is due to the procedures that followed in RS function enhance and develop the COC of the administrative staff at Jordanian universities. This, in turn, develops their sense to stay in the organization and not to abandon it and enhances their abilities to carry out the tasks and responsibilities that entrusted to them. Besides, increase their awareness of voluntary participation in other business to give a good impression and get the benefits in the future to improve their future career within the organization.

The results of this research, demonstrate that AOC has a significant impact and mediates the relationship between CS and OCB by 60.6%. This indicated that AOC considered as a good predictor of the relationship between CS and OCB. Jordanian universities can improve the OCB of administrative staff by fulfilling the adequate CS through increase the level of AOC. Also, enhance organization capability to provide proper CS as well as to secure the administrative staff positive feeling will improve their trust in the organization. Thus, it will contribute to the organization in the form of spending more time, energy and effort to it. It means that the contribution given by the administrative staff will be greater when they are supported by the organization. This indicates that the role of AOC significantly impacts the relationship between CS and OCB. Therefore, Jordanian universities are committed to implementing compensation and rewards policy. Since the AOC is largely related to the compensation awarded by the university. Jordanian universities must develop clear strategies and match the amount of effort provided by the staff as well as linking seniority with promotion and taking into account the level of staff performance to increase the level of AOC and OCB (Fiorito et al., 2007; Gope et al., 2018; Suryani et al., 2019).

The results of this research, demonstrate that NOC has a significant impact and mediates the relationship between CS and OCB by 59.5%. This indicated

that NOC considered as a good predictor of the relationship between CS and OCB. This means that administrative staff feels of social responsibility and what required doing toward the organization and its staff. With a NOC the administrative staff working to improve their relationships with their colleagues and thus improve their OCB as a result of their perception that best performance led to getting much more benefits such as additional compensation and privileges.

The results of this research, demonstrate that COC has a significant impact and mediates the relationship between CS and OCB by 60.3%. This indicated that COC considered as a good predictor of the relationship between CS and OCB. This implies that the COC of administrative staff can be enhanced if they have better CS and will lead to increase in the level of their OCB. If administrative staffs are committed with their organization they are unwilling to exit from their current job. Thus, this means that satisfied administrative staffs are more trustworthy to its organization and therefore they are unlikely to switch job and work hard for the organization.

The results of this research, demonstrate that AOC has a significant impact and mediates the relationship between TD and OCB by 49.9%. This indicated that AOC plays an important role in affecting the relationship between TD and OCB. Although the AOC has a good impact on the relationship between TD and OCB, some possible factors affect this relationship and make it stronger such as support for training, motivation to learn, environment for training and benefits of training. This suggests that if organizations are desirous of increasing the level of OCB of their administrative staff, they should invest more in training their employees by enhancing their AOC. They could do this by giving employees sufficient opportunities to improve themselves through training. The place in which the training is conducted should be suitable and comfortable. The training must also allow the employees to acquire new skills, improve their self-confidence and overall performance. All of this will improve their overall OCB. Likewise, this suggests that Jordanian universities can increase the level of OC and OCB of their administrative staff by investing more in TD of their staff and giving them sufficient opportunities to improve

themselves. Thus, TD allows the administrative staff to acquire new skills, improve their self-confidence and overall increase their AOC and enhance their OCB. Training programs aimed at developing relationships between colleagues or supervisors as well as subordinates are expected to increase the level of AOC and OCB within universities. Therefore, universities should focus on TD programs that aim to achieve positive attitudes and behaviors of staff and thus increase their AOC to their work and university (Aguinis & Kraiger, 2009; Rubel & Rahman, 2018; Shakya, 2018).

The results of this research, demonstrate that NOC has a significant impact and mediates the relationship between TD and OCB by 15.6%. This indicated that NOC has a weak relationship between TD and OCB. This may be returned to administrative staff have a lack of interest in participating in the training process or lack of awareness of the importance of training programs and skepticism as to the value of the training. This research recommended that Jordanian universities should determine the type of training needed by asking their administrative staff because they can provide valuable information on the training they need. Also, administrative staff should be encouraged to become involved in the training process by participating in discussions, asking questions, contributing their knowledge and expertise, learning through hands-on experiences, and even through role-playing exercises. This will help to increase the NOC of administrative staff and will be reflected in their OCB.

The results of this research, demonstrate that COC has a significant impact and mediates the relationship between TD and OCB by 25.7%. This indicated that COC has a weak relationship between TD and OCB. This indicated that administrative staff do not view TD as a huge cost or an important benefit they would have to take into consideration when leaving the organization. Administrative staff may stay in an organization due to the investments they have made or the costs/benefits associated with leaving. Such costs could be fear of losing pensions, loss of benefits that are unique to that organization, retirement or even relationships they have developed with their colleagues. Bonds between administrative staff and organization could likely be developed if a higher compensation is received due to participation in training or could



lead to promotion. However, participation in training in the organization is not a major factor for promotion nor does it attract any incentive. This may explain the lack of the mediation effect of COC on the relationship between TD and OCB among administrative staff in Jordanian universities.

The results of this research, demonstrate that AOC has a significant impact and mediates the relationship between PA and OCB by 50.8%. This indicated that AOC plays an important role in affecting the relationship between PA and OCB. This means that administrative staffs who have a high level of AOC they feel that they are treated in politely, with dignity and respect during PA process, thus they will show more of voluntary work and this will be reflected on their OCB. This helps employees to understand why a particular evaluation process is used instead of others as well as to understand the validity of the procedures in use. Therefore, AOC has a mediate positive impact on extra-role performance and in-role performance of administrative staff. It is approved that if an administrative staff demonstrate commitment towards organization then they behave positively and properly performs their job duties. Thus, it is approved that the AOC of administrative staff improves their behavior and performance. Administrative staffs are always keen to improve their overall performance for improving the performance of their organization; they think and work for the development of the organization. Moreover, performance feedback is connected to OCB through AOC and delivery of performance feedback has been specifically found to influence how the feedback received will behave toward other employees of the organization. A conceivable explanation behind this finding might be that the purpose of the PA is to assist the university in judging the accuracy of the policies and programs it adopts, whether it is the policies of RS, TD programs or HR procedures. Also, it helps staff to develop their strengths, address their weaknesses and creates a sense of trust in the seriousness of the university in which they work, thereby increasing their AOC to their university and their work. These enhancements are necessary for operations in Jordanian universities, as the working conditions are more competitive there than other universities. In doing so, the demands of career development related to enhancing the personal skills of staff will be met, and the claims for basic belief and values such as the

enhancement of individual abilities and professional advancement, all of which improve their AOC, will be validated. Therefore, the results show that AOC plays an important role in enhancing the relationship between PA and OCB (Allui & Sahni, 2016; Fletcher, 2001; Husin et al., 2012; Neha & Himanshu, 2015; Poursafar, Rajaeepour, Seyadat, & Oreizi, 2014a).

The results of this research, demonstrate that NOC has a significant impact and mediates the relationship between PA and OCB by 44.2%. The results indicated that NOC has a great effect on the relationship between PA and OCB of the administrative staff at the Jordanian universities. This means that the administrative staff have motives that are motivated them to do all jobs, whether voluntary work or help their colleagues at work or what they have within their functional roles, which in turn working to increase their level of OCB. Also, they have a sense of perseverance and competition to carry out their tasks and responsibilities to maintain the high evaluation of their performance and to obtain additional compensation and privileges. Therefore, NOC has an effective role in maintaining the administrative staff at the highest level of PA, and this reflected positively on their OCB. Moreover, when employees perceived that their organization had a fair and equitable appraisal, their NOC will be increased and they will demonstrate more OCB. Also, PA influences the behaviors of the employees providing that they are pleased to the management regarding the PA process.

The results of this research, demonstrate that COC has a significant impact and mediates the relationship between PA and OCB by 47.2%. This indicates that COC has a role in influencing the decisions of administrative staff, whether to stay or leave the organization and all of this through the PA procedures and criteria that used by the Jordanian universities which appear through their OCB within the organization. This means that the administrative staff have full awareness of the results that can occur if they want to leave their organization and what are the material and moral losses that may be incurred by them as a result. In other words, the Jordanian universities must take action in the fair performance evaluation to keep their employees and increase the level of their citizenship behavior within the organization. Moreover, administrative staff

could use their skills and knowledge effectively would be satisfied with their job outputs. What has been proved and given the conclusion that PA led to improves OCB through COC. Therefore, this research recommended that Jordanian universities should concentrate on the motivational factors that lead to higher COC which results in OCB with experiences and high performance.

This research has shown that the AOC has a positive and significant relationship with OCB by 48%. The results indicated that AOC has a weak relationship but positively significant to OCB. This indicated that administrative staff supports their colleagues voluntarily because it is their desire or willingness to do so rather than a simple exchange-based relationship with the organization. Therefore, Jordanian universities should be aware of liking administrative staff for and attachment them to the organization by AOC which will lead to the performance of extra-role behaviors directed at the organization. Furthermore, the administrative staff will engage in extra-role behaviors if he or she has a high level of involvement with the organization and a strong desire to remain in it. This could only be true for those administrative staff with high levels of AOC (Addison, Mohtar, & David, 2006; Hasani, Boroujerdi, & Sheikhesmaeili, 2013; Mena, 2015). Moreover, the results indicated that Jordanian universities are dependent on increasing the AOC of the administrative staff to conduct their operations and achieve a high degree of OCB. Increase the level of OCB improves administrative staff AOC, which will generally enhance the effectiveness and efficiency of the organization's activities. Committed staff is willing to remain a member of the organization based on the goals and values of the organization and willing to go beyond the required tasks which can be an important factor of the effectiveness of the organization. The existence of such forces in the organization will increase performance and reduce the absence of the staff, delay, and turnover to increase the level of AOC and shows organization's prestige well in society and cause more growth and development of the organization. Therefore, these results show that Jordanian universities based on the proposed strategies can increase the level of OCB by increasing the rate of administrative staff AOC. Jordanian universities can be helpful by empowering employees; hiring competent individuals, using meritocracy system, creating job security for

employees, and sharing employees in the decision-making aid in developing staff's capabilities to achieve functionality and enhance AOC and increase the level of OCB of administrative staff. Therefore, the staff who have a strong commitment towards the organization will generally demonstrate a positive OCB among their colleagues (Chang et al., 2016; Farndale et al., 2011; Mowday et al., 2013).

This research has shown that the NOC has a positive and significant relationship with OCB by 0.89%. The results indicated that NOC has a very weak relationship but positively significant to OCB. These indicted Jordanian universities should be emphasized in several values that promote the development of NOC such as obligation, loyalty, and maintaining harmonious relationships in the workplace. Thus, Administrative staff can be expected to perform some extra-role behavior to fulfil their obligation or to show their gratefulness towards their respective university. Therefore, administrative staff will remain faithful and committed to the organization based on their sense of duty and moral commitment toward the organization. This research recommended that Jordanian universities make employees fond of the organization by creating a strong teamwork culture which facilitates a good work environment, maintaining work ethics to let administrative staff feel motivated and respectful toward the organization (Addison et al., 2006; Amin et al., 2016; Hasani et al., 2013; Mena, 2015).

## **6.2 Conclusion**

The existence of an organization depends on the contribution of significant elements of HRM functions. OCB in a university has more importance than any other division because the administrative staff has direct and constant contact with the students and university staff they serve. Administrative staff behavior can ultimately improve or reduce the performance of the university. To meet or exceed what is required from them, service-oriented staff must adjust their work behaviors to address the unique nature of the needs they fulfil and must identify the vital role of OCB in universities. Jordanian universities must

develop a suitable environment to lead HRM procedures to prompt OCB and increase their OC. The results of this study indicate that the OC derived from HRM functions is a critical and fundamental variable that can be used by Jordanian universities to facilitate the positive behavior of administrative staff and enhance the OCB towards their organization, which in turn will have a positive impact of HRM functions on OCB. Regarding practical and managerial implications, the main findings suggest that Jordanian universities will benefit if HRM functions are strengthened and become more reliable, as this may increase administrative staff confidence in the organization and consequently lead to a higher level of OC. As a result, administrative staff may be more likely to make additional and voluntary efforts in their work when they have a high level of OC.

### **6.3 Research Implication**

#### **6.6.1 Policy Implications**

The results of this research provided support for the empirical analysis conducted descriptively to see the potential of additional behavior generated through activities related to HRM functions in the higher educations which shows a high number of employees who are willing to tolerate in helping fellow colleagues and making progress in line of operations on a regular basis. The existing behavioral literatures and trends will not only impact the progress of the university business strategies, but would also increase productivity and make employees feel valued and enhance them to the occurrence of a higher commitment and OCB. Therefore, this research suggests a number of policy implications for institutions of higher including the need to have a strong administrative staff development program, enhanced research collaboration, improved research productivity, and good incentive system in order to promote and enhance the research culture in higher education institutions. Also, a possible policy implication of this approach is that management of universities should orient their practices towards more efficiency only when the relationship between specific activities and results are established in a robust way.

Policies of Jordanian universities supports an agenda, where administrative staff should be further encouraged to engage with on-the-job training and life-

long training programs. Also, Jordanian universities should have a broader role, acknowledging the benefits that administrative staff bring to societies as a whole by the simultaneous promotion of productivity, innovation and democratization as well as the mitigation of social inequalities. Which in turn boosting employability for administrative staff is crucial and many international organizations are working towards the establishment of a framework, which can ensure that higher education satisfies this aim. Yet, this can have negative side-effects making the employability gap between high- and low-skilled even wider, since there is no any policy framework specifically designed for low-skilled administrative staff on a similar to Jordanian universities, supranational context. The convergence in higher education policy-making, as a result of the Jordanian universities process, depends on a combination of cultural, institutional and socio-economic national characteristics. Even if, it can be assumed that more equal countries, in terms of these characteristics, can converge much easier, it is still questionable if and how much national policy developments have been affected by the Jordanian universities.

Future research may tend to view on causal inferences that not only come from OCB, but also through their OC. This is because while subjecting focus on the higher educational with different fields and backgrounds, it could reduce the boundaries between university line and employees, while at the same time provide a tendency to predict distinct form of behaviors that is useful in doing the work through both individual and group in the sense of empowering HRM functions to create an even more positive relationship in the integrated universities.

### **6.6.2 Managerial and Practical Implications**

In the sense of the organizational management within the fast-forward universities, they may object to direct the career planning activities in more job design-oriented. First, by focusing into skills or qualifications needed to reach the expected awareness on increasing work line effectiveness so that the employees are more able to integrate the values applied by their university. Second, by increasing the frequency of on-site training programs that allowed other employees to conduct on extra behavior by further range of unstructured

work cultures through a new method of knowledge sharing, as well as to exploring the feedback assessment and direct criticism from their superiors.

The results of this research discovered that only two out of four independent variables of HRM functions, namely RS and CS, have the strongest relationship with OCB among Jordanian universities administrative staffs. This can provide some insights as well as feedbacks to Jordanian universities human resource personnel and administrators for drafting methods and strategies to encourage their staffs to elicit more OCB. Normally, CS are influencing employee opinions, attitudes, and behavior in many areas and yet the efficiency and effectiveness of organization are influenced as well. Also, the research results indicate that if managers implement CS strategies, proper employee's promotional structure, and effective training, it will enhance employee motivation towards OC. Moreover, if managers able to do a well-planned CS such as employee promotion, the organization will gain advantage from inspiring employees to perform good citizenship behavior and increase the efficiency, employee satisfaction, and diminish expenses, turnover rate as well as absenteeism.

Maintaining a close work relationship among administrative staff and other staff, considering internal members first for promotion and adopting newspaper advertisement and employee referral as the most effective recruitment technique will increase administrative staff emotional attachment to, identification with and involvement in the university. Administrative staff will continue employment with the university because they willingly want to do so.

Having a grievance handling procedure, scope for administrative staff to discuss difficult matters with the management, settling grievances at the departmental level, collective decision making, and encouraging administrative staff to express dissatisfaction, having a policy for promotion and communicating it, demotion and termination and basing promotions on merit will increase COC of administrative staff who will remain because they need to do so. Organizing a formal induction program for newcomers very effectively, creating bonds between seniors and new administrative staff. Organizing several informal activities to foster core values of the institute,

conducting periodic orientation programs to reflect on work culture, create a personal development plan for each administrative staff, career promotions to be based on a documented procedure, having a clear career path and providing administrative staff with ample opportunities for growth and development will increase feeling of obligation to continue employment. administrative staff with a high level of NOC feel that they ought to remain with the university.

The role of Jordanian universities in stimulating and enhancing OC of administrative staff in higher education institutions. Therefore, Jordanian universities need to step up their self-efficacy. They need to develop and display a high self-efficacy at all times. When they develop and display high self-efficacy, their administrative staff will see and notice this and therefore get motivated through the self-efficacy if their managers. Also, when relating with staff, managers need to remain committed to task. When they show their staff that they are committed, these staff will also reciprocate in the same manner. This will definitely lead to administrative staff displaying OCB in the workplace. Also, Jordanian universities need to be open minded most especially in this time of global competitiveness. They must take input from administrative staff and make them see themselves as an integral aspect of the university. Once, administrative staff are free to contribute to the development of their university, soon, these staff will develop and start displaying OCB.

The results of the current research have several important implications for Jordanian universities. If Jordanian universities are desirous of improving administrative staff experience at work, then achieving congruence between employees' and organizational values is important. Therefore, hiring employees to fit the characteristics of the university, not just the requirements of the job, is the best selection model for successful universities. When hiring employees, Jordanian universities give preference for candidates who possess the required job skills rather than those who fit with the university. To address this issue, Jordanian universities should pay more attention to labor market communication and work on producing an image of serving the public interest. Jordanian universities should also use the organization's mission as



a basis on which to select suitable candidates. This will help increase the likelihood of newly recruited employees internalizing the values and goals of the educational sector.

Moreover, to facilitate fit on entry to the organization, Jordanian universities should provide job seekers with opportunities to learn about the culture and values of their organization in order for them to assess whether the organization is likely to fit well with their own personal values. This could be achieved through employment interviews (face-to-face interviews, personality tests interviews and past-oriented interviews) and realistic job previews. Jordanian universities should also ensure that employees are provided with sufficient on-going training opportunities to reinforce their identification with the organization's culture. Such training should be consistent with the organization's missions and objectives. Training programs should also be designed in a way that helps enhance employees' job-related skills and promote their career development. However, this recommendation may be particularly challenging in Jordanian universities, where it has been noted that training provision in some educational sector is inadequate. Moreover, Jordanian universities should communicate and reinforce desired organizational values to employees on a regular basis and through meaningful channels, which may include group meetings, informal feedback sessions and emails. Jordanian universities should endeavor to explain to employees the rationale for setting specific goals, work-related priorities and thereafter, the progress made towards their achievement. Jordanian universities should also communicate the reasons behind organizational decisions and procedures, and what the organization expects of employees.

### **6.6.3 Theocratical Implications**

This research contributes to the understanding of the extent to which administrative staff display OCB when they are committed with their job based on the degree to which they perceive that the HRM functions which their organization implements enhance their skills, motivation and opportunities. The administrative staff perceptions of HRM functions is a major determinant in understanding their behaviors at their workplace because they are affected

by numerous and diverse HRM functions rather than a single function. It has been found that administrative staff value highly the provision of opportunities by their university which subsequently reinforces their willingness to engage in OCBs, while OC has been found to have a strong mediating effect in this relationship. Thus, Jordanian universities should consider that the implementation of HRM functions that enhance administrative staff opportunities are regarded by them as very salient.

Based on model 4 of PROCESS Procedure for SPSS v3.4, some of the HRM functions can be applied to Jordanian universities to manage OCB. Through research results, CS and RS can be used to predict administrative staff OCB in Jordanian universities. This is especially true for RS that has the highest contribution in explaining OCB variances as compared to CS. TD and PA were found to be contributing only slight in explaining OCB variances. Therefore, through these results, we suggest Jordanian universities to be more attentive on their RS by designing a better assessment policy as well as providing greater performance feedbacks to administrative staffs as so to manage and establish OCB among their staffs.

It is also necessary for Jordanian universities to have improvement made on TD policy. They must have a clear TD policy to train out unqualified staff, at the same time, to increase their skills, knowledge and capabilities. Subsequently, with these changes, the OC can enhance to a higher level and OCB among administrative staff can potentially be improved. TD can play its role as supportive functions to support university PA system. Knowing that they will be rewarded and appraised by Jordanian universities, administrative staff will be more commitment intrinsically when it comes to developing OCB in their university.

Through findings, Jordanian universities should have a fair PA function. Jordanian universities should take note on customizing the PA standard according to each staffs' position level such as senior, middle, or junior staffs. This is important because, with the same evaluation criteria applied to all level, administrative staff may be of less committed to the organization as their

performance is not judged accordingly. Furthermore, the seminar can be conducted to educate staffs on how the rewards are associated with their PA.

This research confirms that both HRM functions and OC congruence create organizational success and develop competitive advantage for Jordanian universities. Thus, Jordanian universities can use HRM functions to enhance commitment of their administrative staff. Also, Jordanian universities should focus on developing and professionalizing HRM functions in order to build a sustainable, competitive environment in the institution.

The research results may enable researchers and practitioners in the HRM field to develop more robust understandings of the positive effects of employee work attitudes. Thus, this research provides an obvious contribution by conjoining two disciplines, HRM and organizational behavior. The research results also contribute to the understanding of OCB by exploring its antecedents and extending the mediating role of OC. Our findings indicate that a strong psychological climate produces high OC and leads to OCB. Consequently, this research makes a contribution to the broader OCB literature by not only manifesting the extended causal path from psychological climate to OCB, but also demonstrating that HRM functions at the organizational level has an effect on administrative staff OC.

#### **6.4 Research Limitation and Future Study**

There are some limitations and opportunities for future studies. Firstly, the data for the present research was collected from only Jordanian universities, so it is not clear whether the relationship between HRM functions, OC and OCB is the same in other countries. Secondly, there is a possibility of bias in the conventional method of answering all questions. Although we did not statistically find the problems of the method prevalent in this research, they cannot be excluded entirely. Thirdly, this research is conducted using cross-sectional data. This data can only at a specific time, reveal the total impact that predictor variable has towards a particular criterion variable. Thus, a longitudinal study should be carried out instead, to provide more data which are useful from respondents. Finally, this research focuses only on Jordanian universities, which raises whether the relationships we examined in this study

will be different for other sectors. Besides, for a future study, the author suggests a comparative study to be performed between administrative staff working in public and private universities in Jordan. With new knowledge and contribution generated from a comparative study, it can assist the HR department and management of an organization in enhancing its performance and reputation. Moreover, a longitudinal study is encouraged to be carried out in future research. This may bring significant findings and results, capturing perception change on a period of time that affect the determinants of employees toward OCB.

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**APPENDIX****QUESTIONNAIRE**

**Near East University**

**Faculty of Economics and Administrative Science**

**Department of Business Administration**

**Dear Responder,**

This questionnaire aims to complete a study conducted by the researcher under the title, **Human Resource Management Functions and their Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities**. Please fill this questionnaire designed to conduct the study. All data will be used for scientific research purposes and will be treated with strict confidentiality.

**Thank you for your cooperation**

**Researcher**

**Please answer the questions by placing an (X) next to the answer that suits you.**

**1. Gender**

Male ☐

☐ Female

**2. Age**

Less Than 25 ☐

From 25 - 29 ☐

From 30 - 34 ☐

From 35 - 39 ☐

From 40 - 44 ☐

From 45 - 49 ☐

More than 50s ☐

**3. Educational level**

Diploma and below ☐

Undergraduate ☐

Postgraduate or above ☐

**4. Years of Experience at This University**

Less than 1 year ☐

From 1 - 4 years ☐

From 5 – 9 years ☐

From 10 - 14 years ☐

From 15 – 19 years ☐

From 20 – 24 years ☐

25 or More Years ☐

**5. Your Current Employment Status**

Full-time ☐

Part-time ☐

**6. Marital Status**

Single ☐

Married ☐

Divorce ☐

**Please answer the questions by placing an (X) next to the answer you think is appropriate for you.**

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
	<b>Human Resource Management Functions</b>					
	<b>Recruitment and Selection</b>					
7.	Regular interviews are conducted for applicants before being hired.					
8.	The applicants are submitting to formal testing for the job before being hired.					
9.	Applicants for positions in this area undergo more than one interview before being hired.					
10.	Employees are provided with a preview of what work in the university will be like, including the more negative aspects, as part of the selection process in this area.					
11.	Employee selection focuses on overall fit to the university rather than specific skills.					
12.	The university recruits' individuals who have sufficient skills and experience in the planning, organization, and control of important administrative positions.					
13.	Department managers participate with the human resources manager in the recruitment and selection process at the university.					
14.	The university is interested in collecting data and information about the applicants for appointment, in addition to the interview and selection for the purpose of use in the trade-off and appointment.					
15.	The University uses unbiased interviews and tests on recruitment.					
16.	The University relies on merit criteria in selecting employees.					

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
	<b>Compensations System</b>					
17.	The pay level in this work unit relative to other universities is the same.					
18.	The pay level in this work unit relative to past years is higher.					
19.	The pay is closely tied to individual performance.					
20.	The pay reflects differences in contribution.					
21.	The pay based on comparison to others.					
22.	The compensation offered by the university is commensurate with the employees' expectations.					
23.	Compensation is awarded at the university based on the efficiency of the employees.					
24.	The University continuously monitors the salary and incentive programs offered by other universities in the local labor market.					
25.	The University relies on the information provided by the performance appraisal system for the purpose of determining the rewards and incentives that distinguished employees deserve.					

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
	<b>Training and Development</b>					
26.	The University offers formal training programs to teach new employees the skills they need to perform their job.					
27.	The university offers orientation programs that train employees on processes.					
28.	The university has a mentoring system to help develop these employees.					
29.	The university use job rotation to expand the skills of employees.					
30.	Apart from On–Job-Training, the university also provides employees with formal job training, either on or off the premises.					
31.	Employees in each department are subject to one training program of at least 20 hours per year.					
32.	The training needs of the university are determined through the plan prepared for the training needs.					
33.	The university adopts regular programs to train and develop new employees to acquire the skills necessary for them.					

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
34.	The University applies the ISO-10015 standard for the training and development of employees.					
	<b>Performance Appraisal</b>					
35.	Performance appraisals are used to plan skill development and training for future advancement.					
36.	Performance evaluations are based on observable objectives of performance results.					
37.	The University adopts specific criteria for evaluating employee performance.					
38.	Employees in these jobs regularly at least once per year receive a formal evaluation of their performance.					
	Commitment and job satisfaction are clearly reflected in raising the level of employee performance.					
39.	The university management is satisfied with the performance outcome of the employees.					
40.	The ability to retain outstanding staff is one of the strengths of the university.					
41.	The university occupies a better place in society than it did before.					

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
	<b>Organizational Commitment</b>					
	<b>Affective Commitment</b>					
42.	This university is a pretty good place to work.					
43.	I can get ahead in this university if I make efforts.					
44.	I enjoy discussing about my university with people outside it					
45.	I would be very happy to spend the rest of my career with this university					
	<b>Normative Commitment</b>					
46.	One of the major reasons I continue to work in this university is that I believe loyalty is important					
47.	I was taught to believe in the value of remaining loyal to one university					
48.	If I got another offer for a better job elsewhere, I would not feel it was right to leave my university					
49.	Things were better in the days when people stayed in one university for most of their careers.					
	<b>Continuance Commitment</b>					
50.	It would be very hard for me to leave my organization right now, even if I wanted to					
51.	One of the few serious consequences of leaving this university would be the scarcity of available alternatives.					
52.	I am not afraid if I quit my job without having another one.					
53.	I feel that I have very few options to consider leaving this university.					



#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
	<b>Organizational Citizenship Behavior</b>					
54.	I am willing to give my time to help my colleagues who have work-related problems.					
55.	I am willing to offer part of my practical time to help recruit or train new staff.					
56.	I am committed to working hours.					
57.	I encourage others to try new and more effective ways of doing their job.					
58.	I frequently communicate with my colleagues by providing suggestions on how the group can be improving.					
59.	I give an advance notice when I cannot come to work					
60.	I abide by informal rules that developed to maintain order.					
61.	Even in any serious consequences' issues, I express my opinion openly even when others may disagree.					
62.	I often motivate others to express their ideas and opinions.					
63.	I encourage my colleague to voice their opinion when the otherwise might not speak.					
64.	I attend training courses that university is encouraged for but not required from me to attend.					
65.	I always focus on what is wrong with my situation rather than the positive side of it.					
66.	I defend the organization when other employees criticize it.					
67.	I am seeking to take advantage of advanced training courses.					

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
68.	I always seek to keep pace with developments in my field.					
69.	I learn a new skill so as to expand the range of one's contribution to a university.					
70.	I try hard to avoid the incidence of tardiness and absence.					
71.	I adhere to university policies and procedures (dress code, moral and ethical standards, rules of conduct, safety, etc.)					

## PLAGIARISM REPORT

# Human Resource Management Functions and their Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities

by Laith Mohammad Ibrahim Tashtoush "20165296"

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30.11.2018

Dear Laith Mohammad Ibrahim Tashtoush

Your application titled **“Human Resource Management Functions and their Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities”** with the application number YDÜ/SB/2018/281 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.