

# THE ROLE OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS A MEDIATOR IN THE EFFECT OF WORK PASSION FACTORS ON ORGANIZATIONAL COMMITMENT AMONG TEACHERS IN SELANGOR

<sup>1</sup>Amalina Ibrahim, <sup>2\*</sup>Fatimah wati Halim, <sup>3</sup>Wan Shahrazad Wan Sulaiman, <sup>4</sup>Muhamad Ariff Ibrahim

**ABSTRACT**---This study focuses on the effect of work passion factor on organizational commitment among teachers where organizational citizenship behavior (OCB) as a mediator. The first objective of this study is to determine the level of work passion factors, OCB and organizational commitment. Secondly, to determine the effect of work passion factors and OCB on organizational commitment. Thirdly, to determine the effect of work passion factors on OCB, and lastly, to determine the role of OCB as mediator in the effect of work passion factors on organizational commitment among teacher. This is a quantitative study and involved a total of 355 school teachers in Selangor through multi-stage cluster sampling techniques. Data were analyzed through AMOS software to determine the fitness indexes of the structural models. Findings showed work passion factors and organizational commitment among school teachers in moderate level, while OCB at higher level. SEM analysis showed the respecification structural model in this study were significant and achieved fitness indexed ( $\chi^2/df = 2.51$ ,  $GFI = 0.97$ ,  $CFI = 0.98$ ,  $TLI = 0.97$ ,  $RMSEA = 0.07$ ). Besides, work passion factors and OCB significantly has a direct effect on organizational commitment. Meanwhile, organizational factors and individual factors were significantly have a direct effect on OCB. Lastly, OCB has a role as a mediator in the effect of organizational factors and individual factors on organizational commitment. The model of this study is appropriate in the context of school teachers in Selangor.

**Keywords**--OCB; organizational factors; job factors; individual factors; SEM

## I. INTRODUCTION

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<sup>1</sup> Faculty of Social Sciences & Humanities, National University of Malaysia, Bangi, Selangor.

<sup>2\*</sup> Faculty of Social Sciences & Humanities, National University of Malaysia, Bangi, Selangor. atisha@ukm.edu.my

<sup>3</sup> Faculty of Social Sciences & Humanities, National University of Malaysia, Bangi, Selangor.

<sup>4</sup> Kulliyah of Allied Health Sciences, Department of Nutrition Sciences, International Islamic University Malaysia, Kuantan, Pahang.

Minister of Education Malaysia (2015) were committed to transforming the education system to equip human resources with 21st century knowledge and skills in order to become the best global competitor. Hence, educational institutions especially schools aimed to have committed teachers in their system (Affendi, 2014). However, the implementation of changes in the education system has influenced work situations such as organizational commitment, work pressure, motivation, passion and job satisfaction (Rabindarang, 2012). These changes indicate that organizational commitment among teachers is very crucial, thus, Ibrahim, Halim and Sulaiman (2017) stated that a committed teachers can contribute to organizational achievement, also provide a good image to various parties including organizations and ministry..

Undoubtedly the role of teachers nowadays more challenging. Bajunid (1995) believes that there are differences in teachers' commitment in past to this period due to the current situation and value system. NUTP (2009) reported 70% from 9000 teachers in Malaysia faced with stress caused by workload, had to deal with whims of employers, clerks, peers, parents and students. Polly et al. (2010) also mentioned the current scenario of teacher education in Malaysia burdened with trials and tribulations. Hence, Halim (2003) also stated that teaching profession is not an easy task, but it requires a sense of responsibility born of a noble and sincere hearts. If teachers have anxiety and anger, these attitudes will led them to feel unacceptable in the group or not free to contribute into organizational commitment (Halim, 2003). Besides, Joohari Ariffin (2014) reported teachers do not have the organizational citizenship behavior (OCB) and only actively in their job descriptions. This may affect teachers' work passion, OCB and also organizational commitment.

Howeyda, Schaul, and 'Arefnejad (2014) state that in nowadays the jobs are conducted and accomplished more than ever in teams and the environment flexibility finds great importance where organizations need employees who exhibit appropriate citizenship behaviors. According to Mohammad, Habib and Alias (2011) state that organizational citizenship behavior (OCB) can benefit directly to the organization, and maintaining a social balance between workers and organizations. However, Sulaiman, Ibrahim and M. Sukanthi (2013) in their study found that specific factors that enhance the organizational citizenship behavior in the context of the organization are decrease. Haigh and Pfau (2006) also mention that organizational citizenship behavior and organizational commitment can be strengthened through internal communication only. Meanwhile, Yildirim, Uzun and Yildirim (2012) state that organizational behavior and organizational commitment are important to be applied in the education sector. Therefore, organizational citizenship behavior needs to be explored among school teachers to determine the factors that can affect the organizational citizenship behavior, thereby determining its role as a mediator in the influence of predictors that can enhance organizational commitment.

Organizational commitment refers to the psychological link between the employee and his or her organization that make it less likely that the employee will voluntarily leave the organization (Allen & Meyer, 1996). According to Meyer and Allen (1991), organizational commitment divided into three components which is affective commitment, continuance commitment and normative commitment. There are several factors that can affected organizational commitment. For example, affected by leadership of principles or headmaster (Nguni, Slegers &

Denessen, 2006); feedback, encouragement and appreciation by organization (Louis, 1998); leadership supervising; support by organization like motivate and helped teachers also encourage to learning professional (Singh & Billingsley, 1998); job satisfaction (Porter et al., 1974), and, personal factor (Gangai & Agrawal, 2015). Hence, Zigarmi et al. (2011) introduced work passion factors as an antecedents in affecting organizational behavior like organizational commitment.

Zigarmi et al. (2011) defined Employee Work Passion as an individual's persistent, emotionally positive, meaning-based state of well-being stemming from reoccurring cognitive and affective appraisals of various job and organizational situations, which results in consistent, constructive OCBs and behaviors. Vallerand et al. (2003) stated work passion is characteristically self-enhancing, thus becoming a stable feature of one's identity. Perrewe et al. (2014) define work passion as an individual's emotional and persistent state of desire on the basis of cognitive and affective work appraisals, which results in consistent OCBs and behaviors. Nimon and Zigarmi (2014) found out there are three groups of construct work passion which is act as a factors of employee work passion. The three factor consists (i) job experiences; (ii) organizational experiences; and (iii) experiences with people. However, in this research, the work passion factors are known as organizational factors, job factors and individual factors. Nimon and Zigarmi (2014) also clustered distributive justice, growth, performance expectations and procedural justice under organizational factors. Besides, autonomy, meaningful work, task variety and well-being were clustered under job factors, and lastly, individual factors were consist of connectedness with college, connectedness with leader, collaboration and feedback (Nimon & Zigarmi, 2014).

Lastly, work passion factors may affect organizational commitment (Zigarmi et al., 2012). Besides, Nur Farhah and Fatimah Wati (2018) also Fatimah et al. (2011) and Aamira (2010) stating that studies related to organizational citizenship behavior are still needed in Malaysia, where Asnani and Norsiah (2017) did mention that the study of organizational citizenship behavior was still underdeveloped in the context of education. Muniandy (2016) also suggested a study on organizational citizenship behavior to be carried out at government schools in Malaysia. In fact, Ali, Bakar and Jaafar (2016) have suggested that early steps need to be taken in increasing the teachers' organizational commitment. Therefore, the objective of this study are:

1. to determine the level of work passion factors, OCB and organizational commitment;
2. to determine the effect of work passion factors and OCB on organizational commitment;
3. to determine the effect of work passion factors on OCB; and,
4. to determine the role of OCB as mediator in the effect of work passion factors on organizational commitment among teacher.

## II. LITERATURE REVIEW AND HYPOTHESIS

This chapter describe on (i) work passion factors, OCB and organizational commitment, (ii) work passion factors and OCB, and (iii) OCB as mediators.

### ***Work Passion Factors, OCB and Organizational Commitment***

Work passion factors are consist of organizational factors, job factors and individual factors. Nimon and Zigarmi (2014) clustered distributive justice, growth, performance expectations and procedural justice under organizational factors. Tremblay et al. (2010) in their study found that when an employee is given a fair procedure, it can increase organizational commitment because employee feel they have gained equality as one of the members of the organization. Besides, Haar et al. (2009) explains that if justice is seen not occur in the organization, it tends to give a negative impression, especially to employees and organizations, such as lowering employee performance, increase the turnover, even lower levels of organizational commitment. Rahman et al. (2016) in their study on 500 educators in Pakistan found that procedures justice and distributed justice are both worthy and both have a positive impact on organizational commitment. In Republic of China, Weng et al. (2010) also found out that growth have a positive relationship with organizational commitment among workers. Barbier et al. (2012) mention that performance expectation may contribute to positive effect, where its drive employees to increase their work effort and achieve the expectation. This also can contribute to improving the organizational commitment among employees. Thus, due to the literature review on organization factor of work passion factors, the first hypothesis of this present study was developed:

*H1: Organizational factors have a direct effect on organizational commitment.*

Besides, autonomy, meaningful work, task variety and workload balance were clustered under job factors. Wrzesniewski et al. (1997) state that individuals who have a meaningful work more likely not to see that their work as a career but also focusing on organizational development. In South Africa, Geldenhuys, Taba and Venter (2014) found that meaningful work have a significant effect on organizational commitment where when employees obtain meaningful work, it will indirectly increase organizational commitment. Ozturk (2010) did mention that autonomy, feedback and variety tasks can influence and help employees monitor their behavior also express sense of personal control as well as sense of responsibility. When employees had a sense of responsibility, they tend to help their organizations and perform well. Huang and Hsiao (2007) mention that job factors is a strong predictors to the one component of organizational commitment which is affective component. Their study also supported by Liu and Norcio (2008) also found that job factors have a significant relationship in prediction affective component of organizational commitment. Besides, Lee and Ashforth (1996) conclude that emotional, workload, lack of autonomy and intent to turnover may decrease the organizational commitment among workers. Dewe (1992) state that workload is a common stress in workplace. These result was lead Zigarmi et al. (2014) in his study and found that workload balance are really needed in job factor where can affect organizational behavior like organizational commitment. Besides, task variety also related to organizational commitment (Brown, 1996). According to literature review on job factor of work passion factors, second hypothesis of this present study was developed:

*H2: Job factors have a direct effect on organizational commitment.*

Lastly, individual factors were consist of connectedness with college, connectedness with leader, collaboration and feedback (Nimon & Zigarmi, 2014). Ansari et al. (2001) in their study reported that fairness relationship among

employees have relationship with all component of organizational commitment. Starnes, Truhon and McCarthy (2005) also mentioned that connectedness with college and leaders are contribute to positive relationship with organizational commitment. Besides, feedback from leader or supervisor are important to reduce the role and performance ambiguity among workers, and enable them to improve their own weaknesses also work performance to achieve the expectations by the leader or supervisor (Agho, Mueller & Price, 1993). Studies by Veeriah, Piaw and Li (2017) found that teacher collaboration is significantly correlated with organizational commitment. Thus, due to the literature review on individual factor of work passion factors, the third hypothesis of this present study was developed:

*H3: Individual factors have a direct effect on organizational commitment.*

Organ (1988:4) defined OCB as “an individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization”. He grouped the behaviors into five broad categories that are commonly displayed at workplace: altruism, consciousness, courtesy, sportsmanship and civic virtue. OCB has a close relationship with organizational commitment (Hasani, Boroujerdi & Sheikesmaeili, 2013). In Nepal, Gautam et al. (2005) were conducted a study on OCB and organizational commitment with a sample size of 450 people in five organizations, was found that there was a significant positive relationship between organizational commitment and OCB (Gautam et al. 2005). According to literature review, forth hypothesis of this present study was developed:

*H4: OCB have a direct effect on organizational commitment.*

### ***Work Passion Factors and OCB***

Hassan (2012) state that the procedure of fairness on OCB has shown consistent findings and indicating a positive correlation between procedural justice and distribution with OCB. Organ and Konovsky (1989) found that justice mainly involves aspects of payroll is related to the factors of altruism and general compliance in the dimensions of the organization's citizenship behavior. Besides, study by Chegini (2009) in Iran reported that distributive justice, fair procedure and fair information have relationship with OCB. Niehoff and Moorman (1993) state that when organizational unfair distribute the resources and incentive, employees tend to decrease the input that related to work performance. This finding can be summarized that distributed justice and fair procedures within organizational factors have positive relationships with organizational citizenship behavior. If employees faced in unfairness in the organization, they tend to reduce the OCB. Therefore, the hypothesis of this present study was:

*H5: Organizational factors have a direct effect on OCB.*

*H6: Job factors have a direct effect on OCB.*

*H7: Individual factors have a direct effect on OCB.*

### ***OCB as Mediator***

Sulaiman, Ibrahim and M. Sukanthi (2013) conducted a study on the role of organizational citizenship behavior as mediator in the relationship between organizational commitment and task performance. The results of the study

found that when a citizen's behavior acts as a mediator, commitment does not predict significantly on the performance of the task. Muhamad Ariff, Wan Shahrazad and Sarah (2018) studies also found that organizational citizenship behavior acts as a mediator that links organizational commitment with task performance and there is a significant relationship between organizational citizenship behavior and organizational commitment. Along with the study conducted by Ariani (2012) found that organizational commitment only relates to contextual performance rather than performance performance. De Lara (2008) state the findings analyzed through Structural Equation Modeling (SEM) and regression tests show that organizational citizenship behavior work as mediator between organizational justice and organizational commitment. Therefore, last hypothesis of this present study was:

*H8: OCB has a role as mediator in the indirect effect of work passion factors on organizational commitment.*

*H8a: OCB has a role as mediator in the indirect effect of organizational factors on organizational commitment.*

*H8b: OCB has a role as mediator in the indirect effect of job factors on organizational commitment.*

*H8c: OCB has a role as mediator in the indirect effect of individual factors on organizational commitment.*

### **III. METHODOLOGY**

This study used quantitative approaches to achieve the objectives. In addition, this study used cross-sectional methods, where the data were collected based on questionnaires distributed to respondents. According to Idris (2010), a cross-sectional study used to collect information from predetermined population samples, at one point in time.

#### ***Sample and Procedure***

The questionnaire was distributed to 400 teachers in Selangor, however, only 355 questionnaires were accepted in good condition. The selection of teachers as a sample of the study was in line with the study conducted by Shaari, Romle and Kerya (2006) who found apart from performing routine academic tasks, teachers are also faced with responsibilities of non-academic tasks daily, such as doing clerical work, co-curriculum activities and provide school activity reports. Teachers were selected through multi-stage cluster random sampling methods. They were considered mature and has been through self-adaptation processes with work environment conditions to be used as sample of this study. According to Yahaya et al. (2007) cluster sampling is a convenient because each sample unit is a set or individual group. Creswell (2014) states that to identify the sampling technique for a population is to use a single stage or multiple stages sampling (called clustering). In a single-stage sampling technique, researchers choose populations and directly make the individual within the population a respondent of the study (Creswell 2014). For

multi-stage random sampling techniques, Creswell (2014) states that the researcher will identify a group (group or organization), get the individual name within the group, and be elected as a respondent among them. This study also used AMOS software through the Structural Equation Model (SEM) for data analysis. According to Sousan (2014), a total sample size should be balanced depend on the analysis method. Kline (2011) said that the most suitable sample sizes were 200 respondents, meanwhile, Hair et al. (2010) suggest that the minimum sample size of 100 to 150 people is the most appropriate amount to use.

### ***Instruments***

In this study, work passion factors was measured by using inventory developed by Nimon and Zigarmi (2014) which known as Work Cognition Inventory. This inventory contains three group of construct, which is organizational, job and people, where each group consist four sub-construct. Each groups/construct contains 12 items and totally 36 items using a 6-point likert scale. The reliability of this inventory showed high reliability where the value of Cronbach alpha coefficient is more than 0.80 (n=1,519).

This study used questionnaire developed by Podsakoff et al. (1990) and Organ (1988) namely Organizational Citizenship Behavior Scale. This scale contains five dimensions consisting altruism, sportsmanship, civic virtue, courtesy and conscientiousness. Each dimension contains five items, except four items for civic virtue dimension and totally 24 items using a 7-point likert scale. Reliability of this scale showed a good alpha Cronbach which is 0.74 (Amiraa, 2010). Ulfaliani et al (2017) and Ibrahim et al. (2018) used this instrument to the OCB in their studies.

Lastly, this study also used Three-Component Organizational Commitment Questionnaire developed by Allen and Meyer (1990). This questionnaire contains three component consisting of affective commitment, continuance commitment and normative commitment. Each component contains eight items and totally 18 items using a 7-point likert scale. The reliability of this questionnaire showed the alpha Cronbach is more than 0.70 for affective and continuance commitment, however, the alpha Cronbach for normative commitment is 0.59, where n=30 (Asri, 2010).

### ***Pilot test***

Creswell (2014) state that pilot testing is important to establish the content of validity of scores on an instrument and to improve questions, format, and scales. Therefore, pilot testing to validate and reliability testing have been applied to all items in Work Cognition Inventory, OCB Inventory and Three-Component Organizational Commitment Questionnaire which is using the likert scales. Results presented as the table 1.

**Table 1:** Reliability Testing (Alpha Cronbach) in Pilot Test

<b>Scale/Inventory/Questionnaire</b>	<b>Items</b>	<b>Pilot Testing (alpha Cronbach) n=67</b>
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Work Cognition Inventory (to measure work passion factors)	36	0.96
- Organizational Cognition (organizational factors)		
- Job Cognition (Job factors)		
- People Cognition (Individual factors)		
Organizational Citizenship Behavior Scale	24	0.84
Three-Component Organizational Commitment Questionnaire	18	0.77

### **Data Analysis**

SPSS were used in descriptive analysis to explain the frequency, mean and percentage of the level for work passion factors, OCB and organizational commitment. Inferential data statistical tests used to examine the hypotheses in this study were analyze by Structural Equation Modelling (SEM) in AMOS Software. Hair et al. (2010) state that SEM is a technique that allows separate relationships for each of a set of dependent variables. It provides the appropriate and most efficient estimation technique for a series of separate multiple regression equations estimated simultaneously (Hair et al., 2010). Hair et al. (2010) characterized it by two basic components: (1) the structural model and (2) the measurement model. The structural model is the path model, which relates independent to dependent variables, which to independent variables predict each dependent variables. However, measurement model enables researcher to use several variables (indicators) for a single independent or dependent variable. Hair et al. (2010) also explained, in confirmatory factor analysis (CFA), researcher can assess the contribution of each scale item incorporate how well the scale measures the concept (reliability). The scales are then integrated in the estimation of the relationships between dependent and independent variables in the structural model ((Hair et al., 2010). In this study, researcher firstly conduct a confirmatory factor analysis (CFA) as data preparing of measurement model (Hair et al., 2010). Secondly, is testing the measurement model, and lastly is structural model to testing the hypothesis of this study.

Guidelines for good fit apply (Hair et al., 2010) where, convergent validity need to considered in the CFA, measurement model and structural model. Convergent validity indicators includes factor loadings should be at east .5 and ideally 0.7 or higher; Average Variance Extracted (AVE) should be .5 or higher; and construct reliability should be .7 or higher, however, reliability between .6 and .7 may be accepted. Besides, Browne and Cudeck (1993) suggested RMSEA less than 0.05 are close match marks and values up to 0.08 represent a reasonable estimate of error (Muhammad Irwan et al. 2016). Next, discriminant validity is the extent to which a construct is truly distinct from other constructs. Discriminant validity could be assessed by setting the value if the relationship between the



two constructs to 1.0. Lastly, there is several Fitness Indexes that reflect how fit is the model to the data at hand. Hair et al. (2010) recommend the use of at least one fitness index from each category of model fit. The category of model fit are presented in Table 2.

**Table 2:** Categories of model fit and their level of acceptance

Categories	Name of Index	Level of Acceptance	Notes
<i>Absolute fit</i>	Chisq	$p > 0.05$	Sensitive to sample size > 200
	RMSEA	$RMSEA < 0.08$	0.05 to 1.00 is accepted
	GFI	$GFI > 0.90$	0.95 is a good fit
<i>Incremental fit</i>	AGFI	$AGFI > 0.90$	0.95 is a good fit
	CFI	$CFI > 0.90$	0.95 is a good fit
	TLI	$TLI > 0.90$	0.95 is a good fit
	NFI	$NFI > 0.90$	0.95 is a good fit
<i>Parsimony</i>	<i>Fit</i> Chisq/df	$< 5.0$	Value need $< 5.0$

(Hair et al., 2010; Awang, 2016)

#### IV. RESULTS

Result of this study consist of descriptive analysis, measurement model and structural model, where lastly testing the hypothesis.

##### *Descriptive analysis*

This analysis the first objective to determine the level of work passion factors, OCB and organizational commitment among teachers. The levels were determined by mean of each variable using interval calculation suggested by Schweigert (1994). Results shows that the level of work passion factors and organizational commitment among teachers are still at moderate level, however, teachers showed a high level of OCB. The level of work passion factors, OCB and organizational commitment are presented in Table 3.

**Table 3:** The level of work passion factors, OCB and organizational commitment

Variables	Mean	Standard Deviation	Level
Work passion factors	4.29	0.66	Moderate
OCB	5.27	0.75	High
Organizational Commitment	4.69	0.91	Moderate

**Confirmatory Factor Analysis (CFA)**

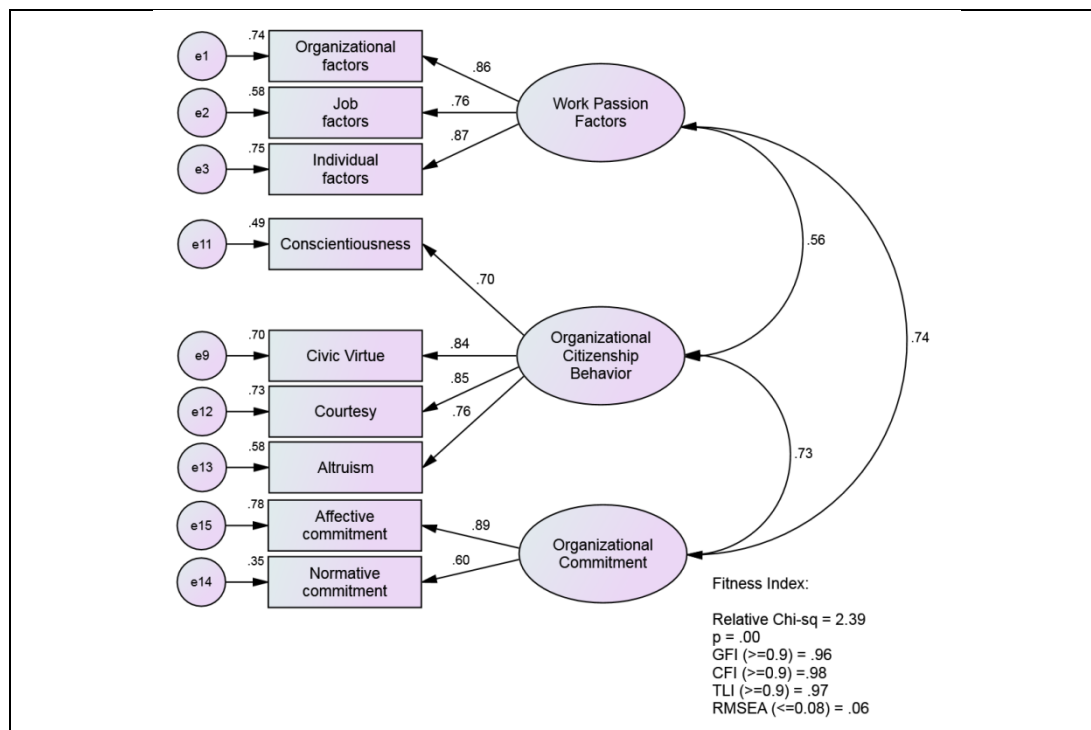
Individual constructs of work passion factors, OCB and organizational commitment in this study applied the second-order model to achieve the criteria of good fit models. Besides, model respecification also considerate in a poorly performing item may be retained at times to satisfy statistical identification requirements, to meet the minimal number of items per factor or based on convergent validity. Table 4 presented the fitness index, value achieved for level of acceptance and convergent validity of each construct in this study.

**Table 4:** The fitness index, value achieved for level of acceptance and convergent validity of each construct (respecification models)

Constructs	Level of Acceptance	Number of Item (Accepted)	Value of Factor Loading	AVE	CR
Work passion factors	Chisq/df = 1.86 < 5.00 GFI= 0.97 > 0.90 CFI= 0.99 > 0.90 TLI= 0.98 > 0.90 RMSEA= 0.05 < 0.08	10 items/36 items	0.60 to 0.90	0.59	0.93
<b>Convergent validity of work passion factors construct : Accepted</b>					
OCB	Chisq/df = 2.83< 5.00 GFI= 0.91> 0.90 CFI= 0.95> 0.90 TLI= 0.94> 0.90 RMSEA= 0.07 < 0.08	16 items/24 items	0.55 to 0.90	0.62	0.96
<b>Convergent validity of OCB construct: Accepted</b>					
Organizational Commitment	Chisq/df = 2.39 < 5.00 GFI= 0.97 > 0.90 CFI= 0.98 > 0.90 TLI= 0.97 > 0.90 RMSEA= 0.06 < 0.08	8 items/18 items *continuance commitment subconstruct were deleted due to lower factor loading	0.51 to 0.56	0.54	0.90
<b>Convergent validity of organizational commitment construct: Accepted</b>					

**Measurement Model**

Figure 1 shows a results of modification measurement model consists work passion factors, OCB and organizational commitment. Measurement model of this study achieve a good fitness index where, RMSEA = 0.06, GFI = 0.96, CFI = 0.98, TLI = 0.97, and *Relative Chi-square* (Chisq/df) = 2.39. Early, measurement model showed that the model are able to achieve a good fitness index, where RMSEA = 0.10, GFI = 0.89, CFI = 0.92, TLI = 0.89, and *Relative Chi-square* (Chisq/df) = 4.67, besides, sportsmanship (dimension in OCB) presented a poor factor loading (0.03 < 0.50). Thus, measurement model can be modify to achieve a good fitness of model as suggested requirements (Hair et al, 2010). As a result, modification model also reported that discriminant validity were achieved, where, Hair et al. (2010), mentioned that discriminant validity could be assessed by setting the value if the relationship between the two constructs to 1.0. Figure 1 presented a modification measurement model.



**Figure 1:** Modification Measurement Model

Table 5 showed a results of fitness index, value achieved for level of acceptance and convergent validity of the construct in measurement model. AVE and CR reported an acceptance value as suggested by Hair et al. (2010), thus, convergent validity is accepted.

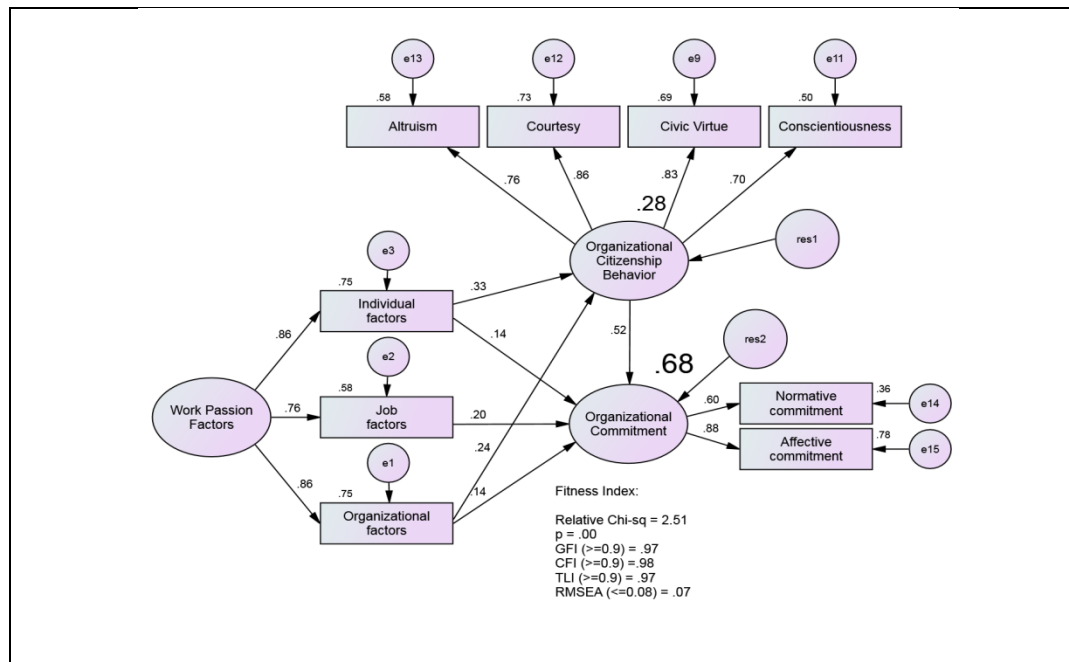
**Table 5:** Fitness index, value achieved for level of acceptance and convergent validity of measurement model

Level of Acceptance	Construct	Subconstruct	Factor Loading	AV	CR
Chisq/df = 1.86 <	Work	Organizational factors	0.86	0.69	0.87

5.00	passion				
GFI= 0.97 > 0.90	factor	Job factors	0.76		
CFI= 0.99 > 0.90		Individual factors	0.87		
TLI= 0.98 > 0.90					
RMSEA= 0.05 < 0.08	OCB	Conscientiousness	0.70	0.62	0.87
		Civic virtue	0.84		
		Courtesy	0.85		
		altruism	0.76		
	Organization	Affective	0.88	0.57	0.72
	al	Commitment			
	commitment	Normative	0.60		
		Commitment			
			<b>Sum Total of AVE:</b>	<b>0.62</b>	
			<b>Sum Total of CR:</b>	<b>0.96</b>	
			<b>Convergent validity of modification measurement model:</b>	<b>Accepted</b>	

**Structural Model**

Structural model consists of direct path of work passion factors which is organizational factors, job factors and individual factors to OCB and organizational commitment. Structural model of this study achieve a good fitness index where, RMSEA = 0.07, GFI = 0.97, CFI = 0.98, TLI = 0.97, and *Relative Chi-square* (Chisq/df) = 2.63. However, there are one path showed no significant path/effect (job factors → OCB). Therefore, a respecification model were considered in this study on the structural model. The results of respecification structural model also presented a good fitness index where, RMSEA = 0.08, GFI = 0.95, CFI = 0.97, TLI = 0.95, and *Relative Chi-square* (Chisq/df) = 2.51, with significant paths.



**Figure 2:** Respecification Structural model

### Hypothesis Testing

Hypothesis testing based on respecification structural model (Figure 2). The second objective of this study to determine the effect of work employee factor and OCB on organizational commitment among teacher. There are four hypothesis develop under this objective. This results conclude that work passion factors (organizational factors, job factors and individual factors)also OCB have a direct effect on organizational commitment among teachers. Therefore, all hypothesis in the objective of study were accepted. Table 6 listed the hypothesis testing in this study.

**Table 6:** Hypothesis testing of work passion factors have a direct effect on organizational commitment.

Hypothesis/Path	R <sup>2</sup>	B	p<0.05	Result of hypothesis
H1: Organizational factors have a direct effect on organizational commitment.	0.68	0.14	0.04	Accept
H2: Job factors have a direct effect on organizational commitment.		0.20	***	Accept
H3: Individual factors have a direct effect on organizational commitment.		0.14	***	Accept
H4: OCB have a direct effect on OCB		0.52	***	Accept

\*\*\*<0.001

The third objective of this study to determine the effect of work passion factors on OCB. The results conclude that individual factors and organizational factors have a significant direct effect on organizational

commitment among teachers in Selangor, except, job factors. Therefore, hypothesis 5 and hypothesis 7 were accepted and hypothesis 6 was rejected.

**Table 7:** listed the hypothesis testing in this study.

Hypothesis/Path	R <sup>2</sup>	B	p<0.05	Result of hypothesis
H5: Organizational factors have a direct effect on OCB	0.28	0.24	***	Accept
H6: Job factors have a direct effect on OCB.		-	-	Reject
H7: Individual factors have a direct effect on OCB.		0.33	***	Accept

\*\*\*<0.001

The last objective to determine the role of OCB as a mediator in the indirect effect of work passion factors on organizational commitment. According to Hair et al. (2006), the value mediator can be calculated by indirect effect calculation, where, path A x path B = more than 0.08, means it has a mediation effect. Path A refers to independent variable path to mediator, and path B refers to the mediator path to dependent variable. Result reported that hypothesis 8a and hypothesis 8c were accepted in this study. Table 7 listed the hypothesis testing in this study.

**Table 8:** Hypothesis testing the OCB has a mediating role in the indirect effect of work passion factors on organizational commitment

Hypothesis/Path		Indirect effect calculation > 0.08	Result of hypothesis
H8a:	OCB has a mediating role in the indirect effect of individual factors on organizational commitment	0.33 x 0.52 = 0.17	Accept
H8b:	OCB has a mediating role in the indirect effect of job factors on organizational commitment	-	Reject
H8c:	OCB has a mediating role in the indirect effect of organizational factors on organizational commitment	0.24 x 0.52 = 0.13	Accept

## V. DISCUSSION

Organizational commitment are very important among teachers. This study conducted to determine whether work passion factors can affect organizational commitment among teachers. However, results showed work passion factors significantly have a direct effect on organizational commitment. Tremblay et al. (2010) in their study found that when an employee is given a fair procedure, it can increase organizational commitment because employee feel

they have gained equality as one of the members of the organization. Besides, Lee and Ashforth (1996) also state that emotional, workload, lack of autonomy and intent to turnover may decrease the organizational commitment among workers. Starnes, Truhon and McCarthy (2005) also mentioned that connectedness with college and leaders are contribute to positive relationship with organizational commitment. In thus study, teachers agreed that work passion factors should be applied in organization.

This study also reported an interesting results, where OCB plays a great role as mediator in indirect effect of work passion factors on organizational commitment. This study shown that OCB also can be a good predictor and mediator to organizational commitment. Data in this study agreed that OCB are very important, not only for organizational, but also to teachers itself. When they practice OCB, they will put effort and commit to organization. Besides, this study proved that work passion factors including organizational factors and individual factor need OCB in effecting organizational commitment.

The finding of this study conclude that these need to be implement in every school teachers, especially the respecification structural model figured that 68% of organizational factors, individual factor and job factor and especially OCB were high contribution to organizational commitment among teachers. Besides, the level of work passion factor and organizational commitment still in moderate level among school teachers in Selangor. Thus, by improving OCB might help increasing the level of organizational commitment among teachers. Organizational as well school organization need to play as a good role in supporting their teachers, and considering the work passion factors among teachers in order to increase that moderate level to high level of work passion factors by practicing OCB. This study are limited to primary and secondary teachers in Selangor, Malaysia. Therefore, the finding cannot be generate to the private school teachers and others outside Selangor District. Besides, this study suggesting future research to expand the variety and level of respondent, especially employee in Malaysia. Furthermore, this study encourage future research to test the work passion factor and OCB in more details among employees, thus its can contribute the body of knowledge and literature review.

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