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THE EFFECT OF LEADERSHIP, ORGANIZATIONAL SUPPORT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON SERVICE QUALITY

ABSTRACT

The purpose of this research is to study the effect of leadership, organizational support and organizational citizenship behavior on service quality of the Chairman of the study program at the State University of Jakarta. This research used a quantitative approach with a survey method. The research population was Chairmen of the study program of Universities Jakarta. The research sample was 64 Chairmen of the study program selected randomly. Data were obtained from questionnaires and, then, analyzed using descriptive statistics, path analysis and inferential statistics.

These results indicate that the Leadership has a direct positive effect on Service Quality, Organizational Support has a direct positive effect on Service Quality, Organizational Citizenship Behavior (OCB) has a direct positive effect on Service Quality, Leadership has a direct positive effect on Organizational Citizenship Behavior (OCB), Organizational Support has a direct positive effect on Organizational Citizenship Behavior (OCB) and the Leadership has a direct positive effect on Organizational Support. Thus, to improve the service quality, the Leadership, as well as the Organizational Support and OCB, should be improved.

Keywords

leadership, organizational support, organization
citizenship behavior and service quality

JEL Classification D23, M54

INTRODUCTION

Head of the program study is a part of the higher education institution and managed by the specific unit. The higher education institution is a provider of services in the field of education, which can not be separated from the conditions of tight competition. Even with Higher Education Long Term Strategy (HELTS) in 2003, and Law No. 12 as of 2012 on Higher Education, one of the goals of higher education is to improve the nation's competitiveness in the face of globalization in all fields.

Competition requires the improvement of service quality management strategy. In the field of education, quality of services covering all processes that can continue to ensure the continuous improvement of services to meet the expectations of the client groups becomes more and more necessary (Charles Hoy & Colin Bayne Jardine, 2000).

Service quality is composed of two words, namely quality and service. Stoner (1995) showed that each person has his own criteria about what he thinks is qualified. However, experts agree that quality is a

dynamic state, that is, associated with the products, services, people, processes, and the environment that meets or exceeds expectations (Goetsch & Davis, 2002).

Meanwhile, service is defined as every act or performance offered by one person to another, act or performance offered is essentially intangible and does not result in any ownership, production of this service may be linked or associated with something physically tangible (Kotler & Keller, 2009). Service has three underlying characteristics: (1) service is a process consisting of a series of non-object activity, (2) up to a certain extent, the services are produced and consumed simultaneously, and (3) up to a certain standard, the customer participates in the service production process (Gronroos, 2000).

Thus, the meaning of the service quality is “how to deliver excellent service (excellent) or very perfect good service (superior service relative) suitable for consumer expectations” (Zeithaml, Valerie A., Mary Jo Bitner, D. D. Gremler, 1996). This is in parallel with the meaning of the definition stated: “the service quality is a form of consumer assessment of the level of service received (perceived service) and the desired level of service (expected service)” (Angus Long, Moira Fishbache, Gillian Honggdan Anne Smith, 2002).

There are several factors that affect the quality of service. I Gede Anggi Wira Kesuma and I Wayan Gede Supartha (2016), Ni Nyoman Yuliarmi and Putu Riyasa (2007), Won June Kwak and HwaKyung Kim (2015), Lubis et al. (2016) and Dalimunthe et al. (2016) suggest the factors that affect the quality of service, which are leadership, organizational commitment, organizational citizenship behavior, job satisfaction, organizational support, customer satisfaction, reliability, responsiveness, assurance, empathy, tangibility, leadership, servant leadership, and customer service. Of the various factors that influence the quality of these services, this study focused on three factors, namely leadership, organizational support and OCB.

The first factor examined is leadership. John M. Bryson (2004) stated that there no substitutes for leadership. This shows that the existence of a leader within the organization is essential. Leadership's existence in the organization is to direct, influence and collaborate with individuals or groups of people that led to perform a variety of activities in achieving the goals and objectives of the organization, including developing and improving the quality of services of the organization. In fact, there are many faculty leaders who are still weak in directing, influencing and cooperating with the Kaprodi. The unequal distribution of faculty workload (BKD) may likely be due to poor communication with the faculty leadership Kaprodi and lecturer in general.

The second factor affecting the quality of service is an organizational support. Service quality can be provided by one of the members of the organization, in this case, the head of the study program, when they feel the positive organizational support. Positive organizational support will make the head of the study program work better and show the behavior that supports the organization's activities, including improving service quality. This is in line with the statement by Mushtaq A Siddiqi (2013) who, through his research, found that organizational support directly impacts the employee in improving OCB and customer satisfaction due to an increase in their service quality.

The third factor affecting the quality of service is the OCB. To manage and provide good service quality, a leader is not likely to run its own faculty; the faculty leader should develop cooperation between members of the organization. Good service quality is difficult to achieve if the member organizations work individually and just focus at their own jobs. A good team work is required to deliver the best to consumers. That is why a leader of faculty members should be able to “make his members behave appropriately”, as expected by the organization. The appropriate behavior by a member of the organization, in this case, the head of the study program, not only is the in-role behavior, but also extra-role behavior. The extra-role behavior is referred to as OCB. OCB is an attitude of the head of the study

program's readiness to do things outside the principal task itself, without any coercion from the organization and is not related to whether or not there is an incentive, and cannot be punished if not. Thus, it is clear that if the OCB is high, the service quality is also high. This is consistent with research by Solha Husin, Packianathan Chelladurai and Ghazali Musa (2012), which shows that HRM practices (Support at Work, Training, Reward System, Help Supervisors and Performance Appraisal) affect the behavior of organizational citizenship (OCB), which in turn, improves service quality.

1. METHOD

The purpose of the study was to understand the impact of leadership, organizational support, and OCB on the quality of service of the head of the study programs at State University of Jakarta (UNJ).

The population of this research is 64 heads of study program from 7 faculties in UNJ.

2. RESULTS

Before implementing a path analysis, the data must meet several requirements of statistical tests: (1) normality test, (2) homogeneity test, and (3) significance and regression coefficients linearity test. There is the summary of the basic data of the research:

Based on the calculations of performed pathway analysis in stages, the values of path coefficients indicating analyzed causal relationships in the model structure can be obtained. The result is shown in the following figure:

The coefficient values in the diagram above show that all significant pathways have met the requirements for statistical hypothesis testing. The overall statistics calculation of the three variables proves that they affect each other in a positive way. This

is in accordance with the previous theoretical and empirical studies. This means that there is a positive influence of leadership, which is supported by the organizational support and OCB in improving the quality of the head of study program. So the three variables which were proven and tested, have a positive and significant impact on improving the performance of the head of the study program. This condition also indicates conformity with the theory and earlier empirical studies, as written in the Pakistan Journal of Commerce and Social Sciences (2015). Saain their research, and Masood ul Hassan found a positive and significant relationship of a leader member exchange, organizational justice, organizational support, and organizational citizenship behavior.

3. DISCUSSION

First, the results of the calculation of the coefficients show the direct positive influence of leadership towards quality of service of the head of study program. Quality of service is a form of consumer assessment towards the level of service received (perceived service). This definition indicates that the quality of service is a process, which occurs within the organization in order to meet the expectations of consumers.

The head of study program with quality is certainly not regardless of the existence of a leader's influ-

Table 1. Summary of statistics data of the research

| The Value of central tendency | Leadership (X1) | Organizational support (X2) | OCB (X3) | Quality of service (Y) |
|-------------------------------|-----------------|-----------------------------|----------|------------------------|
| n | 55 | 55 | 55 | 55 |
| Mean | 116.40 | 90.05 | 79.42 | 119.62 |
| Median | 116.00 | 92.00 | 78.00 | 121.00 |
| Mode | 115.00 | 94.00 | 75.00 | 121.00 |
| Std. Deviation | 7.66 | 15.00 | 12.31 | 13.20 |
| Variance | 58.6148 | 224.9785 | 151.6552 | 174.3145 |

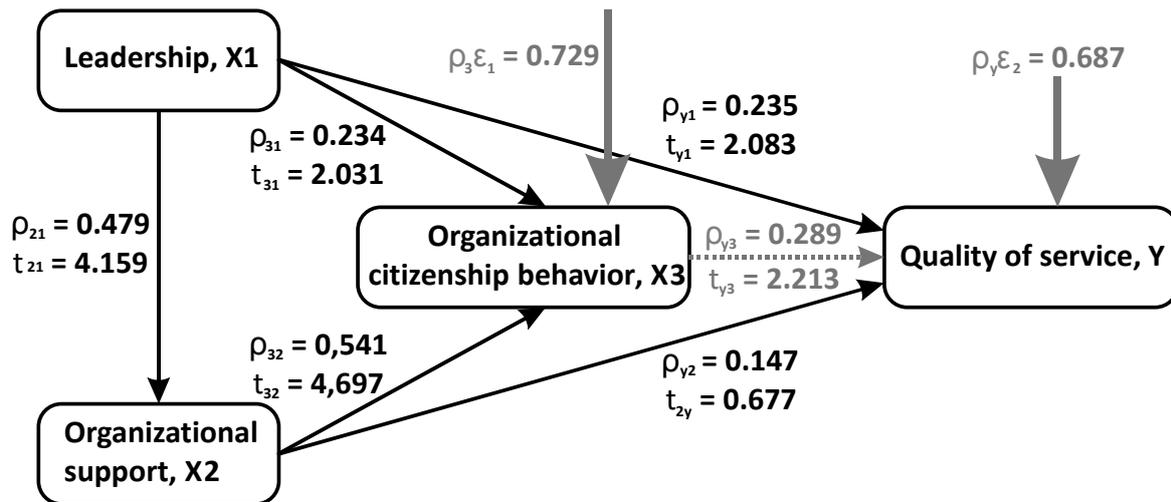


Figure 1. The summary of path coefficient test results in research structure

ence because of “the presence of the leader is something that is irreplaceable” (Bryson, 2004). Leader is directing, influencing and partnering with individuals, people or groups, which they lead in order to carry out various activities in the achievement of shared goals and objectives, which include providing the quality of service, which complies with for consumers’ expectations.

The results of hypothesis discussion also showed empirical evidence that the leadership has a positive effect on quality of service. These results indicate that the leadership will have an impact on the improvement of the quality of service. The influence of leadership towards the quality of service also applies to college. If the leadership of faculty or Dean can direct, influence and establish cooperation with individuals, persons or groups which they lead, then, it will impact positively on the quality of service of they heads of study programs.

The previous research has also found that the leadership has a positive effect on the qualities of service. This research was conducted by Hui et al. (2007). Thus, the findings of this research reaffirm the earlier findings regarding the existence of a positive influence on the leadership of the head of study program in the service quality improvement.

Second, there is a direct positive influence of organizational support on the quality of service of the head of the study program. These findings provide a clear image that both the poor and good quality of service in organization are also influenced by

the existence of an organizational support. Quality of service depends on the process undertaken by the human resources inside the organization itself. The human resources will be able to work and contribute optimally when they feel they are at a comfortable situation and condition. Comfortable conditions and situations can be formed when the human resources feel any support for from the organization. The organizational support is the common belief shaped by members of the organization regarding their assessment of the organization (Jacqueline, Shore, M. S. Taylor, L. Tetrick, 2005). There are four forms of organizational support, namely fair treatment, reward, employer’s attention, and working conditions. Members of the organization who feel the organizational support will have higher performance and perform the job which will become their responsibilities included in improving the quality of service of the organization. The influence of organizational support on quality of service also applies to college. The head of the study program who feels any organizational support will provide good service quality towards the study program they are in.

The results of earlier research by the Herington and Weaven (2009) also show that the perceived organizational support will positively and significantly impact on the ability of the member of organizations to build relationships with customers within the framework of improving the quality of service. Thus, the results of this research increasingly strengthens the influence of organizational support to quality of service.

Third, there is a direct positive OCB influence on the quality of service of the head of the study program. The goal which would require the involvement and cooperation of all members of the organization, in other words, the good quality of service, is difficult to achieve if the member of organizations work individually and only focus on their job. It requires team work to provide the best service for the consumers. Member of organizations must “behave”, i.e., not only just in-role behaviors, but also extra-role behaviors or commonly referred to as OCB that include helping (altruism), respect (courtesy), sporty (sportsmanship), responsibilities as member of organizations (civic virtue), and earnestness (conscientiousness).

OCB is the free choice of individual behavior, which is not directly set within the normal reward systems, in general, this behavior makes the organizations function more effective and efficient (Organs et al., 2005, p. 3). Thus, the organization whose members have a high OCB will become more effective and efficient, in other words, the performance of the organization will increase.

The influence of OCB on quality of service also applies to college. The heads of study programs who have a high OCB will also improve the quality of service on the course they are in. Previous research (Yaghoubi, Nour Mohammad, Mahdi Salehi, Jamshid Moloudi, 2011) also found that OCB have a positive and significant influence towards quality of service. These findings corroborate that the OCB of head of study program is one of the dominant and influential factors of direct positive influence towards service quality of themselves.

Fourth, there is a direct positive influence on the leadership towards OCB. The value of the coefficient of the leadership has a direct positive influence towards OCB. This research indicates empirical evidence that the leadership has a positive influence towards OCB. These results indicate that a conducive leadership will impact on the improvement of OCB.

Leadership success will spark the increase in OCB, because the conducive leadership can provide motivation and great spirit within the organization. The leader will be able to improve the OCB as

stated by Colquit, Jason A., Jeffrey A. Lepine, dan Michael J. Wesson (2011) that subordinates with the appropriate leadership tend to have a higher level of performance, they are also more involved in the extra-role behavior (OCB). This also applies to college. Subordinates with the appropriate leadership tend to have a higher level of performance, they are also more involved in extra-role behavior. Previous research by Asgari, Mohammad Hadi, Alireza Khaliliyan, and Babak Baba (2012) shows that the interactive leadership increased the OCB of the head of the study program.

Fifth, there is a direct positive influence of organizational support on the OCB. Employees interpretation, which is based on individual experience, and observations about the existence of organization fairness with the support from his superiors and the presence of rewards, as well as working conditions, which are perceived by employees, will be able to increase the organizational support, which is perceived by the members (Kroth, 2007).

Members of the organization who feel supported by the organization will provide the feedback and lower imbalance in the relationship by engaging in the conduct of citizenship (Wulani, 2004). This means that the OCB is usually indicated by members who feel they were given the organizational support. Due to the increased feeling of obligation and wish to reply to the organization, the socio-emotional needs are, the social identity is constructed, and the job satisfaction and commitment of the members of the organization are improved.

OCB can be in the form of behavior helping (altruism), respect (courtesy), sporty (sportsmanship), responsibilities as member of organizations (civic virtue), and earnestness (conscientiousness). The influence of organizational support on OCB also applies to college. If the head of the study program is supported by organization, then, it will be judged positively if the heads of the study program will do altruistic action, sportsmanship, courtesy and wisdom beyond the roles that should have been done by themselves.

Previous research by Duffy and Lilly (2013) also found that the organization support affects the OCB. Members of the organization who feel any organizational support tend to act more than their

duty (OCB) compared to members of organization who feel less organizational support, so it can be said that organizational support or influence toward OCB is high.

Sixth, there is a direct positive influence of leadership towards the organizational support. Organizational support is defined as the common belief that shapes the assessment regarding the organization by its members, and the three common forms of good treatment, which can increase the organizational support, are the organizational fairness, support from the superiors, and human resource practices (Jacqueline Jacqueline, Shore, M. S. Taylor, and L. Tetrick, 2005). The third form of this, if we watch carefully, is linked to the boss

or leader. For example, organizational fairness, in fact, is how the application of the rules of the organization are performed by the leader, if the regulations are applied by all members of the organizations without distinguishing them, then, it is said that the organization had valid fair use, as well as in the practice of human resources management and the support from the superiors.

The results of the hypothesis discussion and the explanation above prove that high and low organizational support is influenced by the leadership. Previous research (Hyatt, 2010, p. 356) also shows that there is a significant positive relationship between organizational support and leadership practice in a challenging work process.

CONCLUSION

Based on the results of the research and discussion, it is concluded as follows: first, the leadership of the head of the faculty have a direct positive effect on service quality of head of study program at State University of Jakarta. It means that the effective head of faculty leadership will improve the service quality of head of study program at UNJ.

Second, the organizational support that is felt by the head of study program in UNJ has a positive direct effect on the service quality in their own study program. It means that the increasing in perceived organizational support will improve the service quality of the head of study program.

Third, OCB from the head of study program in UNJ has a direct positive effect on the service quality in their own study program. It means that high OCB of head of study program will improve the service quality of the head of study program.

Fourth, the faculty leadership has a direct effect on OCB of head of study program. It means that the effective faculty leadership will increase the OCB of the head of study program in UNJ.

Fifth, organizational support that the head of study program in UNJ feel has a direct positive effect on OCB of the head of study program. It means a strong perceived organizational support by the head of study program will improve OCB of the head of study program.

Sixth, faculty leadership directly influences organizational support. It means the effective leadership will lead to increased of perceived organizational support of head of study program.

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