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The Impact of Work Alienation on the Relationship Between Person-Organization Fit and Organizational Citizenship Behavior in Higher Education

Andrew R. Krouse
University of Texas at tyler

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THE IMPACT OF WORK ALIENATION ON THE RELATIONSHIP BETWEEN
PERSON ORGANIZATION FIT AND ORGANIZATIONAL CITIZENSHIP
BEHAVIOR IN HIGHER EDUCATION

by

ANDREW ROBERT KROUSE

A dissertation submitted in partial fulfillment
of requirements for the degree of
Doctor of Philosophy
Department of Human Resource Development

Greg Wang, Ph.D., Committee Chair

Soules College of Business

The University of Texas at Tyler
September 2020

The University of Texas at Tyler
Tyler, Texas

This is to certify that the Doctoral Dissertation of

ANDREW ROBERT KROUSE

has been approved for the dissertation requirement on
September 28, 2020
for the Doctor of Philosophy

Approvals:

DocuSigned by:

Greg Wang

C307E6AF0D36432...

Dissertation Chair: Greg Wang, Ph.D.

DocuSigned by:

Paul Roberts

062545B0D91B4AE...

Member: Paul Roberts, Ed.D.

DocuSigned by:

Colleen Marzilli

82111416942224F...

Member: Colleen Marzilli, Ph.D.

DocuSigned by:

Wes Hickey

1FE5BC17189C4A8...

Member: Wes Hickey, Ed.D.

DocuSigned by:

Kim Nimmon

18CDC84E2CD9400...

Interim Chair, Department of Human Resource Development: Kim Nimmon, Ph.D.

DocuSigned by:

Krist Swimberghe

967D57C14D9E4AA...

Interim Dean, Soules College of Business: Krist Swimberghe, Ph.D.

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Dedication

This dissertation is dedicated to my sons (Cameron and Carter) as an example of what hard work, dedication, perseverance, sacrifice, discipline, and vision can obtain.

Acknowledgements

I would like to thank all of my family, friends, colleagues, and professors who have helped support and guide me through this journey. Without all of the love and support this would not have been possible.

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Abstract

THE IMPACT OF WORK ALIENATION ON THE RELATIONSHIP BETWEEN PERSON ORGANIZATION FIT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN HIGHER EDUCATION

Andrew Robert Krouse

Dissertation Chair: Greg Wang, Ph.D.

The University of Texas at Tyler

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Higher education institutions are an established system for individual development and knowledge transfer. Recently, this system has come under pressure to implement additional oversight practices previously associated with business. These business practices, including centralization, are recognized as sources that include elements of work alienation (WA). This study investigated the impact of WA on the relationship between person-organization fit (POF) and organizational citizenship behavior (OCB), and sought to determine if a statistically significant relationship existed between these constructs. Qualtrics[®], an online survey tool, was used to collect the data for this study, and IBM[®] SPSS[®] Amos 25.0 was used to perform structural equation modeling (SEM).

Surveys were conducted at both private and public junior college and university level higher education institutions. Surveys resulted in 325 responses with results showing a statistically significant relationship between POF and OCB within higher education. Additionally, one of the dimensions of WA, self-estrangement (SE), had a statistically significant impact on the POF—OCB relationship. Neither of the other two

tested dimensions of WA, powerlessness (PW) and meaninglessness (MN), had a significant impact on the POF—OCB relationship.

By exploring WA as a mediator between POF and OCB in higher education, this study contributes to the call of previous research to explore a void within studies and literature. Understanding WA and how it impacts positive relationships within an organization may help practitioners' understanding of poor performance, turnover, and low levels of voluntary discretionary effort.

Keywords: higher education, organizational citizenship behavior, person-organization fit, and work alienation.

Chapter One

Introduction

The attitudes and behaviors of employees affect the individual's performance and the performance of the institution as a whole. Faculty and staff are key contributors to any institution of higher education. This study is designed to investigate the effect of work alienation (WA) on the relationship between person-organization fit (POF) and organizational citizenship behavior (OCB) in higher education institutions.

Institutions of higher education provide a distinguished structure for the development and transfer of knowledge (Safavi & Hakanson, 2018). Higher education has been under pressure in recent decades to implement additional managerial approaches to their governance, including elements of centralization (Foss et al., 2010), that better align with private business practices (Macdonald & Kam, 2010). Centralization within higher education occurs as duties typically delegated to individual departments, colleges, or campuses are now conducted at the system or university level, which removes direct oversight. This effort toward centralization has been linked to higher levels of work alienation (Greene, 1978). WA is defined as the lack of congruence between an individual's nature and the nature of their work (Mottaz, 1981). Efforts that increase WA have been shown to have a negative correlation with organizational citizenship behavior in non-higher education settings (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007). Many organizations have recognized the need for a high level of individual and work value congruence, placing emphasis on enticing, promoting, and retaining workers with high congruence (Cable & Judge, 1996; Chatman, 1991; Westerman & Vanka, 2005).

Additionally, much of the business world has come to recognize the importance of workers' OCB (Lee & Allen, 2002). The indirect relationship between level of value congruence and citizenship behaviors has been demonstrated in prior research (Brief & Motowidlo, 1986; George & Bettenhausen, 1990; Organ, 1988) and work alienation may serve as one detractor in the relationship between value congruence and organizational citizenship behavior (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007).

For purposes of the research and study presented here, it is assumed that institutions of higher education are similar to business organizations in realizing the benefits of hiring individuals with high levels of POF. Organizations are addressing human resource development (HRD) needs through interventions that reinforce value-based culture and the individual's degree of congruency with the organization (Chatman, 1991; Cheng & Fleischmann, 2010; McDonald & Gandz, 1991,1992). A better understanding of the impact of WA on the efforts of supporting a value-based culture within an institution of higher education has the potential to help leaders grow their organizations effectively.

An organization with a high degree of OCB exhibited by its members has advantages over other organizations (Organ, 1988). These voluntary and discretionary efforts that individuals exhibit are not specifically part of their primary duties within the organization but contribute positively to institutional social norms (Bormon & Motowidlo, 1993) and performance (Gong et al., 2010). Supporting desired organizational performance outcomes is the core task of HRD and is achieved through shaping and skilling activities (Wang et al., 2017).

Background of the Problem

OCB, as defined by Organ (1997), is the voluntary participation in behaviors that support and improve overall organizational effectiveness. The degree of fit between an individual and the organization has been suggested to have an indirect effect on OCB. The indirect effect on OCB is likely dependent upon one's previous POF at work (Van Dyne et al., 1994), leadership support (Netemeyer et al., 1997), or transformational leader behaviors (Podsakoff et al., 1990).

The level of OCB that an organization can expect from individuals, with a high degree of POF, has been shown in previous research to be higher than low-fit individuals (Brief & Motowidlo, 1986; George & Bettenhausen, 1990; Organ, 1988; Smith et al., 1983). This relationship can also be negatively influenced by mediating variables that detract from an individual's feelings toward an organization, colleagues, or its customers (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007). This study explores the mediating effect of WA, which is the difference between an employee's desires and the reality of work tasks (Mottaz, 1981), on the relationship between POF and OCB in institutions of higher education.

Statement of the Problem

Recent studies have shown that higher degrees of OCB positively contribute to reducing employee turnover and improving organizational performance (Koopman et al., 2016). Employee turnover was reported to cost up to \$25,000 per instance for someone who makes \$8.00 per hour (Ton & Huckman, 2008). Specifically, in higher education the cost of turnover at some universities is estimated at \$68 million annually (Jo, 2008). Higher education institutions with low degrees of OCB run the risk of increased turnover

leading to potential damages to the institution's reputation and quality of knowledge transfer in addition to the financial impact (Dee, 2004).

Purpose of the Study

The purpose of this study is to explore the impact of WA on the relationship between the degree of organizational fit perceived by employees and the presence of OCB in higher education institutions.

Significance of the Study

Although an organization's benefit from enhanced employee OCB has been established (Organ, 1988; Organ, 1997), the impact of WA on OCB is unclear (Suarez-Mendoza & Zogbi-Manrique-de-Lara, 2007). This study is targeted to fill the literary gap regarding the influence of WA on OCB - specifically within institutions of higher education. Results of this study may advance our understanding of OCB and WA and the relationships between these constructs, offering new insight for HRD researchers, practitioners, and higher education institutions.

HRD has been defined as "a mechanism in shaping individual and group values and beliefs and skilling through learning-related activities to support the desired performance of the host system" (Wang et al., 2017, p 13). More concretely demonstrating how the alignment between organizational and worker values impacts the workers positive participation in OCB may be used by HRD practitioners and theorists to highlight the need for the expanded role of HRD within higher education systems. OCB is viewed as a substitute for the historically difficult phenomena to measure employee performance (Humborstad et al., 2014; Pawar, 2013). The connection between HRD and

OCB is furthered by OCB's role in understanding an employee's at-work behavioral performance (Werner, 2000; S. Kim et al., 2015).

From a practical perspective, the shaping focus of HRD looks to impact the values of individuals or groups to potentially align better with the organization's values and positively impact their performance. Understanding the components of and relationship between person-organization fit, values congruence, and organizational performance may equip HRD professionals with the knowledge to more effectively engage in shaping activities that better serve their institutions. HRD shaping activities that promote high degrees of value and belief congruence between employees and their institutions yield increased positive attitude (Arthur et al., 2006) such that employees are less likely to leave (T.Y. Kim et al., 2013). High levels of value congruence potentially allow for a more significant impact of shaping activities that provide a return on investment on the institution's investment in HRD. This study contributes to a greater knowledge base from which HRD professionals may pull in shaping and implementing programs, training, organizational development, change and measurements that will inspire attitude/perceptions conducive to positively fostering OCB within the organization's employee population(s).

Results of this study may support HRD skilling activities by providing HRD professionals with additional insight into the training and development that enhance performance. Scholl, Cooper, and McKenna (1987) created measures of OCB that include constructs for taking extra responsibilities and continued educational development, while prior to this both were defined as purely developmental activities. This study may inform HRD professionals by illuminating the specific interventions they

must develop to enhance POF and OCB, and/or minimize WA within their organizations. WA has the potential to undermine an organization's investment in training and development programs (Ceylon & Sulu, 2011), and ultimately may harm HRD and organizational performance.

Theoretical Underpinnings

Social Exchange Theory

Social exchange refers to relationships that have unspecified future commitments (Konovsky & Pugh, 1994). Similar to economic exchange, social exchange creates an expectation of future contributions, but unlike economic exchange this future contribution is unspecified. This social exchange is not based on short-term transactions, instead, it is based on trusting that the other parties' exchange will be fair compared to the original contribution (Holmes, 1981). Trust is necessary in maintaining a short-term social exchange in which some perceived lack of equality of exchange may exist. Another difference between economic exchange and social exchange is that social exchange can include long-term trust and fairness while economic exchange is typically characterized by only short-term fairness (Konovsky & Pugh, 1994).

Identity Theory

Identity theory is characterized by an individual's ability to view oneself as an object and classify, identify, or assign a category (McCall & Simmons, 1978). At the individual level, McCall and Simmons (1978) called this process *identification*, and through this process of identification an individual identity is formed. The core concept of this identification process is the categorization of the individual as a person within a

role and the incorporation of the requirements and expectations of the role's performance into one's self-identity (Thoits, 1986).

Theoretical Connection

In studies that test work outcome-focused constructs, such as OCB, a social exchange explanation is often proposed (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007). The social exchange process is used to explain how positive and/or negative work behaviors, originating from how an employee is treated by the organization or its representatives, manifest (Greenberg & Grunberg, 1995; Konovsky & Pugh, 1994). Additionally, how an individual identifies, or fits, within an organization may impact the level of motivation an individual has to ensure the organization functions correctly (Blader & Tyler, 2009). Through this study both social exchange and identity theory will provide insight into the relationship between fit within the organization and desired work outcomes while considering the potential mediating effect of alienation.

Research Variables and Hypotheses

The constructs and variables examined in this study include POF, OCB, and WA. A brief description of each construct and variable is presented in this section, along with related hypotheses. This study replicates the research done by Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) in a K-12 institution in the Canary Islands and applies it to higher education institutions in the United States. A single dimension OCB construct was used in the present study that was measured as OCB towards the organization in the Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007).

POF

Person-organization fit is typically conceptualized as value congruence, or the similarity in values between individuals and the organization (Cable & Derue, 2002; Elfenbein & O'Reilly, 2007; Kristof-Brown et al., 2005). Individuals are more attracted to and trust in others, including organizations, if the other party demonstrates a high degree of value congruence with them (Cable & Edwards, 2004). Previous studies have established that value congruity between an employee and organization enhances the employee's identification with the organization, fosters communication between employees, creates a climate of trust, and manifests into positive work related behaviors and attitudes (Edwards & Cable, 2009; Kristof-Brown et al., 2005; Verquer et al., 2003)

A high level of person-organization congruence indicates that the individual and group have common views of what is meaningful and a general standard for detailing, interpreting, and classifying information (Boon & Biron, 2016). This creates a relationship between the individual and the group that is depicted by a high level of communication flow, low miscommunication rate, improved general communication, high relatability, and mutual confidence (Edwards & Cable, 2009). This relationship will likely promote a similarity between what the organization has to offer and what the individual wants, in addition to a match between the organizational needs and the employee's abilities (Boon & Biron, 2016).

Organizational Citizenship Behavior (OCB)

OCB has been defined in a variety of ways (Borman & Motowidlo, 1993). Central to the idea is that OCBs go beyond expected role behaviors and may not be crucial to employees' core functions or jobs but may benefit more efficient internal functions (Lee

& Allen, 2002). An employee's perception of fairness has been emphasized as affecting the level of voluntary discretionary effort an individual is likely to exhibit (Farh et al., 1990; Moorman, 1991).

In many organizations, individuals may feel compelled to engage in OCBs by external forces. These behaviors may be referenced in job descriptions, subtly enforced by organizational culture, or informally required by an individual's supervisor (Bolino et al., 2010). Previous research indicates that artificial OCBs can negatively impact results (Yam et al., 2017). While the goal of many organizations may be to solicit extra role behaviors from employees, these behaviors should not feel coerced.

Work Alienation (WA)

WA is the result of the disconnect between an individual's work role and the person's human nature (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007).

Operationally, WA is a scenario where a person does not have control of the result of his or her efforts, the capacity to express oneself at work, and control over the immediate work process (Mottaz, 1981). The three dimensions of WA analyzed in this study include powerlessness (PW), meaninglessness (MN), and self-estrangement (SE). PW is defined by the inherent inability to control one's tasked activity; MN refers to the inability to see the consequential impact of one's role on the overall end product; and SE is viewed as the reward in completing one's task as being only extrinsic (Mottaz, 1981).

POF and OCB

POF has been operationalized as value congruence for two reasons. First, values correlate with a wide range of singular constructs including behavioral intent and satisfaction (Meglino et al., 1992). Second, values are core and long-lasting dimensions

of both organizations and individuals (Chatman, 1991). It has been demonstrated that POF satisfies a wide range of individual needs, preferences, and desires (E. A. Chatman, 1991; Kristof, 1996). Person-organization congruence can influence motivations such as trust, satisfaction, and commitment that drive an individual to demonstrate positive attitudes toward the organization (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007). If a low level of value congruence is present there is a potential for detracting behaviors such as lack of trust and low self-esteem (Kristof, 1996; Kuczmarski & Kuczmarski, 1995; Saks & Ashforth, 1997; Van Vianen, 2000). These detracting behaviors may decrease OCBs as negative feelings toward the organization may provoke employee retaliation (Saks & Ashforth, 1997; Van Vianen, 2000). Building on these arguments, *Hypothesis 1* is proposed:

H1: POF is positively correlated with OCB in higher education institutions.

WA as a Mediator

This study views WA as a disparity between an employee's comprehension of the activity details such as power, meaning, and expression and the employee's view of these occurring within the organization. The level of discrepancy typically manifests as feelings of lack of power, meaning, and intrinsic value (Seeman, 1972; Mottaz, 1981; Sarros et al., 2002). In simplest terms, WA is the disparity between the individual's desires and reality in regard to his or her work tasks (Mottaz, 1981). This disparity has been examined as a mediator to procedural justice and job stress (Ceylan & Sulu, 2010), POF and deviant workplace behaviors (Yildiz & Alpan, 2015), POF and OCB (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007), and cynicism and job performance (Saeed, 2018). These examples of WA as a mediator between various constructs, including POF

and OCB, provide support for further research into its mediating role in this study. The present study replicates Suarez-Mendoza and Zoghbi-Manrique-de-Lara's, (2007) study exploring WA's impact on the POF – OCB relationship in a K-12 institution within the higher education field.

Individuals who have a high level of value congruence with the organization interact more efficiently and reduce the level of conflict and uncertainty (Meglino et al., 1992). However, if there is a disparity between the values of the organization and employee, the levels of anxiety and isolation perceived by the employee may increase (Kuczmarski & Kuczmarski, 1995). Low value congruence has the potential to elicit WA affects, mediating the occurrence of OCB. Value congruence has been demonstrated to have a direct effect on applicants as they make their choice in regard to employment (Cable & Judge, 1996) and on an individual's reduction in OCB toward the organization (O'Reilly et al., 1991).

Classic research in this area by Zetterberg (1957) and Murphy (1947) revealed that an individual is more likely to use social situations in which he or she is viewed positively to characterize one's self-judgement of the kind of person he or she is. This association, of an employee's values with perceptions of work and personal worth, aligns with the level of shared values and creates a context in which the individual employee feels appreciated. In contrast, if an employee does not fulfill a sense of identity through membership to the organization, they may perceive work and the work role as minor parts of individual's being. The desired feelings may be difficult to find within the domain of work if the employee is unable to socialize in the organizational environment (Kohn & Schooler, 1983). This inability to participate in work domains may lead the

employee to feel socially detached or undervalued in a “global schema of history support” (Shore & Shore, 1995, p. 159).

The level of POF an individual experiences may impact the likelihood of demonstrating or sustaining organizational citizenship behaviors. Estranged individuals, a result of low levels of POF, exhibit behavior that is limited to fulfilling enforceable tasks instead of expanding to additional discretionary effort (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007). By doing this, the individual avoids disciplinary measures while the organization misses out on the demonstrated benefits of organizational citizenship behavior.

With the understanding that the goal of an organization is to solicit additional discretionary effort from its employees, the hypothesis utilized to examine the mediating effect of WA on the level of POF and OCB is:

H2a: PW mediates the relationship between POF and OCB in higher education.

H2b: MN mediates the relationship between POF and OCB in higher education.

H2c: SE mediates the relationship between POF and OCB in higher education.

The relationships examined in H1, H2a, H2b, and H2c were summarized in the conceptual framework in Figure 1.

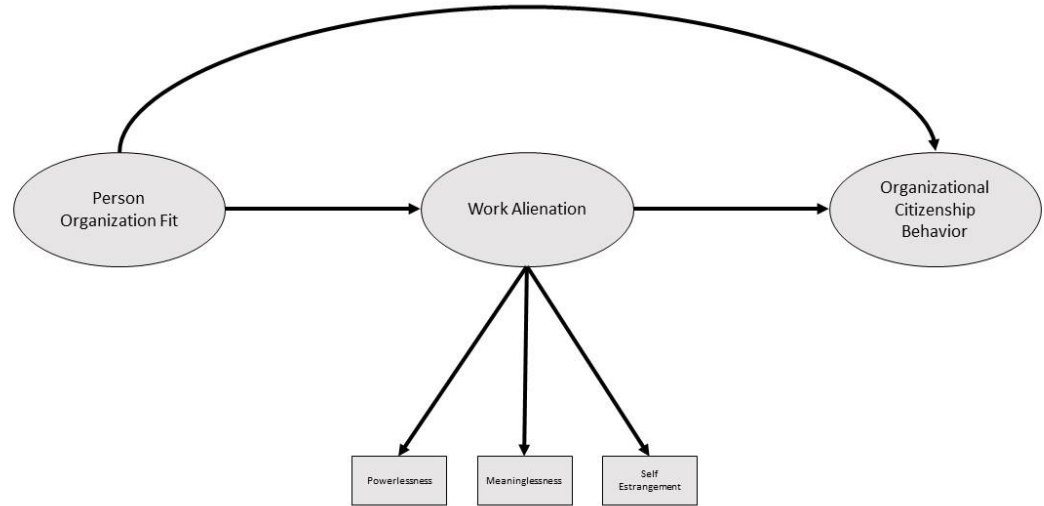


Figure 1. Conceptual Model

The conceptual model (adapted from Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007) proposes the relationship that exists between POF, WA, and OCB. It further highlights the dimensions of WA expressed in PW, MN, and SE mediating the relationship between POF and OCB.

Overview of the Design of the Study

For this study, a quantitative cross-sectional survey design was utilized to assess relationships among the variables and constructs (Bryman & Bell, 2015; Fowler, 2014). Data was collected from faculty and staff of public, private, and junior college higher education institutions using Qualtrics® and analyzed by IBM® SPSS® Amos 25.0 (SPSS)

software. Qualtrics®, an online survey design, hosting, and distribution platform, was used to collect the data from respondents (Brandon et al., 2013).

Population and Sample

The population of this data was faculty and staff members including tenured, tenure-track, non-tenured, adjunct faculty, and full-time staff at Indiana University South Bend, Tyler Junior College, University of Notre Dame, and University of Texas at Tyler. The population was confidential and no data concerning the number of respondents from each institution was collected. These institutions were selected as a convenience sample. The following demographic items were asked to describe the sample: age, gender, and role (Ablanedo-Rosa et al., 2011).

Survey Instrument

Five sets of measures were used in this study all utilizing a seven-point Likert scale. To collect data on WA 21 items, developed by Mottaz (1981), were used. For the data collection on POF, three items developed by Cable and Judge (1996) were identified for use. OCB data was collected by utilizing Lee and Allen's (2002) eight-items specified in their research as OCB towards the organization.

Data Collection Procedures

To gather the data required to test the hypotheses, participants were solicited through emails distributed by institutional contacts within the human resource department of each of the selected institutions. Email invitations asked the prospective participant to complete a 43-item survey containing relevant questions and statements to this study's constructs and variables. This survey was deployed utilizing Qualtrics®, an online survey tool that allows individuals to create surveys and generate reports based on the data

collected through a user-friendly interface (Chambers et al., 2016). The survey was open and available for response for two weeks.

Data Analysis

Using IBM® SPSS® Amos 25.0 (SPSS) software the data was analyzed, and the hypotheses was tested. Confirmatory factor analysis was used for all variables to ensure each was a singular dimension by utilizing structural equation modeling. Multiple fit indices were used to assess the fit of the model. Construct validity and reliability was assessed for each construct by evaluating average variance extracted, square root of average variance extracted, and composite reliability.

Assumptions

There were three assumptions within this study: The first assumption was participants would be active members of institutions of higher education. Second, participants would respond to each survey question freely and honestly based on their own perceptions and experiences. The design of the survey mitigated some of these concerns by ensuring anonymity, simplicity, and requests for the respondents to answer honestly. Third, it was expected that participants would complete the survey on their own and free from outside influences.

Limitations

A limitation was present in this study's data collection method. The focus on public, private, and junior college higher education institutions created an artificial barrier that excludes for-profit institutions and non-collegiate, post-high school education. This barrier potentially makes the results of this study less generalizable as it does not consider all sectors of higher education. A further limitation exists within the cross-sectional

design used in this study, as this design does not identify causal relationships between constructs.

Definitions of Terms

To provide insight and clarity, the relevant terms are defined below.

- *Meaninglessness* – the failure to view one’s job as a significant contribution to the work process (Mottaz, 1981).
- *Organizational citizenship behavior* – employee behavior that is beyond the required and is therefore categorized as discretionary and not rewarded within the organization’s formal reward system (Konovsky & Pugh, 1994).
- *Person-organization fit* – value congruence, or the match between an employee’s values and an organization’s values (Cable & Derue, 2002).
- *Powerlessness* – the lack of control over task activities or lack of self-direction at work (Mottaz, 1981).
- *Self-estrangement* – the lack of intrinsic fulfillment in work (Mottaz, 1981).
- *Work alienation* – a condition in which an individual has lost control of the product of his or her labor, the capacity to express oneself at work, and control over the immediate work process (Mottaz, 1981); the components of WA are powerlessness, meaninglessness, and self-estrangement.

Structure and Organization of the Dissertation

In chapter one, the general overview of this study was outlined. Information included the background of the problem, statement of the problem, purpose of this study, an overview of the study’s design, significance of the study, assumptions, delimitations, and term definitions relevant to this study.

Chapter two provides an in-depth literature review of previous research relevant to the concepts examined in the study. This literature review includes the search strategy, overview of higher education, details regarding social exchange theory, previous research utilizing the constructs present in this study, and a table identifying key research articles used to support this study.

Chapter three details the methods and design of this study. Included in these details are the purpose, research hypotheses, design of the study, study population, sample, measurement instrumentation, survey design, data collection, analysis procedures, and a summary of the design and methods.

Chapter four provides the results of the study. The data collected are analyzed using structural equation modeling to test the conceptual structural model and to find the best fit and parsimonious structural model. Additionally, the fit indices and the analysis of the hypothesized construct interactions are described with the overall analysis results.

Chapter five provides the interpretation and discussion of the results in relation to previous studies. It identifies contributions to the body of knowledge within human resource development along with implications for research, theory, and practice. Future research recommendations are provided as well.

Chapter Two

Literature Review

This chapter presents the review of the literature. It is organized in five sections. The first section outlines the method used for the literature review. The second section provides a literature analysis of articles regarding the theoretical underpinnings of this study. The third section of the literature review covers the research constructs of this study. The fourth section analyzes empirical research literature related to this study. The final section presents research gaps and hypothesis derivation.

Method of the Review

The strategy adopted for this literature review included a comprehensive online search using databases and internet resources. These databases were accessed through the Robert R. Muntz Library at The University of Texas at Tyler campus. Search tools and publication databases included Academic Search Complete, Business Abstracts, Business Source Complete, Education Source, Emerald, ProQuest Dissertations & Theses Global, Psychology & Behavioral Sciences Collection, PsycINFO, Sage Journals, ScienceDirect, SpringerLink, and Wiley Online Library. Furthermore, internet resources such as ResearchGate and Google Scholar were used to supplement the literature search. Keywords used for this literature search included alienation, work alienation, higher education, person organization fit, organizational citizenship behavior, powerlessness, meaninglessness, self-estrangement, isolation, normlessness, public schools, vocational choice, self-discrepancy, path-goal, social-exchange, and organizational behavior. These keywords were also used in varying combinations to assist in locating relevant literature for this study. For all steps in this search method, the constructs not specifically searched

for were excluded from the search criteria to provide unique identifiable sources for each set of searches. For example, if sources for research involving both POF and OCB were sought then initially WA and higher education was excluded to properly identify unique sources.

The search resulted in 4,880 unique articles and book chapters relevant to WA that do not contain OCB, POF, or higher education. After the initial search based on the intervening construct, the keyword “organizational citizenship behavior” was added to the criteria and resulted in 680 unique sources. Adjusting this search strategy further involved adding person organization fit, which resulted in 99 unique articles and book chapters. Finally, when higher education was added as a search criterion, it resulted in 37 articles.

Theoretical Underpinning

Social Exchange Theory

The basic principles of social exchange theory may be described in their simplest form as the economic analysis of noneconomic interpersonal interactions (Emerson, 1976). When thinking about social exchange theory, it is important to consider whether anything is gained by presenting social interactions as commodities (Emerson, 1976). Social exchange theory has been applied at a macro sociological level in the analysis of the breakdown of efforts (Emerson, 1972) and in the research of cross organizational interactions (Levine & White, 1961).

Social exchange theory is initially discussed by Homans in 1958 and demonstrates that *social presence* is the culmination of an exchange between parties (Devan, 2006). Social life is viewed in social exchange theory as involving a series of

transactions between multiple individuals or groups (Mitchell et al., 2012). As an example, a firm performing discretionary activities beneficial to employees - in hopes the firm will be viewed as caring for its employees - is engaged in a social exchange (Eisenberger et al., 1990). This use of positive discretionary effort is thought to contribute to building an environment in which employees feel that they need to reciprocate in positive ways toward the firm (Settoon et al., 1996). The primary purpose of this exchange is to magnify benefits and mitigate potential negatives. This theory depends on three main factors:

1. The comparison level, which is what one expects the outcome of the relationship to be in terms of costs and results.
2. The comparison level for alternatives, which represents the expectations one has about rewards and punishments that one would receive in an alternative relationship.
3. The investment model, which is the belief that one's commitment depends not only on relationship satisfaction, but also on how much one has invested and what would be lost by leaving it (Cook et al., 2006).

Social exchange theory is one of psychology's most enduring and utilized frameworks (Cropanzano & Mitchell, 2005). While economic exchanges can be seen as *quid pro quo* with strict structure and little trust, social exchanges typically include trust and flexibility as a core component of the transaction (Organ, 1990). When a supervisor treats a team member in a positive or negative fashion, this offers an example of how social exchange begins (Eisenberger et al., 2004). The interpretation of the results of this

initial social exchange has been categorized in empirical studies with a variety of constructs (Cropanzano et al., 2017).

Empirical studies have used constructs such as counterproductive work behavior (Chernyak-Hai & Tziner, 2014), aggression (Griffith et al., 2006), and antisocial behaviors (Morgan & King, 2012) to measure the negative results of social exchanges. To measure the positive outcomes from social exchanges OCB (Organ, 1988), constructive deviance (Morgan & King, 2012) and contextual performance (Jawahar & Carr, 2007) have been examined. These constructs, for both positive and negative outcomes, while differing in focus, have shown overlap empirically (Cropanzano et al., 2017).

Identity Theory

Identity theory describes the process in which an individual self identifies and predicts the outcomes of this self-identification process (Burke & Stets, 2009; Stryker, 1980). Self-identification explains the societal impacts on behavior-driven self-shaping (Mead, 1934). Over time, identity theory has evolved from primarily describing individual identity to including group and social identities as well (Stets & Burke, 2014).

The expectations of a role within an organization provide clarity and meaning that guide individual behavior (Burke, 1997). The individual self-evaluation that takes place, when working to meet role expectations, has potential connections with organizational fit during times of job selection. Being able to view and identify oneself with a potential role in an organization may provide insight into successful career choices. Additionally, the act of identification includes all things the individual believes and takes on meaning in relation to future goals and activities (McCall & Simmons, 1978). Contemporary identity

theory views the meaningfulness of activities within a role to be characterized by the control of resources attributed to the role from the organization (Burke, 1997). The association of identity theory with resource control potentially approaches to the application of a social hierarchy that impacts the identification process.

Typically, an individual's identity is composed of multiple self-perspectives compiled through the dynamic process of establishing membership in various groups or social roles (Stets & Burke, 2014). This identification process may provide context for individuals who may derive their entire identity from the organization to which they belong. The relationships and connections made within an organization that are essential to an individual functioning within an identity rely on the exchange and reciprocity with other roles (McCall & Simmons, 1978). In these organizationally driven relationships, individuals identify differently with coworkers that have varying goals, responsibilities, and resources (Burke, 1997).

The expansion of identity theory into social psychology proposes that individuals place themselves in categories in line with various groups in society such as a specific sports fan base (Tajfel et al., 1979). This self-categorization may guide an individual to identify with some social groups, while not associating with others (Trepte & Loy, 2017). The social identity of an individual and the overall social aspects of our lives influence who we are, how we think, and the actions we take (Haslam et al., 2009). Trepte and Loy (2017) described the summation of an individual's social identity as the evaluation of social groups, value placed on being a member of the social groups, and social categorization of the individual. Previous research has found that an individual's social identity is the foundation for connecting group memberships to group-approved

behaviors (Ellemers et al., 1999). This group-approved behavior influences organizational outcomes with individuals who belong to a group within an organization to reduce the likelihood of voluntary turnover (Ashforth & Saks, 1996), increase job involvement (Van Knippenberg & Van Schie, 2000), and increase in positive work behaviors (Battel, 2001).

Connection to this Study

How individuals fit or identify with an organization has the potential to impact the level of contributions they make to ensuring the organization is successful (Blader & Tyler, 2009). Identity theory informs this study through self-identification and prosocial behaviors that help, benefit, and focus on others (Grant et al, 2008). Identity theory also is relevant to POF through the recruitment and attraction process since POF often refers to the compatibility between the organization and a potential new team member (Kristof, 1996).

Through the lens of social exchange, this study gains insight into what work behaviors are and how work behaviors are influenced by treatment of individuals within the organization (Konovsky & Pugh, 1994). OCB has been used to demonstrate the results of a positive connection to employee social exchange (Organ, 1988). Additionally, negative behaviors such as WA can also be outcomes of a social exchange based on negative attitudes towards an individual's work or organization (Yildiz & Alpkan, 2015).

Research Constructs

WA

Alienation is referred to as a workplace state where employees lack of task autonomy and capabilities with limited involvement in decision-making in the organization (Greenberg & Grunberg, 1995). Alienation has been theorized upon for

many years. The concept of *alienation* was first proposed in the original writings of Karl Marx (1932). Marx believed that work at its best was what makes workers human. Work fulfills the essence of the human species and allows individuals to live, to be creative, and to flourish, because what they do is who they are (Marx, 1932). However, the circumstances and work conditions experienced by workers in 19th century Europe did not fulfill that purpose and their work alienated them. Alienation is the condition in which the individual is isolated from society, work, and their sense of self.

Marx discussed four different types of alienation (Marx, 1932; Blauner, 1964):

1. Alienation from the product, or powerlessness: Because the capitalist owner is in charge of what is produced and how it is made, there is little connection and sometimes little concern for the product.
2. Alienation from the process, or meaninglessness: Because laborers only perform small, very specific tasks, their work tends to get very repetitive, and workers end up just going through the motions.
3. Alienation from others, or isolation: As laborers work is reduced to a wage and they lack connection to product and process, they automatically are alienated from one another.
4. Alienation from self, or self-estrangement: This type of alienation robs people of all they can be and contribute to the world, *as they view the work as an extension of themselves or their identity.*

WA has been interpreted by Seeman (1967; 1972; 1975; 1983; 1991) in a more contemporary view. In this list of publications, Seeman worked to provide additional

clarity to his initial (1959) conceptualization of the five dimensions of WA. Seeman's (1959) dimensions include:

1. *Powerlessness*: the feeling of having no control over work activities, limited freedom, and job autonomy.
2. *Meaninglessness*: the feeling that one's contributions have minimal impact on the larger purpose.
3. *Normlessness*: the feeling of perceiving social norms as being eroded.
4. *Isolation*: the feeling when one's personal goals are not effectively guided by norms or codes of conduct.
5. *Self-estrangement*: the feeling of lacking intrinsic satisfaction from one's role.

The concept of alienation is referenced in many subjects such as sociology, theology, psychiatry, psychology, and philosophy; however, it has not received adequate attention in institutional studies (Kohn, 1976). In a more contemporary look at occupation and institutional behavior, psychology-based studies appear to lack acknowledgement of and fail to realize the potential of alienation (Bratton et al., 2007). The core theme of alienation has been shown to have a correlation with an estrangement tendency of the person (Kanungo, 1979). Topics similar to WA have also been studied such as low commitment, damaged self-confidence, increased apprehension, and uncertainty at work (Henle, 2005; Henle et al., 2005).

Traditionally, studies of WA were focused on labor intensive employees and overlooked managerial workers (Nair & Vohra, 2010). More recent research started to explore WA of non-manual laborers; however, such research is limited (Allen &

LaFollette, 1977; Chisholm & Cummings, 1979; Korman et al., 1981; Lang, 1985; Miller, 1967; Organ & Greene, 1981; Podsakoff et al., 1986). Understanding the causes of alienation has traditionally involved research through core dimensions of centralization and formalization (Allen & LaFollette, 1977; Aiken & Hage, 1966; Blauner & Closer, 1964; Organ & Greene, 1981). The limiting of autonomy of individuals within an organization has been shown to be a precursor to alienation as well (Mottaz, 1981). Some of the demographics that have been linked to alienation are levels of education and income (Lang, 1985), while age has offered mixed results (Mottaz, 1981). Although previous research efforts have explored some constructs similar to WA, a comprehensive model describing which factors contribute to alienation cannot be found in literature (Nair & Vohra, 2010). Centralization and formalization have demonstrated a positive correlation with WA (Aiken & Hage, 1966; Allen & LaFollette, 1977); however, the correlation between WA and formalization in respect to non-laborers provided inconclusive outcomes (Allen & LaFollete, 1977).

POF

POF is defined as “the congruence between the norms and values of organizations and the values of persons” (Chatman, 1989, p. 339). Although there are many variations of the manifestation of this interaction between an individual and an organization, a fundamental and impactful characteristic of both are their values (Katz & Kahn, 1978). The ability of an organization to attract, recruit, and retain talented employees has become a key advantage of an organization’s success (Boxx et al., 1991). Similarly, finding the right organization and job is important to the individual in achieving the

desired quality of work life (Alniacik et al., 2013). This alignment of compatibility between an organization and individual is the main concept of POF.

Holland (1959) theorized a relationship for explaining environmental factors that contributed to an individual's vocational choices. Previous studies of vocational choice focused on the impact of heredity, social class, significant adults, and social norms. Using his analysis of previously studied characteristics found in Strong's (1943) work, Holland outlined *personal orientations*. Holland's (1959) orientations categorized individuals by their disposition towards a variety of types of occupations and organizations. Holland's (1959) theory explains why some people fit a certain job or position better, and why some people are more attracted to certain organizations than others. This theory also explained why certain job positions required a certain kind of person and why some organizations look for a specific type of person. This alignment of job positions and orientation of individuals offered an early version of the research on person-organization fit emphasized by this study.

The general idea of fit, or congruence, has been a significant topic in psychology and organizational behavior (OD) (Nadler & Tushman, 1980). Person-organization fit has also been operationalized in terms of value congruence (Elfenbein & O'Reilly, 2007; Kristof-Brown et al., 2005). This means that those with high value congruence with the organization share similar values to the organization and have a favorable attitude toward the organization (Arthur et al., 2006), thus they are less likely to leave the job (Kim et al., 2013; Dereider, 1987). Previous studies have shown that POF is positively aligned with organizational commitment and negatively associated with intent to quit (Lauver & Kristof-Brown, 2001).

POF has typically been examined in two broad paths in the literature: value congruence and goal congruence (Alniacik et al., 2013). Value congruence and goal congruence both hypothesize that a person will choose a job or organization that has similarities to his or her self-concept (Super, 1957). Value congruence is described as “the similarity between values held by individuals and organizations” (Edwards & Cable, 2009, p.655), whereas goal congruence is expressed as the extent to which the individual and the firm are cooperating in the attainment of a common objective (Sammadar et al., 2005). One path looks specifically at individual characteristics compared to broad organizational attributes, while the other looks at specific dimensions of a firm and the individuals (O’Reilly et al., 1991). There are organizational factors that influence POF, such as culture, management style in the organization, the informal relationships within the organization, and perception and communication within the organization (Bretz, Ash, & Dreher, 1989; Verquer et al., 2003). Some interpretations of the goal congruence perspective have varied in previous studies from studying individual skill similarity and necessary abilities to perform a task, to studying the organizational climate relation with individual worker dimensions (Downey et al., 1975). Value congruence and goal congruence both hypothesize that a person will choose a job or organization that has similarities to his or her self-concept (Holland, 1985; Super, 1957).

Several other studies regarding POF have demonstrated a positive relationship between fit and individual outcomes (Bretz et al., 1989; Chatman, 1991; Major et al., 1995; Saks & Ashforth, 1997). The initial experience of a new hire in an organization is crucial for solidifying his or her positive POF characteristics and improving any negative fit areas (Cable & Parsons, 2001). Utilizing experienced employees as role models for

new hires has been found to be a relevant socialization tactic for person organization fit and to better improve the odds of a positive initial experience (Cable & Parsons, 2001).

Operationalizing POF has been approached in different ways (Schneider et al., 1995). Perceived fit has been argued to be a better choice by different researchers because individuals are more likely to act in line with their awareness than with reality, which gives perceived POF more predictive power (Ashorth & Saks, 1996; Cable & Judge, 1996). Counter to this perspective is the idea that verifying substantial fit enables the individual and the firm to be viewed independently at the same point in time (Kristof, 1996). This allows for comparable measurement and reduce the difficulties of consistency bias (Edwards, 1991; Kristof, 1996). It has been postulated that substantive fit is a confident measure while perceived fit just provides a relative demonstration that potentially is biased by mental and physical factors (Cable & Judge, 1996; Kristof-Brown, Bono, & Lauver, 1999). Two core paths are used to measure substantial fit. The polynomial regression approach uses the relationship between the individual and firm perspectives to demonstrate fit (Edwards, 1993; Edwards, 1994). The figure aligning approach utilizes the correlation between the person and organization to demonstrate fit (Chatman, 1991).

OCB

“Organizational citizenship behavior represents individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system in the aggregate and promotes the efficient and effective functioning of the organization” (Organ, 1988, p. 4). The core of all definitions of OCB is the concept that these behaviors, though not crucial to one’s position, are crucial to the success of the

organization (Lee & Allen, 2002). These behaviors include helping fellow colleagues, defending the organization, offering ideas to improve the organization, and attending organization functions that are not required (Newman et al., 2017).

These types of interactions promote the social aspects of an organization and ensure the ability of the firm to handle unforeseen issues and assist colleagues in supporting each other (Smith et al., 1983). This theory is best explained by comparing an organization to a city: there is a mayor, or the person highest in charge, and citizens, who can be considered employees of that organization. All of these citizens gain advantage from their city, or organization (Smith et al., 1983). That is why employees can have a perspective whereby they extend their behaviors beyond the normal duties of their position (Organ, 1988). When the organization creates an environment that shows it cares about employees, its people have the motivation to go the extra step. A city is, after all, is only as strong as its citizens; the same is true for an organization and its employees (Organ, 1988). Organizational citizenship behavior has evolved into a core construct in the areas of organizational psychology and management and has received a significant scholarly attention in various studies (Bateman & Organ, 1983; Bergeron, 2007).

OCB was distilled into five dimensions, or social activities (Organ, 1988): conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. *Conscientiousness* is the activity of following organizational rules, working additional hours if needed, and not abusing the time designated for breaks (Podsakoff et al., 1990). *Sportsmanship* is described as the willingness to tolerate and move past disruptions to one's activities without complaint (Organ, 1990). *Civic virtue* is the constructive involvement of an individual in the political mechanisms of an organization that positively contribute to the

success of the organization through freely sharing ideas and opinions (Tambe & Shanker, 2014). *Courtesy* is the use of gestures or social interaction techniques to prevent issues from arising between coworkers (Organ, 1997). *Altruism* refers to an individual in the organization making efforts to assist other members of the organization that may have difficulty with their tasks (Smith et al., 1983). Farh, Zong, and Organ (2004) discussed five extended dimensions to OCB as well: self-training, social welfare participation, saving company resources, keeping the workplace clean, and interpersonal harmony.

As a point of interest to the research and study presented here, OCB may directly decrease in relation to increased performance monitoring (Niehoff & Moorman, 1993). Although performance monitoring is a key component of organizational control systems (Flamholtz, 1979), close monitoring and supervision reduce employee autonomy, self-responsibility, and organizational citizenship behavior tendencies (Niehoff & Moorman, 1993). Top-down control in organizations has been targeted for change by OD and human relations (HR) experts (French, Bell, & Zawacki, 1989).

Empirical Research Review

WA

Empirical studies incorporating WA have provided insight into the interactions between a variety of work outcomes and potential contributors to WA (Singh & Randhawa, 2018). While not all of the following studies adopted the same dimensions of WA as this study, they all defined WA consistently as a disparity between an individual's nature and their work role (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007).

Previous research investigating the relationship between WA and leadership explored how reducing dimensions of WA can provide positive work outcomes (Sarros et

al., 2002). The leadership style adopted in fire departments in the United States was found to have a significant impact on the degree of WA experience by fire fighters (Sarros et al., 2002). Sarros et al. (2002) collected 326 responses that indicated transformational leadership had a statistically significant negative correlation with WA ($r = -0.44, p < 0.05$), and transactional leadership had a statistically significant positive correlation with WA ($r = 0.31, p = < 0.05$). Additionally, organizational structure was found to not have a statistically significant correlation with WA ($r = 0.01, p = > 0.05$). The results from this study indicate that leadership has more of an impact on WA than organizational structure.

Banai and Weisberg (2003) studied WA within Russia as it moved from a free market economy to a state-run society. They collected 725 total samples at two-time intervals, 226 in 1994 and 499 in 1995. SE was found to significantly explain the differences in WA between workers within state and private companies ($p = < 0.05$). This study did not adhere to longitudinal design as the two data collection instances were not identical, so comparative results between the two collections are inconclusive. Results from this study did show that SE was the most significant indicator of WA.

Dimensions of WA were also found to be present in public-sector midwives influencing their work effort and intention to look for another job in the Netherland (Tummers et al., 2015). Meaninglessness (MN) was the only dimension of WA that had a statistically significant impact on policy alienation within the 790 response midwife sample, but the relation was considered weak ($r = 0.09$). WA was found to have a statistically significant influence on midwives' their intent to leave (PW: $\beta = -0.14, p < 0.05$; MN: $\beta = -0.19, p < 0.05$) and work effort (PW: $\beta = -0.12, p < 0.05$; MN: $\beta = -0.27,$

$p < 0.05$). This study indicates WA does have a statistically significant impact on both positive and negative work outcomes.

Employee turnover has a significant monetary impact on an organization (Jo, 2008; Ton & Huckman, 2008) and has been studied as it relates to WA (Du Plooy & Roodt, 2010). In a study conducted by Du Plooy and Roodt (2010), WA was found to be a key predictor of turnover intention. This research was conducted through the use of predictive models tracking burnout, work engagement, and WA as they contribute to turnover intention. A statistically significant ($r = 0.73$; $p < 0.05$) positive relationship between WA and turnover intention was identified from a sample of 2,429 employees in the South African information technology sector.

WA was also found to be a key predictor of turnover intention by Taboli's (2015) study on university employees in Iran. For this study 210 university employees provided data on WA, work engagement, burnout, and turnover intention through questionnaires. WA was found to have a statistically significant ($\beta = -0.23$, $p < 0.05$) relationship with turnover intention and along with burnout and work engagement explained 41% of the variance in turnover intention.

Ozer, Ugurluoglu, Saygili, and Songur (2019) explored the organizational level outcome of organizational health as it relates to WA. In this study 388 physicians and nurses from a public hospital in Turkey responded to the survey. WA was found to explain 21.5% of the variance in organizational health. PW ($\beta = -0.34$, $p < 0.05$), SE ($\beta = -0.18$, $p < 0.05$), and MN ($\beta = -0.09$, $p < 0.05$) all had statistically significant negative correlations with organizational health. In addition, to further inform the present study in regard to the negative correlation of WA with positive work outcomes this study

demonstrated a successful data collection effort utilizing the same items for WA from Mottaz (1981).

OCB

OCB has been studied using both quantitative and qualitative methods. Additionally, research involving OCB has been conducted focusing on organizational level outcomes as well as at the individual level. This variety of research provided unique and contradictory perspectives on the OCB construct and its potential application.

Previous empirical research focused on OCB has reinforced the operationalization of OCB as a single construct as there is limited gain from separate dimensions (Hoffman et al., 2007). Hoffman, Blair, Meriac, and Woehr's (2007) meta-analysis reviewed 3,052 unique studies that focused on OCB including the relationship with job performance. This study identified that OCB used as a single construct and OCB used as two separate constructs (towards the organization and individual) were highly correlated ($r = 0.98$). This further supported LePine, Erez, and Johnson's (2002) single construct approach for OCB provided significant guidance in the development of the conceptual research model for the present study.

In contrast to the meta-analysis by Hoffman et al. (2006) which supported a single OCB construct in quantitative studies, Shaheen, Gupta, and Kumar's (2006) qualitative study found support for multiple dimensions while exploring OCB in teachers within the Indian educational system. In this study, 40 interviews were conducted including 18 parents, eight students, seven teachers, and seven principals to provide data through descriptive questions. Axial and selective coding provided support for three final core OCB categories: towards the individual, towards the organization, and towards the

customers. After analysis of the data that was collected independently by two coders the inter-coder agreement was within the acceptable range at 0.82 (Lombard et al., 2002).

Organizational level outcomes were the focus of previous empirical research involving OCB. Previous empirical studies have noted that positive employee behaviors, summarized as OCB, are influenced by other organizational level behaviors such as employee identification and commitment to the organization (Riketta & Landerer, 2005). In Riketta and Landerer's (2005) study 65 questionnaire responses from a large German health service organization were analyzed. OCB was found to be positively and statistically significantly correlated with attitudinal organizational commitment ($\beta = 0.64$, $p < 0.05$).

In a study focused on individual level outcomes by Callea, Urbini, and Chirumbolo (2016), OCB was examined with organizational identification, qualitative job insecurity, and job performance. This study identified qualitative job insecurity as the independent variable with OCB and job performance being the dependent variables mediated by organizational identification. In this study 201 blue and white collar Italian employees responded to the questionnaire. OCB was found to have a negative non statistically significant correlation to qualitative job insecurity ($r = -0.13$; $p = 0.07$). With organizational identification as a mediator, the relationship between qualitative job insecurity on OCB through organizational identification was significant ($r = -0.22$; $p < 0.05$).

POF

Empirical research focusing on POF has explored its relationship with various work outcomes including in-role performance (Hamstra et al., 2019), and organizational selection (Cable & Judge, 1996). For these studies value congruence was the common method of operationalizing POF and is the manner which this current study will.

In Hamstra et al.'s (2019) study, the relationship between POF and in-role performance was analyzed with supervisor perceived POF acting as a control variable. In this study, POF was found to have a statistically significant ($\beta = 0.32, p = 0.01$) positive correlation with in-role performance when supervisor perceived POF was high. When supervisor perceived POF was low there was no significant correlation found between employee POF and in-role performance ($\beta = -0.07, p = 0.47$).

Assessing value congruence during the interview process for hiring has been proposed to be a critical function of recruitment (Chatman, 1991). Cable and Judge (1996) studied the responses of interviewers on their perceived POF of potential new hires and found significant impacts to hiring recommendations. The level of perceived POF was found to be a good predictor for hiring recommendations even after controlling for demographics and attractiveness. Data was collected at three times: 1) In 1994, 320 surveys were completed immediately following the interviews, 2) Immediately following the interview processes 96 responses were collected, and 3) Six months after the second data collection 68 survey responses were received. Understanding the fit factors within the hiring process is important to organizations as many satisfied employees are actively looking for new jobs for reasons other than turnover intent (Trusty et al., 2019).

WA and OCB

Du Plooy and Roodt (2010) used a secondary data source, investigating the predictive nature of WA and OCB on turnover intention in South Africa. This study collected 2,429 responses. This study found evidence of OCB having a negative correlation with turnover intention ($r = -0.11$) while WA had a positive correlation with turnover intention ($r = 0.73$). Studying this relationship between OCB and WA also led to furthering the body of knowledge on work engagement in relation to both constructs. Through this empirical study support was provided for the conservation of resources (Hobfoll, 2001), describing the increasing positive impact on work outcomes in groups with high levels of both OCB and work engagement.

Rauf (2015) examined the impact of WA as a mediator to the relationship between distributive injustice, procedural injustice, OCB towards the organization, and OCB towards individuals in eastern Sri Lanka. This study utilized multiple linear regressions to test the mediating role of WA. This study had 224 usable questionnaires that were returned with 59% of the respondents being female, 56% between the ages of 31 and 44 years, and 99% were married. A statistically significant positive correlation was found between distributive injustice and WA ($r = 0.68, p < 0.01$). WA was found to mediate the relationships between distributive injustice and OCB towards the organization and procedural injustice and OCB towards the individual. OCB towards the organization was found to have a negative correlation with distributive injustice ($r = -0.49, p < 0.01$), while OCB towards the individual had a negative correlation with procedural injustice ($r = -0.45, p < 0.01$). Additionally, WA and OCB towards the organization were found to have a statistically significant negative correlation ($r = -0.52$,

$p < 0.01$). A major finding from Rauf (2015) was that both distributive and procedural injustice appear to be sources of WA.

POF and OCB

Similar to WA and OCB being studied in the same empirical studies, POF and OCB have been empirically studied by multiple researchers through the past decades. The POF and OCB relationship is the focus of this study's H1 making previous studies regarding these constructs' relationship potentially critical to the understanding of this study's results.

The relationship between POF and OCB was investigated by Astuti and Sulisty (2017) and found a positive relationship between POF and OCB supporting one of the core hypotheses of the research. The presence of self-worth, similar objectives & personality, and suitability with the values of an organization can improve OCB (Astuti & Sulisty, 2017). In a study focusing on social security workers, the relationship between POF and OCB was examined with social detachment, anomie feelings, as a mediator (Zoghbi-Manrique-de-Lara, 2008). This study utilized structural equation modeling to examine data that resulted in supporting the hypothesis of anomie feelings mediating the POF and OCB relationship. OCB was also found to have a level of correlation with POF (Dutton, Dukerich, & Harquail, 1994). Providing indication of increased willingness to contribute past an individual's basic job duties can be influenced through ensuring higher levels of congruence are sought after during hiring (Cable & DeRue, 2002).

Higher education institutions have been a focus of research on POF and its interactions with organizational outcomes such as organizational commitment (Lawrence

& Lawrence, 2009) and OCB (Jin, McDonald, & Park, 2018). In Lawrence and Lawrence's (2009) quantitative study conducted in two universities in Australia, POF was found to have a high correlation with organizational commitment in business major students. The value congruence analyzed was consistent with Schwartz and Bardi's (2001) large scale pan-cultural values hierarchy study examining humanity, vision, and conservatism among 56 countries. POF was also reported to be positively associated with public service motivation, and OCB in service with faculty in a United States higher education institution (Jin et al., 2018).

A study conducted in Pakistan explored the relationship between POF, OCB, deviant behavior, person job fit, workplace behavior, and empowerment (Jawad et al., 2013). The relationship between POF and OCB was examined in this study with empowerment as the moderator. While a positive correlation between POF and OCB was reported, empowerment was not found to serve as a moderator in the POF and OCB relationship.

WA, OCB, and POF

All three constructs included in the present study were part of a previous study conducted in a high school teacher setting in the Canary Islands (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007). OCB was divided into three dimensions in this study focusing on organizational citizenship behavior toward the organization, colleagues, and students. That study examined WA as a mediator to the relationship between POF and OCB. In this study 96 responses were collected from teachers and staff in a high school academic institution. POF was found to have a statistically significant positive relationship with OCB towards the organization ($r = 0.25, p < 0.05$) and colleagues ($r =$

0.26, $p < 0.01$). WA was found to mediate the POF – OCB relationship (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007). A key finding from this study is that the perception of POF can affect the level of WA an individual feels therefore impacting the degree to which OCBs are exhibited.

Research Gap, Hypotheses Derivation, and Research Model

Research Gap

Essentially, the present study duplicates the Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) study within the context of higher education in the US. Institutions of higher education feel the pressure of the economy, society, and students to be accountable for their costs, and must ensure that they are getting the highest level of performance from their staff and faculty. Sackett and Lievens (2008) suggested that OCB, task performance, and counterproductive work behavior represent the three core domains of performance. This has been supported by other studies that have reached similar conclusions (Dalal et al., 2009; Rotundo & Sackett, 2002; Viswesvaran & Ones, 2000).

Previous research by Singh and Randhawa (2018) identified potential predictors of WA in addition to potential outcomes. This study explored the overall concept of WA through a literature review of previous research and identified areas of future research. Singh and Randhawa (2018) called for more empirical research in the education field including the use of WA as a mediator to known relationships. Although Suarez-Mendoza and Zoghbi-Manrique-de-Lara's study (2007) touched on K-12 education setting, the same relationships have not been examined in the higher educational arena, especially in the US. The present study is a response to Singh and Randhawa's (2018)

call for research and extend and replicate Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) study in higher education institutions.

Hypothesis

Based on the literature review, this study proposes that the previously observed positive correlation between POF and OCB (Jawad et al., 2013; Jin et al., 2018; Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007) is likely to be present in institutions of higher education. Similarly, this study proposes that the previously observed mediating impact of WA on POF and OCB in a K-12 institution of learning in the Canary Islands (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007) is also likely to be present in higher education institutions in the United States. This relationship between POF and OCB, and the mediating factors of powerlessness, meaninglessness, and self-estrangement as constructs of WA is presented in Figure 2.

Formally,

H1: POF is positively correlated with OCB in higher education institutions.

H2a: PW mediates the relationship between POF and OCB in higher education.

H2b: MN mediates the relationship between POF and OCB in higher education.

H2c: SE mediates the relationship between POF and OCB in higher education.

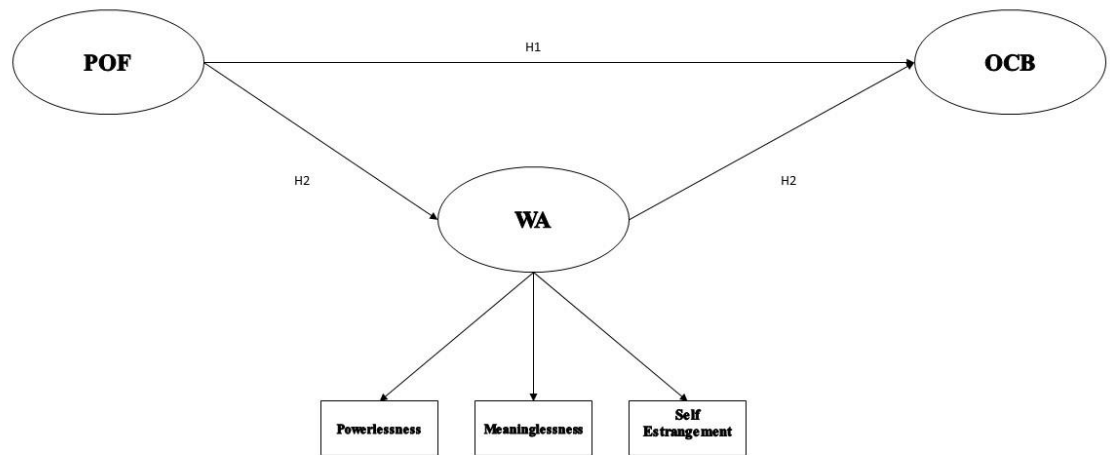


Figure 2. Proposed Research Model

Figure 2 shows the relationship between POF and OCB and the mediating dimensions of WA in powerlessness, meaninglessness, and self-estrangement. It also shows the associated hypotheses to be tested in this study.

Chapter Three

Method

This chapter reports the method of this study. Descriptions of the research purpose, design, population, sample, measures, survey design, controls, data collection, sample size, and limitations are provided. The analytical approach is also presented.

Research Purpose and Hypotheses

The purpose of this study was to examine the mediating effect of WA on the relationship between value congruence (POF) and the degree of voluntary discretionary effort (OCB) in higher education institutions.

H1: POF is positively correlated with OCB in higher education institutions.

H2a: PW mediates the relationship between POF and OCB in higher education.

H2b: MN mediates the relationship between POF and OCB in higher education.

H2c: SE mediates the relationship between POF and OCB in higher education.

Research Design

A quantitative cross-sectional survey design was used in this study to test the hypotheses. Statistical analysis was used to determine whether correlations was present between the independent, mediating, and dependent variables (Singleton & Straits, 2010). For a cross-sectional research design, simultaneous data collection for all constructs was required (Bryman & Bell, 2015). To gather the data needed for this study Qualtrics®, an online survey hosting site, was used (Brandon et al., 2013). IRB approval to conduct this study was obtained (see Appendix C) and a sample of the recruitment letter is provided in Appendix E.

Population and Sample

The population for this study consisted of male and female higher education professionals with varied educational attainment, work roles, and management levels. Employees of private, public, and junior college institutions of higher education constituted the sampling pool for this study. This study targeted both academic and non-academic staff (Jacobs et al., 2007). No restrictions on ethnicity, sex, race, or other demographics were placed on the participants of this study. The minimum age of any participants in this study was 18 per the Institutional Review Board requirement.

Survey was distributed to pre-identified key individuals in human resources, executive administration, and academic leaders' positions at selected institutions. Invitation emails were sent out with a Qualtrics® survey link. The institutions selected for this study included The University of Texas at Tyler, Tyler Junior College, Indiana University South Bend, and University of Notre Dame. As one of the measures taken to assure anonymity, no data was collected on the number of respondents from each institution. These institutions were selected based on convenient sampling through professional connections. All participation in this study was voluntary and no monetary incentives were provided.

Measures

Three sets of measures were used to test the hypotheses in this study. POF and the dimensions of WA items were measured using a 7-point Likert scale (ranging from 1 = *strongly disagree* to 7 = *strongly agree*). For OCB measure, a 7-point Likert scale (ranging from 1 = *never* to 7 = *constantly*) was adopted. Several items were negatively worded and reverse coded.

WA

The measure of WA is comprised of three dimensions: powerlessness, meaninglessness, and self-estrangement. These three dimensions were used for WA to replicate the WA dimensions used in Suarez-Mendoza and Zoghbi-Manrique-de-Lara's (2007) study. Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) selected these three dimensions out of the five original dimensions proposed by Seeman (1959) as Suarez-Mendoza and Zoghbi-Manrique-de-Lara's study stressed WA as the discrepancy between the individual's perception of task conditions. The remaining two dimensions, normalness and isolation, do not focus on emotional expression (Sarros et al., 2002) and as such were left out of Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007). This current study seeks to build on the validity of measure of powerlessness, meaningless, and self-estrangement, found in Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007), to further test that validity/and reliability within another educational context.

Mottaz's (1981) 21-item scaled (see Appendix A) to assess WA (as cited in Suarez-Mendoza and Zoghbi-Manrique-de-Lara, 2007, p. 64) was used to explore the dimensions of WA. Permission to use these items was obtained (see Appendix B) in the present study. Examples of surveying the powerlessness dimension included "I have a good deal of freedom in the performance of my daily task" and "I have the opportunity to exercise my own judgment on the job". Sample items for surveying meaninglessness dimension included "My work is a significant contribution to the successful operation of the school" and "Sometimes I am not sure I completely understand the purpose of what I'm doing" (reverse coding). The dimension of self-estrangement included "I do not feel

a sense of accomplishment in the type of work I do” and “My salary is the most rewarding aspect of my job.”

POF

This study assessed the POF of higher education employees. In perceived, or direct organizational fit, the respondents were asked to rate their personal values compared to those of their institution of employment. Cable and Judge’s (1996) three item POF scale (as cited in Suarez-Mendoza and Zoghbi-Manrique-de-Lara, 2007, p. 64) was used for data collection (see Appendix A). Permission to use this scaled was obtained for the inclusion of this instrument in the present study (see Appendix B).

- 1) “My values match those current in school.”
- 2) “The values and “personality” of this school reflect my own values and personality.”
- 3) “I feel my values “match” or fit this school and the current colleagues in this school.”

OCB

Data on OCB was collected using Lee and Allen’s (2002) eight items on OCB (see Appendix A) towards the organization (as cited in Suarez-Mendoza and Zoghbi-Manrique-de-Lara, 2007, p. 64). Permission was obtained for the inclusion of this instrument (see Appendix B) in the present study.

- 1) “Offer ideas to improve the functioning of the school.”
- 2) “Express loyalty toward the school.”
- 3) “Take action to protect the school from potential problems.”
- 4) “Keep up with developments in the school.”

Survey Design

To improve the reliability and validity of the data collection, the first question in the Qualtrics® survey was a bot check (see Appendix D). This question eliminates the

potential for “bots,” short for robots, from completing this questionnaire (Rouse, 2015). Bots are used by individuals to automate the survey taking process, which could potentially invalidate the data collected. An electronic consent form was the next item in the survey to inform the individuals of the efforts being made to ensure anonymity. The participants were asked to answer every question and were informed that there were no right or wrong answers (Chambers et al., 2016). If the respondent did not consent by selecting “agree” on this question, the individual was not allowed to continue to take the survey. A branch logic function within Qualtrics® was utilized to ensure that consent was obtained.

Information was provided to the respondent in regard to the benefits of completing this survey, the estimated time to complete the survey, and the requirement that the participant be at least 18 years of age (Fan & Yan, 2010). To ensure the respondents’ attentiveness, an instructional manipulation check was inserted into the survey between two of the constructs (Oppenheimer et al., 2009). When utilizing a survey for data collection there is the possibility for non-response. This possibility was mitigated within Qualtrics® by the addition of the forced response feature for all questions (Fan & Yan, 2010). No progress bar was used for this survey as there is no statistically significant impact to completion rate for the survey (Villar et al., 2013).

Controls

Multiple forms of controls were implemented in this study to ensure the validity and reliability of the research data: Control variables (Zhao et al., 2010), reverse coding (Fan & Yan, 2010), and efforts to minimize common method variance (Doty & Glick, 1998).

Control Variables

This study used multiple control variables and statistically identified variance associated with the specific control variables to reduce the risk of Type II errors (Carlson & Wu, 2012). Participant demographic information, such as gender, role, and age were collected in the survey process. A role within the higher education institution was defined as academic faculty or administrative staff for the purposes of this study for clarity. This definition of role was adapted from previous research that found statistical relationships between academic staff and administrative staff (Ablanedo-Rosa et al., 2011). The demographic questions were placed at the end of the survey to prevent any negative effects that could potentially influence responses. This position also increased the likelihood that this information was provided (Frick et al., 1999). The generational cohort breakdown for age was Generation Z, born after 1995, followed by Generation Y, born between 1981 - 1995, Generation X, born between 1965 - 1980, Baby Boomers, born between 1946 - 1964, and finally Builders, born between 1920 - 1945.

The control variables used in this study were selected due to previous research supporting potential impacts of these variables on WA, OCB, or POF. Cable and Judge's (1996) results suggested that the gender of an individual may impact the perceived POF due to stereotyping. Previous research in WA found statistically significant differences between different age groups and their levels of WA (Retro & Pizam, 2008). A difference in the impact a faculty or staff member has on the performance of higher education institutions to serve students is supported (Schreiner et al., 2011).

Reverse Coding

Negatively worded questions were used as an added measure to ensure that the respondent read the questions (Fan & Yan, 2010). Reverse coded items have a higher correlation rate than non-reverse coded items, and the position of these items has been shown to have no effect on correlation (Podsakoff, MacKenzie, & Podsakoff, 2012).

Common Method Variance

When instruments and techniques are used to gather data from the same source, there is a risk of introducing a systematic variance into the measure. This effect, known as *common methods variance*, is one of the core detractors from construct validity in social and organizational research (Doty & Glick, 1998). A number of procedural controls were put in place to minimize the potential for common method variance. These controls included: questions were intentionally order on the survey; participants were unable to go back and change their answers; and the requirement for each question to be answered was removed. These controls reduced the potential for inflation or deflation of the empirical estimates of the true relationship between variables (Campbell & O'Connell, 1982).

Data Collection

Prior to data collection, an approved IRB application was obtained from The University of Texas at Tyler. Then, the emails to the contacts at the selected institutions of higher education containing the Qualtrics® link to the survey were distributed. Qualtrics® enabled the researcher to create the survey, review the data instantaneously, and readily export the results for additional analysis.

Data collection in this research was completed through the survey method. “The survey method is the technique of gathering data by asking questions to people who are

thought to have desired information” (McDaniel & Gates, 2005, p.151). Completion of the survey took from three to seven minutes. No compensation was offered for completing this survey. Lack of compensation has been reported to have no adverse effect on the quality of the data collected through surveys (Buhrmester et al., 2011).

Sample Size

This research utilized a survey containing 32-items; the minimum sample size for a survey of this size is $n = 320$ responses. This sample size was determined by applying a common measure for determining sample size requirements of at least 10 responses per item (Henson & Roberts, 2006).

Data Verification and Processes

Data Cleaning

The data was first examined for completeness after the conclusion of the data collection process. All incomplete responses were removed. Responses that did not provide consent were eliminated. Surveys that did not pass the BOT or IMC checks were removed (Oppenheimer et al., 2009). In addition, if any respondent took longer than 60 minutes to complete the survey the data was removed. Straight line responses were also removed. All negatively worded items were reverse coded.

Analysis

Structural equation modeling (SEM) was conducted utilizing the programs IBM® SPSS® Statistics v25.0.0. and Amos® Graphics v25.0.0. The data collected from the survey was fit into a measurement model before testing the theoretical and alternative models. In this assessment all constructs were allowed to correlate to produce a factor correlated model. These measurement models were evaluated by Chi-square, degrees of

freedom, RMSEA (root measure square approximation), SRMR (standardized root mean square), CFI (comparative fit index), AIC (Akaike information criterion), and BIC (Bayesian information criterion). Using the Harman's single factor test, a preliminary evaluation of common method variance (Podsakoff et al., 2003), was conducted.

Limitations

Although a concerted effort was made to ensure the accuracy of the data collected for this study, there are still potential limitations. The cross-sectional research design, self-reported data, and the researcher's personal and professional connection to each institution were anticipated to pose limitations to this study.

Self-reported online data adds risk of multiple submissions by the same individual via different devices or IP addresses. There was no practical way to avoid such risk. Additionally, self-reported data adds the potential for method bias as participants respond to independent, mediating, and dependent items that may artificially inflate the covariance between the variables and reduce the validity of data (Podsakoff et al., 2003). In addition to implementing procedural controls in this research, the Harman's single factor test was used to check for common method bias.

Chapter Four

Results

This chapter reports the results of the study. A comprehensive report of all data collected, including demographic data is included. The overall analytical results from hypothesis testing with structural equational modeling (SEM) is discussed.

Data Analysis

The purpose of this study was to empirically analyze the mediating effect of WA on the relationship between POF and OCB in higher education institutions. This analysis was specifically investigating whether or not a statistically significant relationship existed between the three dimensions of WA, POF, and OCB. Study participants were recruited from Indiana University South Bend, University of Notre Dame, Tyler Junior College, and University of Texas at Tyler through their human resource or research administration departments. Statistical concerns were addressed by performing a Harmon's single-factor test to determine if a single factor was responsible for the covariance in the items.

Demographic data was analyzed after data cleaning (see Table 1). The gender breakdown from across the valid responses was 40.3% male and 59.7% female. The generational composition of the respondents was 0.3% Builder, 23.7% Baby Boomer, 36.6% Generation X, 32.9% Generation Y, and 6.5% Generation Z. The employment status of the respondents was 36.9% Academic Faculty and 63.1% Administrative Staff.

Table 1*Control Variables (n=325)*

Control Variable	n	%
Role		
Academic Faculty	120.0	36.9
Administrative Staff	205.0	63.1
Generation		
Builder	1.0	0.3
Baby Boomer	77.0	23.7
Generation X	119.0	36.6
Generation Y	107.0	32.9
Generation Z	21	6.5
Gender		
Male	131	40.3
Female	194	59.7

*Note. n = Sample size***Data Verification: Factor Analysis**

Confirmatory factor analysis (CFA) was conducted to examine the validity and reliability of the measurement constructs in the tested model. CFA tested the theoretical measurement model to ensure measurement error was accounted for during the examination of validity and reliability. IBM® SPSS® Amos® Graphics v25.0.0 analyzed all the items used in the measurement model to determine the loadings of the latent constructs (Hair et al., 2010). Items within this dataset are identified as powerlessness (PW), meaninglessness (MN), self-estrangement (SE), person-organization fit (POF), and organizational citizenship behavior (OCB) followed by the item number.

To determine if each model met the global goodness of fit, or normal distribution, the following criteria were used: (a) root measure square error approximation (RMSEA) \leq .07; (b) comparative fit index (CFI) \geq .92; and (c) standardized root mean square (SRMR) \leq .08 (Hair et al., 2010). In addition, Akaike information criteria (AIC), and Bayesian information criteria (BIC) were utilized in reviewing the fit of the constructs. Harmon's single-factor test was used to determine if a single factor was responsible for the covariance among the various items. The single factor test resulted in less than 50% of the total variance being explained by one factor (39%). This information is illustrated in Table 2.

Table 2

Implied Correlations, Average Variance Extracted, and Composite Reliability (n = 325)

Construct	CR	AVE	MN	OCB	SE	PW	POF
MN	0.90	0.56	0.75				
OCB	0.86	0.61	0.58	0.78			
SE	0.92	0.75	0.70	0.61	0.87		
PW	0.89	0.67	0.62	0.43	0.69	0.82	
POF	0.92	0.78	0.51	0.67	0.59	0.44	0.88

Note. n = Sample size. AVE = average variance extracted. CR = composite reliability. POF = person organization fit. PW = powerlessness. MN = meaninglessness. SE = self-estrangement. OCB = organizational citizenship behavior. Square root of the AVE along the diagonal.

Each individual item was confirmed to load in the identified construct by utilizing the data collected in a measurement model prior to testing the conceptual model. This allowed for the determination of good local fit for each item (Schumacker & Lomax, 2004). Factor loadings with a minimum of .5 was acceptable (Bagozzi & Yi, 1988), but above .7 was preferred (Kline, 2016). The analysis utilized square root of average

variance extracted (AVE) to assess discriminate validity for each individual factor.

According to Bagozzi and Yi (1988), to demonstrate discriminant validity the square root AVE must be greater than the individual correlations of each factor.

Three models were tested (see Model 4) to assess the measurement model. Model 1 was fully saturated, with no items removed. This model was rejected as there were factor loadings less than .5 and CFI was below .92 (.88). Two factors were removed as they had loadings below .5. Model 2 removed items PW6 and SE2 as they had loadings below .5. This model was also rejected as it also had a CFI below .92 (.89). Model 3 removed all items with factor loadings below the preferred .7 loading. These items included: PW4, PW5, PW6, SE1, SE2, SE4, OCB1, OCB4, OCB6, and OCB8. After removing these items, the model was found to have good fit with a CFI of .925 and a SRMR of .049. The RMSEA of model 3 was just above .07 threshold (.077). This data is presented in Table 3.

Table 3*Pattern and Structure Coefficients for the Five Factor Correlated Model with Loadings <.7 Removed (n=325)*

Construct	POF		PW		MN		SE		OCB	
	P	S	P	S	P	S	P	S	P	S
POF1	0.87	0.87		0.39		0.44		0.51		0.58
POF2	0.92	0.92		0.41		0.47		0.54		0.61
POF3	0.86	0.86		0.38		0.44		0.51		0.57
PW1		-0.38	0.86	0.86		0.54		0.59		-0.37
PW2		-0.38	0.86	0.86		0.54		0.59		-0.37
PW3		-0.35	0.79	0.79		0.49		0.54		-0.34
PW7		-0.33	0.74	0.74		0.46		0.51		-0.32
MN1		-0.37		0.46	0.73	0.73		0.51		-0.42
MN2		-0.36		0.45	0.72	0.72		0.50		-0.41
MN3		-0.40		0.49	0.79	0.79		0.55		-0.46
MN4		-0.38		0.47	0.76	0.76		0.53		-0.44
MN5		-0.36		0.44	0.71	0.71		0.50		-0.41
MN6		-0.39		0.48	0.77	0.77		0.54		-0.44
MN7		-0.38		0.47	0.75	0.75		0.53		-0.44
SE3		-0.51		0.60		0.61	0.87	0.87		-0.53
SE5		-0.50		0.58		0.59	0.85	0.85		-0.52
SE6		-0.49		0.57		0.58	0.83	0.83		-0.50
SE7		-0.54		0.63		0.64	0.91	0.91		-0.55
OCB2		0.49		0.31		0.42		0.45	0.73	0.73
OCB3		0.55		0.35		0.48		0.51	0.83	0.83
OCB5		0.57		0.36		0.49		0.52	0.85	0.85
OCB7		0.47		0.30		0.40		0.43	0.70	0.70

Note. *n* = Sample size. Pattern and structure coefficients for the five-factor correlated model consisting of reflective factors only. P = pattern., S = structure. POF = person organization fit. PW = powerlessness. MN = meaninglessness. SE = self-estrangement. OCB = organizational citizenship behavior

To determine model fit, rules of thumb were utilized as strictly applying recommended minimum values can lead to an increase in Type 1 errors (Marsh et al., 2004). Results of the measurement model indicate that we have an acceptable level of fit ($\chi^2 = 580.54$; $df = 199$; CFI = .925; RMSEA = .08, SRMR = .049; AIC = 688.54; and BIC = 892.87). This is presented in Table 4.

Table 4

Delta Chi-square, Delta Degrees of Freedom, and Significance Comparison of Measurement Models (n = 325)

Model	χ^2	Df	$\Delta\chi^2$	Δdf	p	Comparison
1	1220.52	454	87.00	59	<.001	M1/M2
2	1133.52	395	146.44	196	<.001	M2/M3
3	580.54	199	639.98	255	<.001	M3/M1

Note. n = Sample size. χ^2 = Chi-square. df = Degrees of freedom. p = p -value.

Descriptive Statistics

Tables 5 through 9 contain the descriptive statistics for the POF, PW, MN, SE, and OCB constructs. These descriptive statistics were reported for the sample collected ($n = 325$).

Table 5*Descriptive Statistics of POF (n = 325)*

Statistic	POF1	POF2	POF3
\bar{x}	5.31	5.16	5.33
SE	0.07	0.08	0.08
SD	1.31	1.42	1.46
Variance	1.72	2.01	2.14

Note. n = Sample size. \bar{x} = mean. SE = standard error. SD = standard deviation. POF = person organization fit.

The responses for POF items indicate means of 5.31 (POF1), 5.16 (POF2), and 5.33 (POF3). This mean is of the responses for the 7-Point Likert Scale used. The standard deviations, variance, and means reported indicate a low level of response variation (see Table 5).

Table 6*Descriptive Statistics of PW (n = 325)*

Statistic	PW1	PW2	PW3	PW4	PW5	PW6	PW7
\bar{x}	2.35	2.37	2.36	3.25	2.87	3.77	2.74
SE	0.07	0.07	0.08	0.10	0.09	0.10	0.08
SD	1.22	1.33	1.34	1.72	1.60	1.72	1.36
Variance	1.50	1.78	1.80	2.95	2.55	2.96	1.85

Note. n = Sample size. \bar{x} = mean. SE = standard error. SD = standard deviation. PW = powerlessness.

The responses for the PW items indicate means of 2.35 (PW1), 2.37 (PW2), 2.36 (PW3), 3.25 (PW4), 2.87 (PW5), 3.77 (PW6) and 2.74 (PW7). It is important to note that PW is a negatively impacting dimension of WA which is why the answers are towards

the lower end of the 7-Point Likert Scale. The standard deviations, variance, and means reported indicate a low level of response variation (see Table 6). Additionally, this dimension contained negatively worded items that had to be recoded.

Table 7

Descriptive Statistics of MN (n = 325)

Statistic	MN1	MN2	MN3	MN4	MN5	MN6	MN7
\bar{x}	2.19	2.38	2.27	2.27	2.52	2.19	2.18
SE	0.07	0.07	0.07	0.08	0.09	0.07	0.07
SD	1.16	1.33	1.20	1.40	1.58	1.17	1.17
Variance	1.35	1.77	1.44	1.95	2.50	1.38	1.37

Note. n = Sample size. \bar{x} = mean. SE = standard error. SD = standard deviation. MN = meaninglessness.

The responses for the MN items indicate means of 2.19 (MN1), 2.38 (MN2), 2.27 (MN3), 2.27 (MN4), 2.52 (MN5), 2.19 (MN6) and 2.18 (MN7). It is important to note that MN is another negatively impacting dimension of WA. The standard deviations, variance, and means reported indicate a low level of response variation (see Table 7). Additionally, this dimension contained multiple negatively worded items that required recoding.

The SE items indicate means of 2.16 (SE1), 2.83 (SE2), 2.46 (SE3), 2.59 (SE4), 2.62 (SE5), 2.63 (SE6) and 2.62 (SE7). Some SE items were negatively worded and the dimension itself is a negative dimension. The standard deviations, variance, and means reported indicate a low level of response variation (see Table 8).

The responses for the OCB items indicate means of 5.56 (OCB1), 4.97 (OCB2), 5.48 (OCB3), 5.12 (OCB4), 5.43 (OCB5), 5.50 (OCB6), 5.34 (OCB7) and 4.80 (OCB8). The standard deviations, variance, and means reported indicate a low level of response

variation (Table 9). Additionally, this construct contained multiple negatively worded items that required recoding.

Table 8

Descriptive Statistics of SE (n = 325)

Statistic	SE1	SE2	SE3	SE4	SE5	SE6	SE7
\bar{x}	2.16	2.83	2.46	2.59	2.62	2.63	2.62
SE	0.08	0.08	0.08	0.09	0.08	0.08	0.08
SD	1.38	1.44	1.36	1.61	1.41	1.51	1.46
Variance	1.89	2.07	1.85	2.60	1.99	2.28	2.14

Note. n = Sample size. \bar{x} = mean. SE = standard error. SD = standard deviation. SE = self-estrangement.

Table 9

Descriptive Statistics of OCB (n = 325)

Statistic	OCB1	OCB2	OCB3	OCB4	OCB5	OCB6	OCB7	OCB8
\bar{x}	5.56	4.97	5.48	5.12	5.43	5.50	5.34	4.80
SE	0.07	0.08	0.08	0.08	0.08	0.08	0.08	0.09
SD	1.22	1.49	1.42	1.43	1.45	1.36	1.47	1.68
Variance	1.48	2.22	2.01	2.05	2.10	1.84	2.16	2.81

Note. n = Sample size. \bar{x} = mean. SE = standard error. SD = standard deviation. OCB = organizational citizenship behavior.

Validity and Reliability

The standardized regression weights indicated an acceptable measurement model using the five-factor correlated with loadings of $<.7$ removed model (see Figure 3). Table 10 includes the average variance extracted (AVE) and implied correlations for each factor. All factors have an AVE $> .50$ (Fornell & Larcker, 1981) supporting discriminant

validity. Additionally, the AVE for OCB, SE, and POF is greater than any factor correlation therefore supporting validity. PW and MN both had smaller AVE than factor correlations which did not support validity (Zait & Berteau, 2011).

To assess common method variance, Harman's single-factor test was used initially (Podsakoff et al., 2003). Harman's single factor test resulted in less than 50% of the total variance being explained by one factor (39%). To further confirm whether or not common method bias exists within this study, a common latent factor method was used. The constrained and unconstrained common latent factor models were created and analyzed. (See Figure 4 for unconstrained model). The constrained unstandardized parameter estimate for the common latent factor model was .82. These results show that common method bias was present.

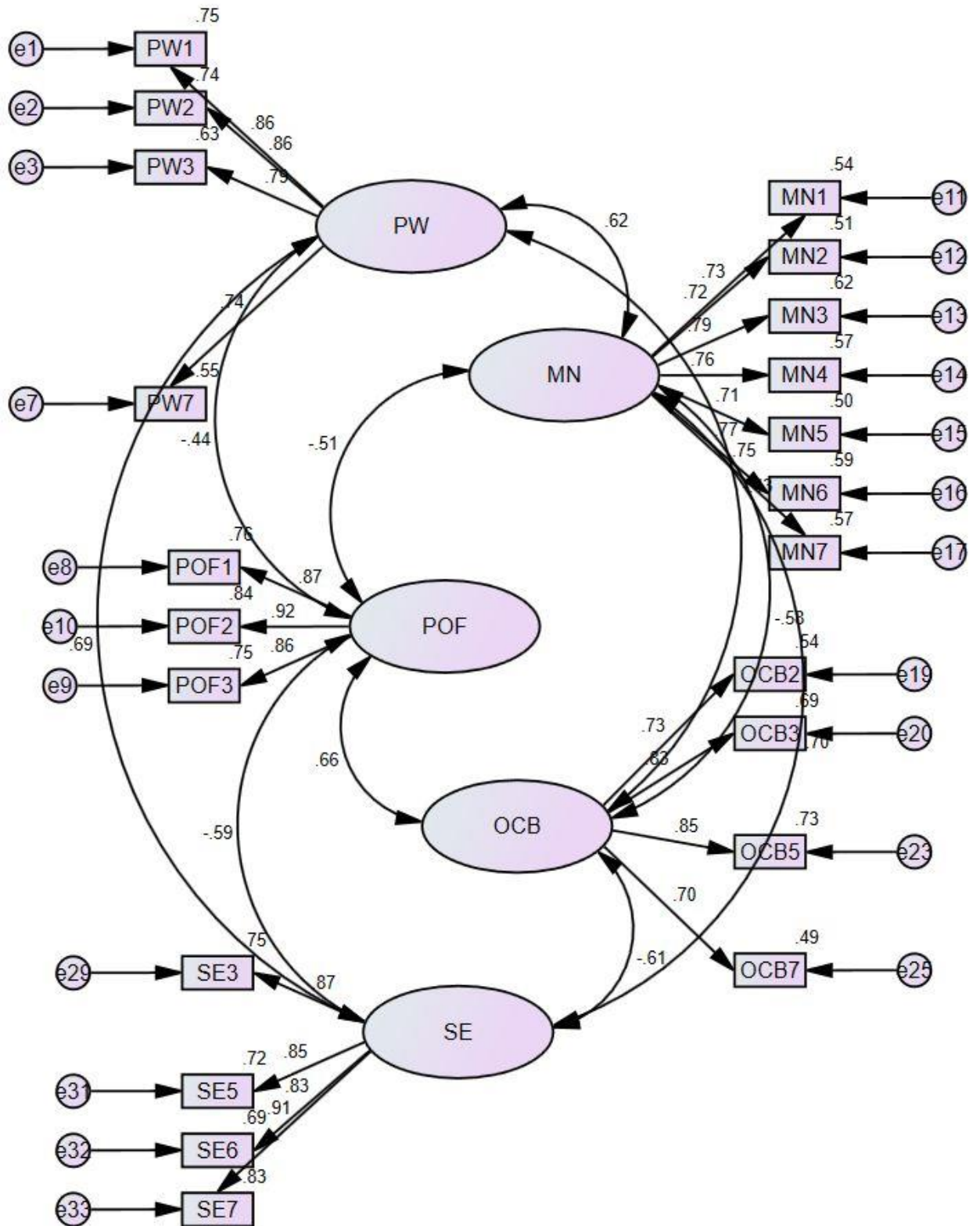


Figure 3. Five-Factor Correlated Model with Loadings of <.7 Removed

Table 10*Five-Factor Correlated With Loadings of < .7 Removed Model Fit Measures (n = 325)*

Measure	Estimate	Threshold	Interpretation
CMIN	580.54		
DF	199		
CMIN/DF	2.92	Between 1 and 3	Good
CFI	0.93	>0.95	Acceptable
SRMR	0.05	<0.08	Good
RMSEA	0.77	<0.06	Acceptable

Note. n = Sample size.

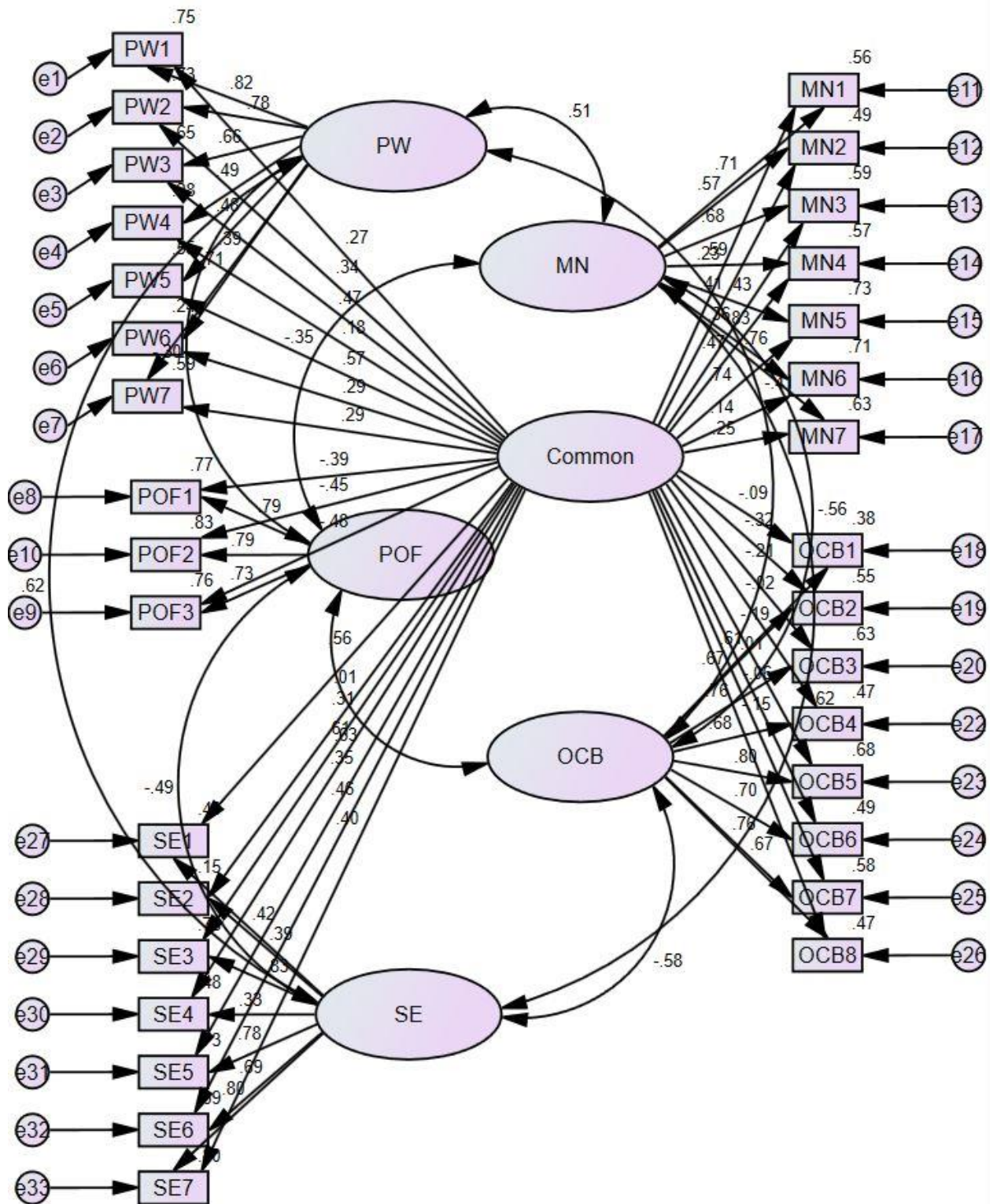


Figure 4. Common Latent Factor Model with Unconstrained Unstandardized Estimates

For all four models, measures to validate goodness of fit were reported. These measures included χ^2 , df , RMSEA, SRMR, CFI, AIC, and BIC. The results for the five-factor correlated model, five-factor correlated model with <.5 loadings removed model, five-factor correlated model with <.7 loadings removed model, and the Common Latent Factor model are reported in Table 11.

Table 11

Fit Indices for Measurement Models (n = 325)

	Model	χ^2	df	RMSEA (90% CI)	SRMR	CFI	AIC	BIC
1	5-factor correlated	1220.52	454	0.07 (0.07, 0.08)	0.12	0.89	1368.52	1648.52
2	5-factor correlated <.5 removed	1133.52	395	0.08 (0.07,0.08)	0.06	0.89	1273.517	1538.39
3	5-factor correlated <.7 removed	580.54	199	0.08 (0.07, 0.08)	0.05	0.93	688.54	892.87
4	Common Latent Factor	1241.40	453	0.07 (0.07, 0.08)	0.78	0.88	1991.40	1675.18

Note. n = Sample size. SRC = standardized residual covariances.

Path Analysis

After selecting a measurement model based on goodness of fit, a structural model was created. Results for structural Model 1 (see Figure 5), the saturated model, showed a poor fit with $\chi^2 = 780.41$, $df = 202$, CFI = .89, RMSEA = .09, SRMR = .13. The pattern and structure coefficients for each structural Model 1 is reported in Table 12. Model

trimming was used to isolate the most parsimonious model based on goodness of fit (Kline, 2016).

The conceptual model and three alternate models were examined to identify the best fitting structural model. These four models are documented in Table 13. Model 1 is the fully saturated model based on the conceptual model including all constructs and paths. Model 2 is the fully mediated model that removed the direct path from POF to OCB. Model 3 removed PW as a mediator and the direct path from POF to OCB. PW was removed in this model as it did not have a statistically significant relationship with OCB ($p = .29$). Model 4 (the best fitting model) removed both PW and MN as mediators and kept the direct path from POF to OCB. Model 4 was the only model that met fit criteria. Table 14 shows the significance of the four structural models. Table 15 shows how these models fit and the interpretation of fit.

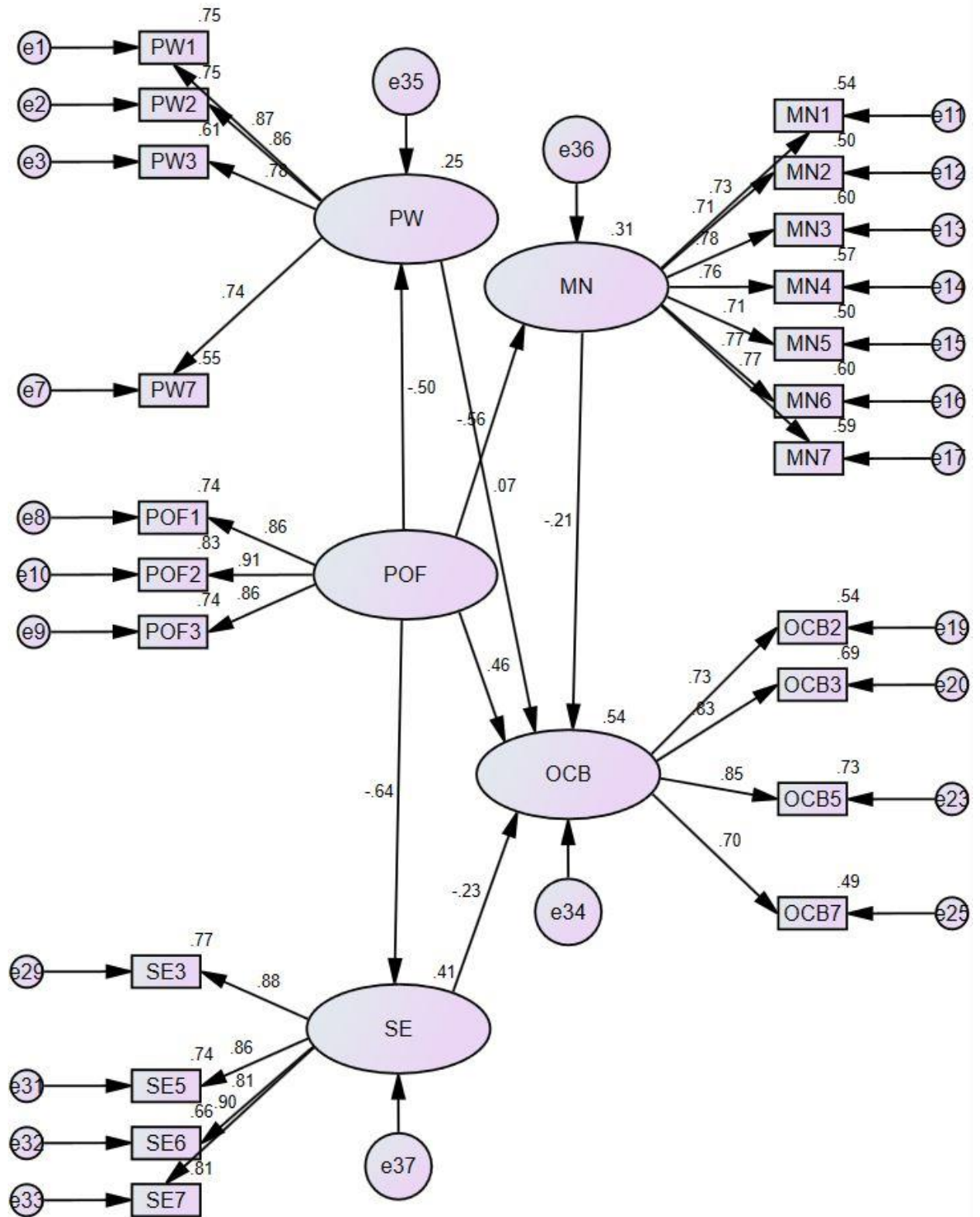


Figure 5. Structural Model 1

Table 12*Pattern and Structure Coefficients for the Structural Model 1 (n=325)*

Construct	POF		PW		MN		SE		OCB	
	P	S	P	S	P	S	P	S	P	S
POF1	0.86	0.86		-0.43		-0.48		-0.55		0.59
POF2	0.91	0.91		-0.46		-0.51		-0.58		0.62
POF3	0.86	0.86		-0.43		-0.48		-0.55		0.59
PW1		-0.44	0.87	0.87		0.24		0.28		-0.26
PW2		-0.44	0.86	0.87		0.24		0.28		-0.26
PW3		-0.40	0.78	0.78		0.22		0.25		-0.23
PW7		-0.37	0.74	0.74		0.21		0.24		-0.22
MN1		-0.41		0.21	0.73	0.73		0.26		-0.39
MN2		-0.40		0.20	0.71	0.71		0.25		-0.38
MN3		-0.43		0.22	0.78	0.78		0.28		-0.41
MN4		-0.42		0.21	0.76	0.76		0.27		-0.40
MN5		-0.40		0.20	0.71	0.71		0.25		-0.38
MN6		-0.43		0.22	0.78	0.78		0.28		-0.41
MN7		-0.43		0.22	0.77	0.77		0.27		-0.41
SE3		-0.56		0.28		0.31	0.88	0.88		-0.50
SE5		-0.55		0.28		0.31	0.86	0.86		-0.49
SE6		-0.52		0.26		0.28	0.82	0.82		-0.47
SE7		-0.58		0.30		0.32	0.90	0.90		-0.52
OCB2		0.50		-0.22		-0.39		-0.42	0.73	0.73
OCB3		0.57		-0.25		-0.44		-0.48	0.83	0.83
OCB5		0.59		-0.25		-0.45		-0.49	0.85	0.85
OCB7		0.48		-0.21		-0.37		-0.40	0.70	0.70

Note. *n* = Sample size. Pattern and structure coefficients for the five-factor correlated model consisting of reflective factors only. P = pattern., S = structure. POF = person organization fit. PW = powerlessness. MN = meaninglessness. SE = self-estrangement. OCB = organizational citizenship behavior

Table 13*Fit Indices for Four Alternative Structural Models (n = 325)*

	Model	χ^2	df	RMSEA (90% CI)	SRMR	CFI	AIC	BIC	#SRC > 2.58	$R^2(OCB)$	R^2m
1	POF → PW + MN + SE → OCB and POF → OCB	780.41	202	0.09 (0.09, 0.10)	0.13	0.89	882.41	1075.39	72	0.54	0.86
2	POF → PW + MN + SE → OCB	824.11	203	0.10 (0.90, 0.10)	0.14	0.88	924.11	1113.31	84	0.41	0.83
3	POF → MN + SE → OCB	573.64	131	0.10 (0.09, 0.11)	0.12	0.89	653.64	804.99	33	0.40	0.74
4	POF → SE → OCB and POF → OCB	127.81	41	0.08 (.07, .10)	0.04	0.97	177.81	272.41	0	0.52	0.69

Note. n = Sample size. SRC = standardized residual covariances.

Table 14*Delta Chi-square, Delta Degrees of Freedom, and Significance Comparison of Structural Models (n = 325)*

Model	χ^2	Df	$\Delta\chi^2$	Δdf	p	Comparison
1	780.41	202	43.70	1	<.001	M1/M2
2	824.11	203	250.47	72	<.001	M2/M3
3	573.64	131	225.15	45	<.001	M3/M4
4	127.81	41	652.60	161	<.001	M4/M1

Note. n = Sample size. χ^2 = Chi-square. df = Degrees of freedom. p = p-value.

Table 15*Model Fit Structural Model 4(n = 325)*

Measure	Estimate	Threshold	Interpretation
CMIN	127.81	-	-
DF	41	-	-
CMIN/DF	3.12	Between 1 and 3	Acceptable
CFI	0.97	>0.95	Good
SRMR	0.04	<0.08	Good
RMSEA	0.08	<0.06	Acceptable

Note. n = Sample size.

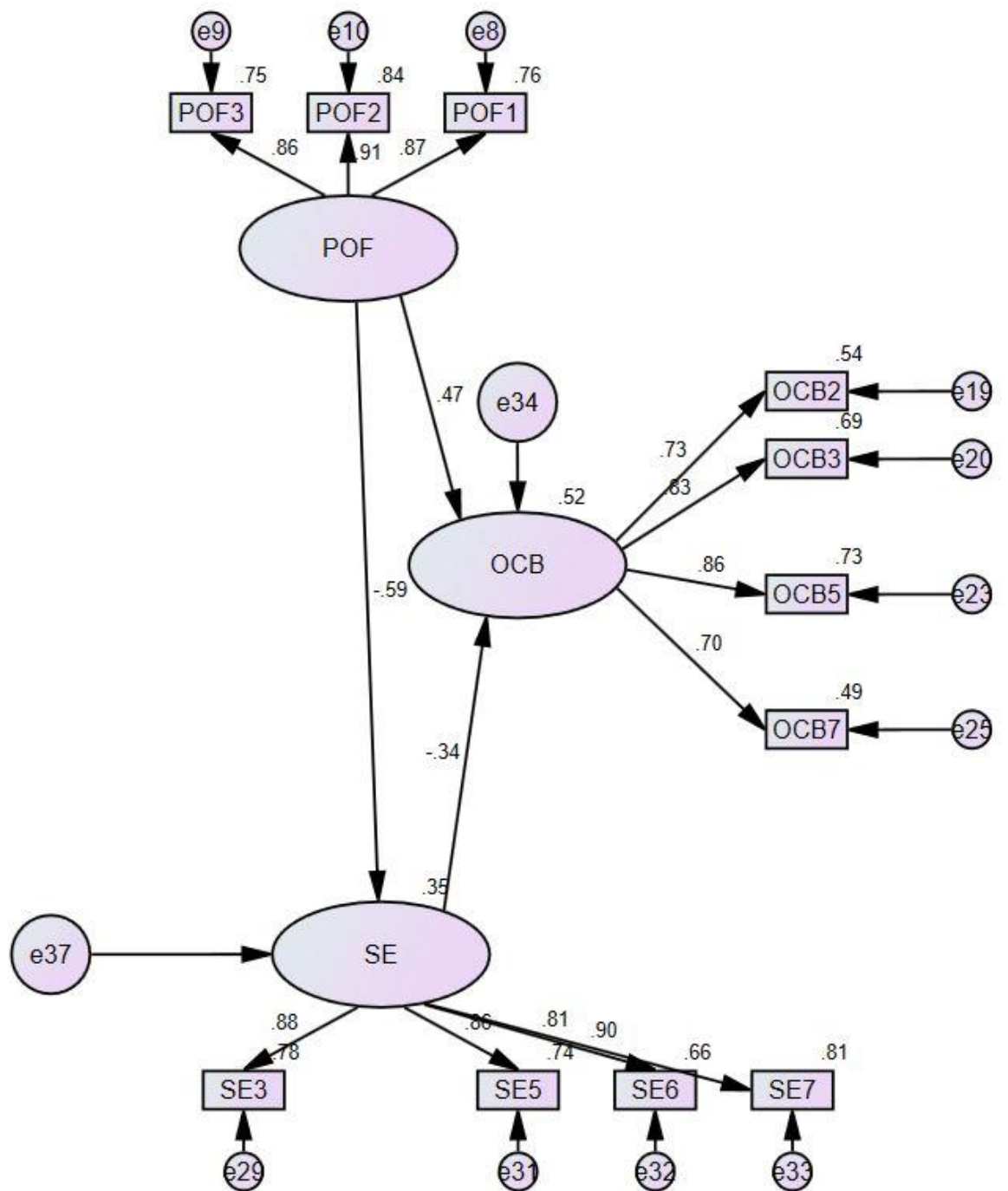


Figure 6. Structural Model 4

The assumption that the data collected met multivariate normality was found to be false when the data failed the KS and Shapiro-Wilk normality tests ($p = <.05$; Kline, 2016). To correct for this lack of normality bootstrapping with 2,000 resamples were performed. The bootstrapping estimates along with 95% bias corrected confidence intervals are reported in Tables 16 and 17.

Table 16

Bootstrap Estimates of Direct and Indirect Effects of Model 4 ($n = 325$)

Effects	Point estimate*	SE	95% CI	
			LB	UP
Indirect effect of POF on OCB through SE	0.17	0.04	0.10	0.27
Direct effect of POF on SE	0.62	0.08	0.46	0.76
Direct effect of SE on OCB	0.28	0.07	0.16	0.41
Direct effect of POF on OCB	0.40	0.07	0.27	0.56

Note. n = Sample size. SE = standard error; CI = confidence interval; LB = lower bound; UP = upper bound. *Unstandardized estimate.

Expanding on the bootstrap estimates for direct and indirect of effects within Model 4 additional correlations between POF, SE, and OCB were examined. The further categorization of the implied correlations are presented in Table 17.

Table 17*Decomposition of Implied Correlations of Model 4 (n = 325)*

Correlation	Direct	Indirect	Total	Spurious	Implied
POF on OCB	0.47	0.20	0.67	0	0.67
SE on OCB	0.34	-	0.34	0.28	0.62

Note. n = Sample size.**Hypothesis Test**

To test Hypothesis 1, evaluation of structural models began with a fully saturated model including all constructs. This model did not meet model fit criteria (RMSEA = .09 and CFI = .89). Models 2 and 3 removed the direct effect for POF – OCB. Model 4 included only SE as a mediator and the POF – OCB direct effect and resulted in acceptable model fit (RMSEA = .08, CFI = .97). Hypothesis 1 was fully supported in Model 4. POF had a statistically positive direct effect on OCB. This direct effect was seen in every model iteration that contained this path and would have been found fully supported in any of those models (see Table 13).

Testing Hypothesis 2a began with the fully saturated model (Model 1). While PW did mediate the relationship between POF and OCB; it did not have a statistically significant effect on OCB ($p = .29$). This non-statistically significant relationship continued in Model 2 ($p = .81$). Hypothesis 2a was unsupported and PW was not retained as part of the best fitting model.

MN mediated the relationship between POF and OCB and had a statistically significant impact on OCB in the saturated model ($p = <.05$). MN was included in Model

2 (RMSEA = .10, CFI = .88) and Model 3 (RMSEA = .10, CFI = .89) but both models did not meet fit criteria. Hypothesis 2b is unsupported.

SE was included in all four models and was found to have a statistically significant impact on OCB in each of them. In Model 4 SE was the only mediator and it was found to be the best fitting model (RMSEA = .08, CFI = .97). SE was part of the best fitting structural model, had a statistically significant effect on OCB, and mediated the relationship between POF and OCB. Hypothesis 2c is fully supported. Table 18 provides a brief summary of these findings.

Table 18

Summary of Predicted Hypotheses

Hypothesis	Description	Supported	Unsupported
1	POF is positively correlated with OCB in higher education institutions.	Fully supported; POF had a statistically significant positive correlation with OCB	***
2a	PW mediates the relationship between POF and OCB in higher education	***	Fully unsupported. PW did not have a statistically significant relationship with OCB. The best fit model for this data did not include PW.
2b	MN mediates the relationship between POF and OCB in higher education	***	Fully unsupported. The best fit model for this data did not include MN.
2c	SE mediates the relationship between POF and OCB in higher education	Fully supported. SE did mediate the relationship between POF and OCB and had a statistically significant relationship with OCB. The best fit model for this data included SE.	***

Chapter 5

Discussion

This chapter discusses the results of the analysis in relation to previous literature. Implications for HRD research and practice, as well as limitations of the study are presented. Recommendations for future research concludes this study.

Hypothesis 1

Hypothesis 1 proposed a positive correlation between POF and OCB in higher education institutions. Results from this study fully supported Hypothesis 1. Previous studies have explored this relationship and reported similar results. Astuti and Sulisty (2017) and Suarez-Mendoza and Zogbhi-Manrique-de-Lara (2007) identified a positive relationship between POF and OCB.

Hypothesis 2a

Hypothesis 2a proposed that PW mediated the relationship between POF and OCB in higher education institutions. Results from this study did not support this hypothesis. PW did not show a statistically significant mediating effect on the relationship between POF and OCB. A previous study examining WA as a mediator to POF and OCB in K-12 found PW had a statistically significant impact on individuals OCB towards the organization, colleagues, and students (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007). The difference in outcomes from the referenced K-12 study could be due to the cultural differences in collectivism and individualism since it was focused on a population in the Canary Islands (Hofstede, 2001). Previous research supports potential systemic differences in culture and education, as well as accompanying behavioral differences between residents of Spain and the United States (Heinrichs et al.,

2006). These differences may offer one explanation. Future research can be used to target these factors.

Hypothesis 2b

Hypothesis 2b proposed that MN mediated the relationship between POF and OCB in higher education. The results did not support this hypothesis. Previous research by Suarez-Mendoza and Zogbhi-Manrique-de-Lara (2007) found a statistically significant impact to OCB towards students, colleagues, and the organization in a K-12 institution. Additionally, there was support for full mediation of the relationship between POF and OCB by WA, including MN, in the K-12 setting. While previous research supported a mediating relationship, the current study results would indicate MN may not be generalized. Further studies within higher education may offer more indication as to mitigating factors that contribute to MN not having a significant impact on the POF – OCB relationship.

Hypothesis 2c

Hypothesis 2c proposed that SE mediated the relationship between POF and OCB in higher education institutions. The results fully supported Hypothesis 2c. SE had a statistically significant mediating effect on the relationship between POF and OCB. The results were consistent with the study conducted by Suarez-Mendoza and Zogbhi-Manrique-de-Lara (2007), where SE was found to be supported as a mediator on its own, and it was also noted as part of a full mediation with the other dimensions of WA.

Implications

The implications of this research are organized into two different categories, implications for HRD research and practice. This section will discuss how the results of this study potentially impact both of these categories.

Implications for HRD Research

This study makes multiple contributions to the body of knowledge and literature to advance HRD research. First, much of the existing literature is dated, and there are calls for additional research, in the education field, utilizing WA as a mediator between known relationships (Singh & Randhawa, 2018). This study answered this call to further the understanding of this construct. This study can be used to inform future studies focusing on educational institutions to examine the relationships of WA, POF, or OCB.

Secondly, this study further explored OCB through the lens of HRD. Rose (2016) explored the historic role of OCB in HRD and found support for OCB's connection to both performance and training and development. By further supporting the negative impact of SE on OCB, this study further informs the connection of HRD and OCB. Intrinsically satisfied and motivated employees may benefit more from HRD practices (Kuvaas, 2006). SE measured the lack of intrinsic satisfaction feelings towards an individual's role. Having support for this relationship potentially offers insight for future research into the effectiveness of HRD interventions on the OCBs of individuals with varying levels of SE.

Third, this study provides additional support for the positive relationship between POF and OCB. While this relationship has been observed in other studies it was further supported in this study. This potentially provides future researchers a higher level of

confidence when wanting to test out various mediators within a presumed positive relationship. Additionally, finding support for the relationship between POF and OCB provides insight into how significant value congruence is in determining at-work performance within higher education institutions. The outcomes found here have the potential to reinforce and create new understanding of the need for high POF as an important step in the shaping process – specifically within steps of recruitment and development. Further, this study provides support for shaping activities having a statistically significant correlation with performance in higher education through the POF – OCB results analyzed.

Fourth, the results of this study, indicating a statistically significant negative correlation of SE with OCB, provide insight into how centralization efforts within higher education may further degrade organizational performance and effectiveness of HRD interventions. Greene (1978) describes the link between centralization and dimensions of WA including SE. Further research into methods for mitigating WA within higher education institutions, as the centralization trend continues, may provide insightful outcomes.

Fifth, the present study reported different findings than the study done in the Canary Islands at a K-12 institution (Suarez-Mendoza & Zogbhi-Manrique-de-Lara, 2007). The comparison of results between higher education institutions and K-12 may need to control for differences organizational structure, funding method, or region (Meyer, 2009; Rentfrow et al., 2008). This disparity has the potential to inform future research that looks for generalizations and disparity, and seeks to understand whether education can be generalized or if factors are so different these must be considered different fields for research.

Lastly, the cultural differences between the United States and Spain may have contributed to the different findings between the present study and (Suarez-Mendoza & Zogbi-Manrique-de-Lara, 2007). These differences are impacted by support behaviors within collectivistic countries such as withdrawal and modesty compared to individualistic countries support behaviors' such as attention seeking (Heinrichs et al., 2006). Future research that compares multiple countries can gain insight from this study and potentially control for differences in support behaviors.

Implications for HRD Practice

HRD practitioners may benefit from the additional understanding of WA in the higher education workplace. Results from this study offer insight on how practice can work to minimize the impact of powerlessness, meaninglessness, and self-estrangement on employee performance. Having the perspective gained through this study may better inform HRD practitioners as they develop specific interventions to enhance POF, focus on OCB, or work to mitigate the negative effects of WA on their organization's performance.

Second, this study provides insight into organizational fit for the hiring process within a higher education institution. The positive relationship reported in the results of this study support hiring practices that prioritize a high value congruence between the individual and the higher education institution as a pathway to higher OCB. In turn, this increased level of OCB has the potential to be an indicator of better performance and lower levels of turnover (Koopman et al., 2016). Providing insight into reducing turnover and increasing performance within higher education institutions may impact the institution in a significant monetary way (Jo, 2008). This is an important aspect of the

shaping efforts that HRD can provide to an organization with a potential for financial gain for the organization.

Lastly, this study provides insight into how the level of intrinsic satisfaction an individual exhibits can impact their level of OCB. The understanding potentially gained by the SE results of this study may contribute to HRD practitioners' understanding of what performance results they can expect from skilling interventions with individuals of different intrinsic satisfaction levels. The interventions that HRD practitioners seek to employ within their organization may also realize benefits of the insight into the level of SE and the impact on skilling outcomes.

Limitations

During this study, multiple limitations were identified. First, the higher education institutions that data was collected from was not a representative sample of all types of higher education institutions. The institutions sampled also came from two specific regions, East Texas and Northern Indiana, which does not provide equal representation of all regions within the United States. Since the sampling may not account for regional differences, generalizing and applying those results to all higher education institutions may not be appropriate (Rentfrow et al., 2008). Further study with possible comparison studies between regions may add the ability to generalize.

Second, the timing of the data collection for this study may have negatively impacted responses. Current conditions within the United States are significantly impacted by the COVID-19 pandemic, unemployment rate, and social discord. These environmental factors may have contributed to a non-representative sample being collected due to social worries of job loss, health concerns, or civil unrest. The fatigue

felt by the potential respondents to the present study caused by the current environmental conditions compound the already reduced response rate trend found in survey research (Patel et al., 2020).

Recommendations for Future Research

While performing this study, several recommendations for future research were identified. First, there are a variety of higher education institutions in the United States. While this study utilized a convenience sample consisting of private, public, and junior college institutions, it may be beneficial to focus on one institution or one type of institution. This recommendation is based on the professional understanding that the environments for the different types of higher education institutions vary (Meyer, 2009).

Second, WA has the potential to be present in any industry with private and public sectors having different normative values (Suarez-Mendoza & Zogbi-Manrique-de-Lara, 2007). Studying the impact of WA on POF and OCB in the medical, service, or information technology industries may further develop the contemporary understanding of WA. Utilizing the supported positive relationship between POF and OCB will allow for additional controls within these studies to further isolate potential WA.

Third, with the potential negative impact of the COVID-19 pandemic, social discord, and high unemployment rate there may be benefit in performing this study again at a later date. Looking at this model in a longitudinal study using this current study's data compared to a future data set may give insight into how the social conditions that we are currently in impacted the constructs within this current study and overall response rates.

Lastly, this study collected data from any higher education faculty and staff which leaves potential for a more focused study to determine potential relationships. A focused

study that collects POF and OCB data from supervisory faculty or staff combined with collecting WA data from their direct reports may provide insight into this organizational relationship. This focused study design could apply to executive leadership at an institution of higher education for the POF – OCB relationship and the rest of the faculty and staff for the WA.

Conclusion

This study investigated the impact of WA on the relationship between POF and OCB within the higher education community. Two hypotheses were tested to determine if there was a statistically significant relationship and mediation among the three factors. Additionally, the results of these hypotheses were compared to previous studies by Suarez-Mendoza and Zogbhi-Manrique-de-Lara (2007), and Astuti and Sulistyo (2017).

The confirmation of the statistically significant relationship between POF and OCB was not surprising as this relationship had been demonstrated in other research. Hypothesis 1 measured this correlation. This study found Hypothesis 2a and 2b unsupported as mediators. The data collected on PW and MN did not factor into the only model that met fit criteria. Hypothesis 2c was fully supported with SE providing mediation to the relationship between POF and OCB. Additionally, SE had a statistically significant relationship with OCB.

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Appendix A: Measurement Instrumentation

Person Organization Fit Scale (Cable & Judge, 1996) – 1 Dimension; 3 Items

Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) used the POF survey instrument, consisting of three items, developed by Cable and Judge (1996). The POF construct consisted of three items anchored on a seven point Likert scale, where 1 indicated *strongly disagree* and 7 indicated *strongly agree*.

Scale: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neither agree nor disagree, 5 = somewhat agree, 6 = agree, 7 = strongly agree.

1 My values match those of current in school (POF1)

2 The values and “personality” of this school reflect my own values and personality
(POF2)

3 I feel my values “match” or fit this school and the current colleagues in this school
(POF3)

Organizational Citizenship Behavior Scale (Lee & Allen, 2002) – 1 Dimension, 8 Items

Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) used the OCB survey instrument, consisting of eight items, developed by Lee and Allen (2002). The OCB towards the organization from Lee and Allen (2002) was used in the present study. These items were

Appendix A: Continued

anchored on a seven point Likert scale, where 1 indicated *never* and 7 indicated constantly.

Scale: 1 = never, 2 = rarely, 3 = occasionally, 4 = sometimes, 5 = frequently, 6 = usually, 7 = constantly.

- 1 Keep up with developments in the school (OCB1)
- 2 Defend the school when other colleagues criticize it (OCB2)
- 3 Show pride when representing the school in public (OCB3)
- 4 Offer ideas to improve the functioning of the school (OCB4)
- 5 Express loyalty toward the school (OCB5)
- 6 Take action to protect the school from potential problems (OCB6)
- 7 Demonstrate concern about the image of the school (OCB7)
- 8 Attend functions that are not required but that help the school image (OCB8)

Appendix A: Continued

Work Alienation Scale (Mottaz, 1981) – 3 Dimensions; 21 Items

Suarez-Mendoza and Zoghbi-Manrique-de-Lara (2007) used the WA survey instrument, consisting of 21-items, developed by Mottaz (1981) and three dimensions (PW, MN, SE). Each dimension consists of seven items anchored on a seven point Likert scale, where 1 indicated *strongly disagree* and 7 indicated *strongly agree*.

Scale: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neither agree nor disagree, 5 = somewhat agree, 6 = agree, 7 = strongly agree.

Powerlessness:

- 1 I have a good deal of freedom in the performance of my daily task (PW1)
- 2 I have the opportunity to exercise my own judgment on the job (PW2)
- 3 I have little control over how I carry out my daily tasks (PW3)
- 4 I make most work decisions without first consulting my supervisor (PW4)
- 5 I am not able to make changes regarding my job activities (PW5)
- 6 My daily activities are largely determined by others (PW6)
- 7 I make my own decisions in the performance of my work role (PW7)

Meaninglessness:

- 1 My work is a significant contribution to the successful operation of the school (MN1)

2 Sometimes I am not sure I completely understand the purpose of what I'm doing
(MN2)

3 My work is really important and worthwhile (MN3)

4 I often wonder what the importance of my job really is (MN4)

5 I often feel that my work counts for very little around here (MN5)

6 I understand how my work role fits into the overall operation of this school (MN6)

7 I understand how my work fits in with the work of others here (MN7)

Self-Estrangement:

1 I do not feel a sense of accomplishment in the type of work I do (SE1)

2 My salary is the most rewarding aspect of my job (SE2)

3 My work provides me with a sense of personal fulfillment (SE3)

4 I have little opportunity to use my real abilities and skills in the type of work I do (SE4)

5 My work is a very self-rewarding experience (SE5)

6 My work is often routine and dull, providing little opportunity for creativity (SE6)

7 My work is interesting and challenging (SE7)

Appendix B: Permission to Use Instruments

I. Person Organization Fit Scale

Cable, D. M., & Judge, T. A. (1996). Person–organization fit, job choice decisions, and organizational entry. *Organizational Behavior and Human Decision Processes*, 67(3), 294-311.

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Appendix B: Continued

6/26/2020

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Appendix B: Continued

II. Organizational Citizenship Behavior Scale

Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace

deviance: The role of affect and cognitions. *Journal of Applied Psychology*, 87(1),

131.

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Appendix B: Continued

III. Work Alienation Scale

Mottaz, C. J. (1981). Some determinants of work alienation. *Sociological Quarterly*, 22(4), 515-529.



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Andrew Krouse ▾

Some Determinants of Work Alienation



Author: Clifford J. Mottaz

Publication: Sociological Quarterly

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Appendix C: IRB Approval

Date: 7-4-2020

IRB #: IRB-FY2020-102

Title: The impact of work alienation on the relationships between person organization fit and organizational citizenship behavior in higher education

Creation Date: 6-16-2020

End Date:

Status: **Approved**

Principal Investigator: Andrew Krouse

Review Board: UT Tyler Board - FY20

Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Exempt
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Key Study Contacts

Member	Greg Wang	Role	Co-Principal Investigator	Contact	gwang@uttyler.edu
Member	Andrew Krouse	Role	Principal Investigator	Contact	akrouse@uttyler.edu
Member	Andrew Krouse	Role	Primary Contact	Contact	akrouse@uttyler.edu

Appendix C: Continued

Initial Submission

Getting Started

About Cayuse IRB

Cayuse IRB is an interactive web application. As you answer questions, new sections relevant to the type of research being conducted will appear on the left-hand side. Therefore not all numbered sections may appear. You do not have to finish the application in one sitting. All information can be saved.

Additional information has been added throughout the form for guidance and clarity. That additional information can be found by clicking the question mark in the top-right corner of each section.

For more information about the IRB submission Process, IRB Tracking, and Cayuse IRB Tasks, please refer to the [Cayuse IRB Procedures Manual](#).

Getting Started

Throughout the submission, you will be required to provide the following:

- Detailed Study Information
- Informed Consent Forms
- Study Recruitment Document

University of Texas at Tyler IRB

Appendix C: Continued

- You cannot begin data collection until a formal approval letter from the chair of the IRB has been received.
- The IRB meets as needed during the regular academic year. Please submit the application as soon as possible.

I have read the information above and I am ready to begin my submission.

☒ Yes

Appendix C: Continued

Contact Information

What is your status at University of Texas at Tyler?

Faculty

☒ Student

Undergraduate Student

☒ Graduate Student

Staff

Only choose this option if you are not a student.

Other

Study Personnel

Note: If you cannot find a person in the person finder, please contact the Office of Research and Scholarship at research@uttyler.edu.

Principal Investigator

Provide the name of the name of the Principal Investigator of this study.

Name: Andrew Krouse

Organization: Human Resource Dev & Tech

Address: , Tyler, TX 75799-0001

Phone: 5743880483

Email: akrouse@uttyler.edu

Primary Contact

Provide the name of the Primary Contact of this study.

Appendix C: Continued

Name: Andrew Krouse
Organization: Human Resource Dev & Tech
Address: , Tyler, TX 75799-0001
Phone: 6743880483
Email: akrouse@uttyler.edu

Faculty Sponsor

Provide the name of your Faculty Sponsor.

Name: Greg Wang
Organization: Human Resource Dev & Tech
Address: 3900 University Blvd. HPR 226, Tyler, TX 75799-0001
Phone: 903-688-6910
Email: gwang@uttyler.edu

Co-Principal Investigator(s)

Provide the name(s) of Investigator(s) for this study.

Other Personnel

Provide the name(s) of other personnel for this study.

Study Site

Please select the location(s) of the study.

☒ The University of Texas at Tyler

Please provide the names of the University of Texas at Tyler locations.

Main Campus

External Site (non University of Texas at Tyler)

Data Collection Site

Appendix C: Continued

Please select the location(s) where data collection will occur.

☒ University of Texas at Tyler

Please provide the names of the University of Texas at Tyler locations.

UT Tyler, Indiana University South Bend, Tyler Junior College, and University of Notre Dame

External Sites (non University of Texas at Tyler)

Anticipated Study Dates - *Reminder: NO research can be done until the protocol has been approved by the IRB Committee Chair.*

Please provide the anticipated start and end dates of the study.

Start Date

07/01/2020

End Date

08/31/2020

Will this study be funded?

Yes

☒ No

Appendix C: Continued

Study Design

Type of study

Hypothesis Testing

✓ Descriptive, Quantitative

Mixed Methods (Quantitative and Qualitative)

Qualitative

Appendix C: Continued

Purpose, Hypotheses and Rationale

Purpose statement of your study

The purpose of this study is to explore the impact that the three dimensions of work alienation (WA) have on the relationship between the level of person-organization fit (POF) and organizational citizenship behavior (OCB) in a higher education institution. The three dimensions of WA identified for this study are powerlessness, meaninglessness, and self-estrangement.

List your hypotheses OR research questions.

H1: POF positive and directly influences OCB in a higher education institution

H2a: Powerlessness mediates the relationship between POF and OCB in a higher education institution

H2b: Meaninglessness mediates the relationship between POF and OCB in a higher education institution

H2c: Self-Estrangement mediates the relationship between POF and OCB in a higher education institution

Background & Significance

Provide a short (2-3 paragraph) rationale, supported by the literature, explaining the reason for doing this study.

WA can be described as the difference between an employee's desires and the reality of their work tasks (Mottaz, 1981). This disparity has been shown to negatively affect positive work outcomes within the education industry (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2012). Positive work outcomes such as lower levels of employee turnover have shown a positive correlation with OCB (Koopman, Lane, & Scott, 2015). Lowering levels of turnover have been shown to have a significant positive financial impact on the institution (Jo, 2008). Additionally, higher education institutions that have a high turnover rate risk potential damage to the institution's reputation and knowledge transfer (Dee, 2004).

Previous research has shown a positive relationship between POF and OCB in education, social security workers (Zoghbi-Manrique-de-Lara, 2008), and other industries. These two constructs also have been shown to individually impact organizational performance through a positive correlation with defined organizational outcomes in previous studies. Multiple different mediating constructs have been explored

Appendix C: Continued

within the relationship between POF and OCB including WA in a k-12 institution (Suarez-Mendoza & Zoghbi-Manrique-de-Laera, 2012). This study will explore this potential mediating effect of WA in the higher education industry.

Appendix C: Continued

Target Population/Sample and Methods

Ages to be included as the target population for this study:

Check all that apply.

[Fetus](#)

[Birth to less than 1 month](#)

[1 month to less than 12 years old](#)

12 years old to less than 18 years old

☒ 18 years and older

Eligibility Criteria for Study Sample

To be eligible to take part in this study the individual must be a faculty or staff member in a higher education institution

Exclusion Criteria for Study Sample

No exclusions of anyone who meets the eligibility criteria

Are any gender, ethnicity, or race intentionally excluded from this study?

Yes

☒ No

Appendix C: Continued

Estimated Sample Size and Justification

Sample size

320

Justification for sample size

There are 32 items being utilized in this survey instrument requiring a minimum sample size of 10 samples per item resulting in a total of 320 per Hansen and Roberts (2008).

Describe your sample recruitment procedures.

A recruitment email will be sent out to all faculty and staff within the higher education institution.

Recruitment Script and/or Flyer

Please attach your recruitment script and/or flyer below. Verbal scripts to explain the study to SONA students at the time of data collection must be included.
[recruitment_letter.docx](#)

Appendix C: Continued

Data Collections

If applicable, from what persons has permission or approval been obtained for sample recruitment and data collection?

Approval from the institutions research, human resources, or chancellor/presidents office has been obtained

List data collection procedures. Be very specific for this item.

Specify who, what, when, where, how, duration, and type of information for your procedures.

Write this section as if you were giving instructions to another person not familiar with your study. Please bullet information if possible.

1. Who: Higher education faculty and staff members
2. What: A 32 question Qualtrics survey
3. When: Once they receive an invitation email
4. Where: Survey to be taken from anywhere through web access to Qualtrics
5. How: By accessing Qualtrics through the link in the recruitment email
6. Duration: Survey is estimated to take 5 to 7 minutes
7. Type of information: Responses to construct items, consent form, age, gender, and role within the institution

List your data collection tools and attach copies (NO survey monkey or Qualtrics links).

Qualtrics will be used.

Attachment(s)

[1.JPG](#)

Appendix C: Continued

[2.JPG](#)

[3.JPG](#)

[4.JPG](#)

[5.JPG](#)

[6.JPG](#)

[7.JPG](#)

[8.JPG](#)

Will you be offering a monetary incentive?

Yes

☒ No

Appendix C: Continued

Risks and Benefits

Risks to the research participants other than those normally encountered in everyday life

Note: anything here must be reflected in lay person language on consent forms.

There are no risks expected from this study. All data is anonymous.

Benefits to society (not for the research participant) as a result of the research

Note: anything here must be reflected in lay person language on consent forms.

The results of this study will further the understanding of feelings of alienation in the workplace and how it impacts positive work-related behaviors. Additionally, this study will provide valuable information to both practitioners and researchers with the human resource development field towards their understanding of the impact of shaping activities.

Appendix C: Continued

Specimen Collection

Will specimens be collected?

☐ Yes

☒ No

Appendix C: Continued

Interventions

Are interventions planned for this study?

☐ Yes

☒ No

Appendix C: Continued

Informed Consent Process

Will prospective consent be implemented in this research?

☒ Yes

☐ No

Will consent forms be signed, or is consent implied?

☒ Signed

☐ Implied

Is this deceptive research?

☐ Yes

☒ No

Are you waiving signed informed consent for your research?

☐ Yes

☒ No

Appendix C: Continued

Informed Consent Form

[Informed Consent.JPG](#)

Appendix C: Continued

Data Analysis

Describe any data analysis techniques for both quantitative and qualitative studies (including mixed method studies).

Structural equation modeling will be performed utilizing IBM® SPSS® Statistics v25.0.0. to analyze the collected data. Additionally, IBM® SPSS® Amos® Graphics v25.0.0 will be utilized to model the constructs and data.

The data collected from the survey will be fit into a measurement model before testing the theoretical or alternative models (Schumacker & Lomax, 2016). In this assessment, all constructs will be allowed to correlate to produce a factor correlated model. These measurement models will be evaluated by Chi-square, degrees of freedom, RMSEA (root measure square approximation), SRMR (standardized root mean square), CFI (comparative fit index), AIC (Akaike information criterion), BIC (Bayesian information criterion), and SRC (standardized residual covariances). To perform a preliminary evaluation of common method variance (Podsakoff et al., 2008) the Harman's single factor test will be used.

Appendix C: Continued

Identifiable Data or Specimens

Will the specimens or data be identifiable?

Note: Any time code numbers or signed consent forms are used, there is ALWAYS potential identifiability of data.

☐ Yes

☒ No

Appendix C: Continued

Access to Data and Optional Components to Consent

Is there anyone involved in the study who may have access to identifiable private information?

Yes

☒ No

Is there ANY chance that participant data could be used for future research by a researcher named on this application?

Yes

☒ No

Is there ANY chance that participant data could be used for future research with researchers or persons NOT included on this application?

Yes

☒ No

Is there possible commercial profit to be gained by this research?

Yes

Appendix C: Continued

☒ No

Will clinically relevant research results be given to participants?

Yes

No

☒ N/A

Will this research include whole genome sequencing?

Yes

☒ No

Appendix C: Continued

Attachments

Recruitment Materials

[recruitment_letter.docx](#)

Data Collection Materials

[1.JPG](#)

[2.JPG](#)

[3.JPG](#)

[4.JPG](#)

[5.JPG](#)

[6.JPG](#)

[7.JPG](#)



[8.JPG](#)

Informed Consent

[Informed Consent.JPG](#)


Appendix D: Survey Instrument

https://uttyler.az1.qualtrics.com/jfe/form/SV_e9d1EFzz395vIMt

Mobile view on  Tools 


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What is the third word in this question: How many stars are in the American flag?

☐ 

☐ **50**


☐ *STARS*

☐ 




**The University of Texas at
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What is the third word in this question: How many stars are in the American flag?


☐ 

☐ **50**

☐ *STARS*

☐ 



Powered by Qualtrics 

Appendix D: Continued

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Welcome to this survey for higher education professionals. The purpose of this research study is to better understand certain factors that exist in the workplace. Your participation is entirely voluntary, confidential, and anonymous. If you do not wish to participate, you may exit out at any time by closing your browser

The survey consists of multiple choice selections regarding your perceptions of work. The survey will take approximately 3 - 7 minutes to complete. After you read each question or statement, select the button that best corresponds to your response. Please complete all items on the page, which may require you to scroll to the bottom. There are no right or wrong responses.

to protect the confidentiality of this survey, your response will be anonymous. No identifying information will be collected such as your name, department, email address, or computer number, etc. The research anticipates no side effects or risks associated with your participation in this study. The results of this study will be used for scholarly purposes.

ELECTRONIC CONSENT: Please read and select below.

By click on the "Agree" button below you are agreeing that:

You have read the above information, are at least 18 years of age, and are a voluntary participant.

If you do not wish to participate in the research study, please decline participation by click on the "Disagree" button.

☐ Agree
☐ Disagree

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Welcome to this survey for higher education professionals. The purpose of this research study is to better understand certain factors that exist in the workplace. Your participation is entirely voluntary, confidential, and anonymous. If you do not wish to participate, you may exit out at any time by closing your browser

The survey consists of multiple choice selections regarding your perceptions of work. The survey will take approximately 3 - 7 minutes to complete. After you read each question or statement, select the button that best corresponds to your response.

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Using the scale below, indicate your level of agreement with each statement by clicking the appropriate box next to the statement. There are no right or wrong answers, we are interested in your honest opinions. Remember, your confidentiality is protect as all responses are anonymous and cannot be tied to your identity.

	Strongly Disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
My values match those of current in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The values and "personality" of this school reflect my own values and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my values "match" or fit this school and the current colleagues in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Using the scale below, indicate your level of agreement with each statement by clicking the appropriate box next to the statement. There are no right or wrong answers, we are interested in your honest opinions. Remember, your confidentiality is protect as all responses are anonymous and cannot be tied to your identity.

My values match those of current in school

☐ Strongly Disagree
☐ Disagree
☐ Somewhat disagree

Appendix D: Continued

ITELK

Using the scale below, indicate your level of agreement with each statement by clicking the appropriate box next to the statement. There are no right or wrong answers, we are interested in your honest opinions. Remember, your confidentiality is protect as all responses are anonymous and cannot be tied to your identity.

	Never	Rarely	Occasionally	Sometimes	Frequently	Usually	Constantly
Keep up with developments in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defend the school when other colleagues criticize it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show pride when representing the school in public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer ideas to improve the functioning of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express loyalty toward the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take action to protect the school from potential problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate concern about the image of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend functions that							

ITELK

Using the scale below, indicate your level of agreement with each statement by clicking the appropriate box next to the statement. There are no right or wrong answers, we are interested in your honest opinions. Remember, your confidentiality is protect as all responses are anonymous and cannot be tied to your identity.

Keep up with developments in the school

☐ Never
☐ Rarely
☐ Occasionally
☐ Sometimes
☐ Frequently

Appendix D: Continued

Mobile view on ☐ Tools ▼

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Please click on the little blue circle at the bottom of the screen. Do not click on the scale items that are labeled from 1 to 9.

This is just to screen out random checking

1 2 3 4 5 6 7 8 9

Very Rarely ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Frequently

☐ ☒

12:29

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Please click on the little blue circle at the bottom of the screen. Do not click on the scale items that are labeled from 1 to 9.

This is just to screen out random checking

1 2 3 4 5 6 7

Very Rarely ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☒

Mobile view on ☐ Tools ▼

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Using the scale below, indicate your level of agreement with each statement by clicking the appropriate box next to the statement. There are no right or wrong answers, we are interested in your honest opinions. Remember, your confidentiality is protect as all responses are anonymous and cannot be tied to your identity.

	Strongly Disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I do not feel a sense of accomplishment in the type of work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My salary is the most regarding aspect of my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work provides me with a sense of personal fulfillment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have little opportunity to use my real abilities and skills in the type of work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is a very self-rewarding experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is often routine and dull,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12:29

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Using the scale below, indicate your level of agreement with each statement by clicking the appropriate box next to the statement. There are no right or wrong answers, we are interested in your honest opinions. Remember, your confidentiality is protect as all responses are anonymous and cannot be tied to your identity.

I do not feel a sense of accomplishment in the type of work I do

☐ Strongly Disagree

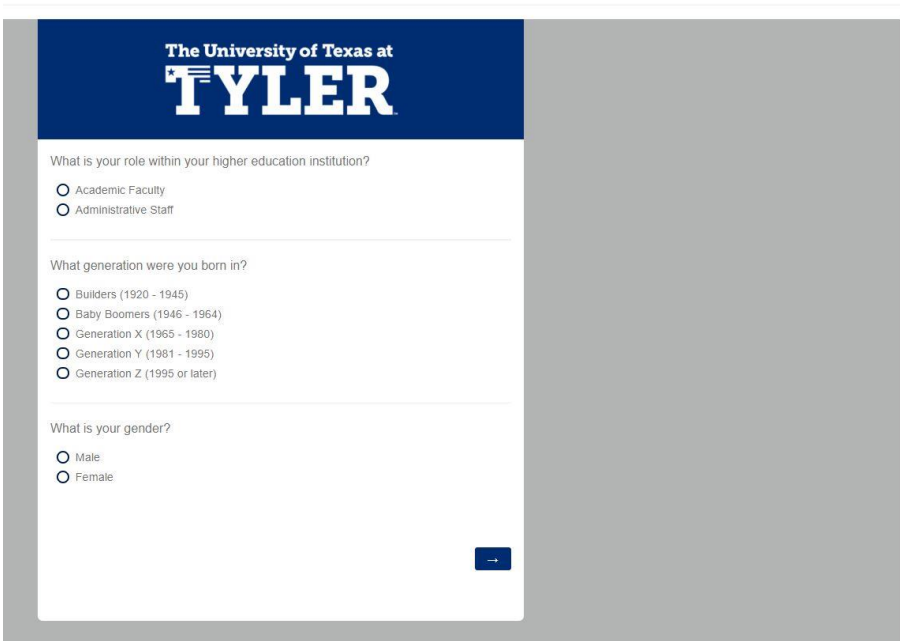
☐ Disagree

☐ Somewhat disagree

154

Appendix D: Continued

Mobile view on ☐ Tools



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What is your role within your higher education institution?

☐ Academic Faculty
☐ Administrative Staff

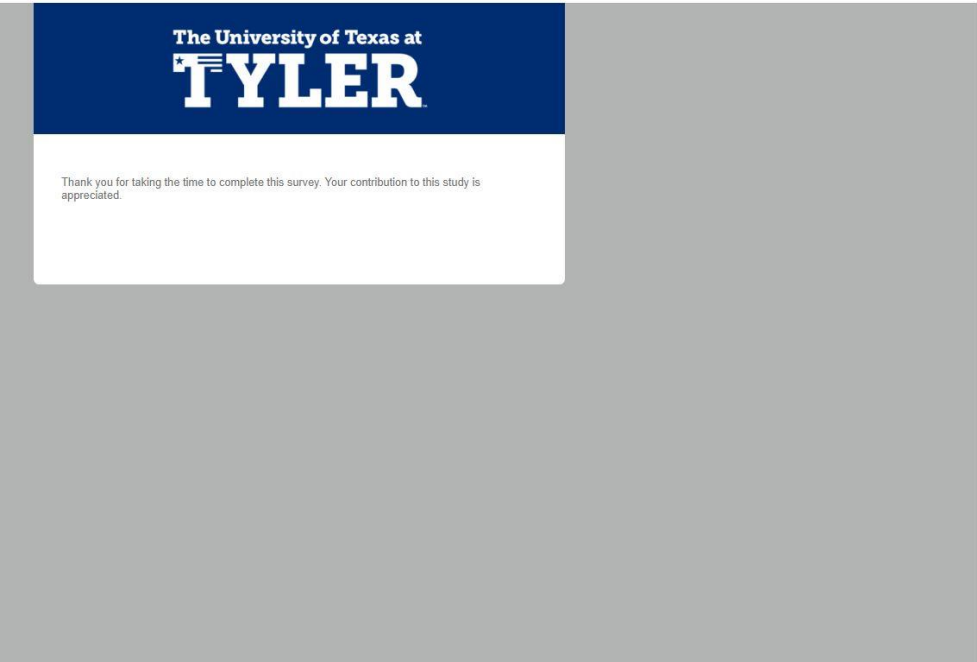

What generation were you born in?

☐ Builders (1920 - 1945)
☐ Baby Boomers (1946 - 1964)
☐ Generation X (1965 - 1980)
☐ Generation Y (1981 - 1995)
☐ Generation Z (1995 or later)

What is your gender?

☐ Male
☐ Female

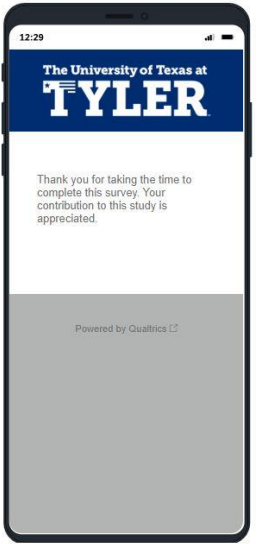
[→](#)



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Thank you for taking the time to complete this survey. Your contribution to this study is appreciated.

Powered by Qualtrics



Appendix E: Recruitment Letter

Dear XXXX,

My name is Andrew Krouse and I am a student from the Human Resource Development department at the University of Texas at Tyler. I am writing to invite you to participate in my research study about work alienation in higher education and its impact on the level of value similarity you have with your institution and your willingness to support your institution in ways not required within your role. You're eligible to be in this study because you are a faculty or staff member at an institution of higher education. I obtained your contact information from the Office of Research and Scholarship.

If you decide to participate in this study, you will complete a survey and then I will use the information to see if there is any significant connection between work alienation, value congruence, and individual discretionary effort.

Remember, this is completely voluntary. You can choose to be in the study or not. If you'd like to participate or have any questions about the study, please follow the link below.

Thank you very much.

https://uttyler.az1.qualtrics.com/jfe/form/SV_e9d1EFzz395vIMt

Sincerely,

Andrew Krouse

Doctoral Candidate
The University of Texas at Tyler