

BAB V

PENUTUP

5.1 Kesimpulan

Berdasarkan hasil analisis dan pembahasan dalam penelitian ini, yang berjudul “Pengaruh *Perceived Organizational Support* terhadap *Organizational Citizenship Behavior* dengan *Employee Happiness* sebagai Mediator (Studi pada Industri PAUD di Bantul)”. Responden yang diperoleh sebagian besar memiliki karakteristik; karyawan yang minimal sudah bekerja selama 1 tahun, mayoritas responden adalah perempuan yang berada pada rentang usia 26–34 tahun. Responden umumnya bekerja di jenjang layanan Kelompok Bermain (KB) dan memiliki tingkat pendidikan terakhir pada jenjang SMA/SMK atau sederajat. Karakteristik ini mencerminkan profil umum tenaga pendidik dan tenaga administratif PAUD di wilayah Bantul yang menjadi subjek dalam penelitian ini.

Analisis deskriptif memberi gambaran awal persepsi responden terhadap variabel yang diteliti. Berdasarkan analisis deskriptif terhadap seluruh variabel dalam penelitian ini, dapat disimpulkan bahwa:

1. Pada variabel *Perceived Organizational Support*, indikator dengan *mean* tertinggi adalah “*Sekolah peduli dengan kesejahteraan saya,*” yang menunjukkan bahwa perhatian sekolah terhadap kesejahteraan pegawai dirasakan paling kuat oleh responden. Sebaliknya, indikator dengan *mean* terendah adalah “*Sekolah peduli dengan pendapat saya,*” yang mengindikasikan bahwa perhatian terhadap aspirasi atau opini pegawai masih dirasakan kurang optimal dibandingkan aspek lainnya.

2. Untuk variabel *Employee Happiness* (EH), indikator dengan *mean* tertinggi adalah “*Saya bisa melihat keindahan dalam berbagai hal,*” yang mencerminkan tingkat apresiasi positif terhadap kehidupan yang tinggi di kalangan responden. Sementara itu, indikator dengan *mean* terendah adalah “*Saya merasa penampilan saya kurang menarik.*” Meskipun bernada negatif, nilai *mean* yang tinggi pada pernyataan ini menunjukkan bahwa sebagian besar responden tidak setuju, sehingga secara implisit menggambarkan kepercayaan diri yang baik terhadap penampilan diri.
3. Pada variabel *Organizational Citizenship Behavior* (OCB), indikator dengan *mean* tertinggi adalah “*Saya menunjukkan rasa setia dan dukungan kepada sekolah,*” yang menggambarkan tingginya loyalitas pegawai terhadap institusi tempat mereka bekerja. Adapun indikator dengan *mean* terendah adalah “*Saya merasa bangga saat mewakili sekolah di depan orang lain,*” yang menunjukkan bahwa rasa bangga institusional masih memiliki ruang untuk ditingkatkan meskipun tetap berada pada kategori tinggi

Dalam penelitian ini, terdapat 4 hipotesis penelitian yang diolah menggunakan *software Smartpls* versi 3.0. Hasil pengolahan data yang didapatkan ialah:

1. Berdasarkan hasil analisis, *Perceived Organizational Support* terbukti memiliki pengaruh positif dan signifikan terhadap *Employee Happiness*. **(H1 diterima)**. Artinya, semakin besar persepsi dukungan yang dirasakan guru dari sekolah, semakin tinggi pula tingkat kebahagiaan mereka dalam bekerja.

2. Temuan penelitian ini menunjukkan bahwa *Perceived Organizational Support* memberikan pengaruh positif dan signifikan terhadap *Organizational Citizenship Behavior*. **(H2 diterima)**. Ini berarti bahwa ketika guru merasa didukung, mereka lebih cenderung menunjukkan perilaku sukarela yang melampaui tugas formal.
3. Dari hasil pengolahan data, diketahui bahwa *Employee Happiness* berpengaruh positif dan signifikan terhadap *Organizational Citizenship Behavior*. **(H3 diterima)**. Artinya, guru yang merasa bahagia akan lebih cenderung loyal, proaktif, dan berkontribusi secara positif di luar tugas pokok.
4. Analisis data juga mengungkap bahwa *Employee Happiness* mampu memediasi pengaruh antara *Perceived Organizational Support* dan *Organizational Citizenship Behavior* secara positif dan signifikan dalam bentuk complementary. **(H4 diterima)**. Ini menunjukkan bahwa dukungan organisasi tidak hanya berdampak langsung terhadap perilaku positif guru, tetapi juga secara tidak langsung melalui peningkatan kebahagiaan kerja.

5.2 Implikasi Manajerial

Berdasarkan hasil penelitian yang telah dilakukan, temuan dalam studi ini diharapkan dapat memberikan manfaat praktis, khususnya bagi pengelola di industri Pendidikan Anak Usia Dini (PAUD), baik di wilayah Bantul maupun secara lebih luas di Indonesia. Berikut ini adalah implikasi manajerial yang dapat diterapkan oleh lembaga PAUD yang beroperasi di wilayah Bantul:

1. Berdasarkan uji hipotesis pertama, *Perceived Organizational Support* berpengaruh positif dan signifikan terhadap *Employee Happiness*. Lebih jauh lagi, dalam temuan deskriptif menunjukkan bahwa item dengan *mean* terendah pada variabel ini adalah “*Sekolah peduli dengan pendapat saya.*” Ini menunjukkan masih kurangnya pelibatan guru dalam proses pengambilan keputusan. Sebagai langkah strategis, lembaga PAUD disarankan membangun budaya komunikasi dua arah, misalnya melalui forum dialog rutin, kotak aspirasi, atau sesi mendengarkan dalam rapat mingguan, di mana pendapat guru mengenai pengelolaan kelas, kurikulum, dan kebutuhan operasional dapat dihargai dan ditindaklanjuti.
2. Hipotesis kedua terbukti yaitu, *Perceived Organizational Support* berpengaruh positif terhadap *Organizational Citizenship Behavior*. Namun, analisis deskriptif terhadap OCB menunjukkan bahwa item dengan *mean* terendah adalah “*Saya merasa bangga saat mewakili sekolah di depan orang lain.*” Ini mengindikasikan bahwa rasa memiliki dan kebanggaan terhadap institusi belum sepenuhnya kuat. Oleh karena itu, pengelola PAUD perlu memperkuat identitas lembaga dengan melibatkan guru dalam kegiatan eksternal seperti seminar, lomba, atau pelatihan, serta memberikan pengakuan publik atas partisipasi tersebut. Dokumentasi kegiatan guru yang ditampilkan di media sosial atau papan informasi sekolah juga dapat memperkuat rasa bangga kolektif.
3. Selanjutnya hipotesis ketiga *Employee Happiness* secara langsung berpengaruh terhadap *Organizational Citizenship Behaviour*. Namun

demikian, pada variabel *Employee Happiness* ditemukan bahwa item dengan *mean* terendah adalah “*Saya merasa penampilan saya kurang menarik.*” Meskipun mayoritas responden tidak setuju dengan pernyataan ini, tetap ada indikasi bahwa aspek kepercayaan diri perlu diperkuat. Untuk mendukung kontribusi maksimal guru, PAUD dapat menyelenggarakan kegiatan pengembangan diri seperti *workshop public speaking*, pelatihan *self-presentation*, atau simulasi komunikasi dengan orang tua, sehingga guru merasa lebih percaya diri saat mewakili sekolah atau tampil di forum publik.

4. Hipotesis terakhir yaitu *Employee Happiness* terbukti memediasi pengaruh antara *Perceived Organizational Support* dan *Organizational Citizenship Behavior* secara *complementary*. Untuk itu, PAUD perlu mengembangkan sistem kesejahteraan emosional dan sosial yang berkelanjutan. Misalnya, melalui program refleksi bulanan, sesi berbagi pengalaman antar guru, atau skema *peer mentoring* yang memungkinkan guru saling mendukung dalam menghadapi tantangan kerja. Lingkungan kerja yang empatik dan saling menghargai akan memperkuat ikatan emosional guru terhadap sekolah dan meningkatkan kontribusi mereka secara sukarela.

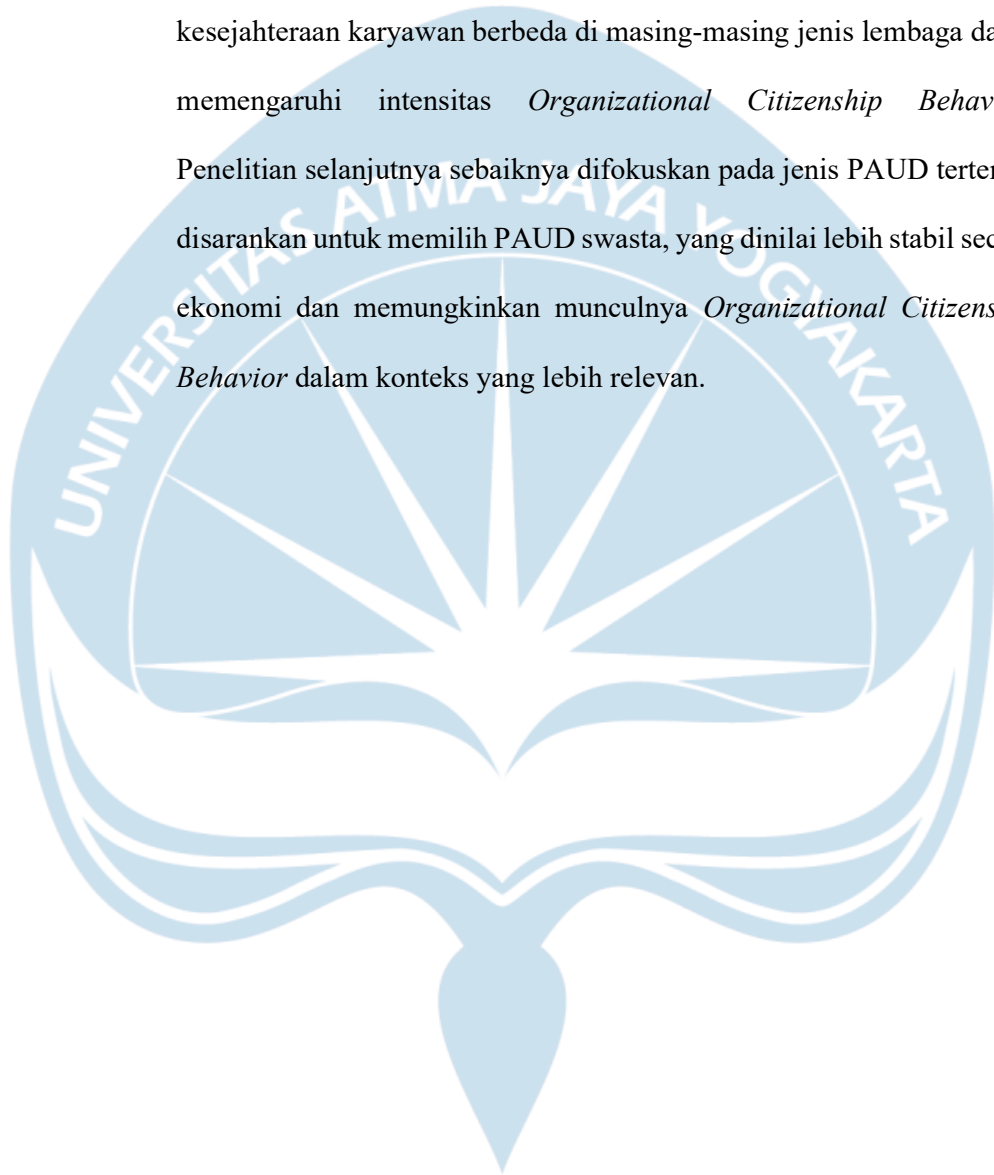
5.3 Keterbatasan dan Saran Penelitian

Dalam pelaksanaan penelitian ini, peneliti menyadari bahwa terdapat sejumlah keterbatasan dan kekurangan yang tidak dapat dihindari serta berpotensi memengaruhi hasil yang diperoleh. Selain itu, peneliti juga menyampaikan saran-

saran yang diharapkan dapat menjadi masukan konstruktif bagi penelitian selanjutnya agar dapat memperoleh hasil yang lebih komprehensif:

1. Penelitian hanya dilakukan pada PAUD di wilayah Bantul. Kondisi geografis dan karakteristik lembaga di tiap daerah ini mungkin berbeda dengan wilayah lain di Indonesia, sehingga hasil penelitian belum dapat digeneralisasi secara luas. Oleh karena itu, disarankan agar penelitian selanjutnya memperluas cakupan lokasi dan jumlah sampel, sehingga hasilnya lebih representatif dan dapat diaplikasikan pada konteks PAUD di berbagai daerah.
2. Kedua, penelitian ini hanya menguji beberapa variabel utama, yaitu *Perceived Organizational Support*, *Employee Happiness*, dan *Organizational Citizenship Behavior*, tanpa mempertimbangkan faktor lain. Keterbatasan ini membuat model penelitian kurang komprehensif dalam menggambarkan pengaruh antar variabel yang terjadi. Untuk itu, penelitian berikutnya dianjurkan memasukkan variabel tambahan seperti gaya kepemimpinan dan iklim organisasi agar memberikan gambaran yang lebih menyeluruh tentang faktor-faktor yang memengaruhi perilaku organisasi di PAUD.
3. Penelitian dilakukan dalam waktu dan sumber daya terbatas serta pengamatan jangka panjang tidak memungkinkan dilakukan. Maka, penelitian selanjutnya sebaiknya menggunakan pendekatan *longitudinal* yang dapat memberikan pemahaman lebih mendalam mengenai pengaruh antar variabel dari waktu ke waktu.

4. Penelitian ini dilakukan dengan objek penelitian PAUD secara umum tanpa membedakan status lembaga (negeri dan swasta). Padahal, kondisi kesejahteraan karyawan berbeda di masing-masing jenis lembaga dapat memengaruhi intensitas *Organizational Citizenship Behavior*. Penelitian selanjutnya sebaiknya difokuskan pada jenis PAUD tertentu, disarankan untuk memilih PAUD swasta, yang dinilai lebih stabil secara ekonomi dan memungkinkan munculnya *Organizational Citizenship Behavior* dalam konteks yang lebih relevan.



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LAMPIRAN



Lampiran 1 Surat Pengantar Kuesioner



SURAT PENGANTAR KUESIONER

Hal : Permohonan Pengisian Kuesioner Penelitian

Kepada :

Yth. Bapak/ Ibu

Di Tempat

Dengan Hormat,

Saya yang bertanda tangan di bawah ini

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Dengan ini, memohon kesediaan Bapak/ Ibu untuk berkenan membantu mengisi kuesioner terlampir yang merupakan bahan untuk penelitian skripsi saya, dengan judul “Pengaruh *Perceived Organizational Support* terhadap *Organizational Citizenship Behavior* dengan *Employee Happiness Sebagai Mediator*: (Studi pada Industri Paud di Bantul)”. Sebagai salah satu persyaratan kelulusan Sarjana (S1). Seluruh informasi yang diberikan oleh responden pada kuesioner ini hanya digunakan untuk kepentingan penelitian saja dan tidak akan disalahgunakan ataupun disebarluaskan.

Demikian surat permohonan ini saya buat, atas perhatian dan partisipasi Bapak/Ibu dalam membantu kelancaran penelitian ini saya ucapkan terima kasih.

Bantul, 18 Mei 2025

Yang Menyatakan,

Amabel Sani Pradithania



Lampiran 2 Indikator Jurnal Utama



Construct	Measurement	Reference
<i>Perceived Organizational Support (POS)</i>	POS 1: My organization cares about my opinions. POS 2: My organization cares about my well-being. POS 3: My organization considers my goals and values. POS 4: Help is available from my organization when I have a problem. POS 5: My organization would forgive an honest mistake on my part. POS 6: If given the opportunity, my organization would take advantage of me. POS 7: My organization shows little concern for me. POS 8: My organization is willing to help me if I need a special favour.	Adebayo, (2005)
<i>Organizational Citizenship Behaviour (OCB)</i>	OCB 1: Attend functions that are not required but that help the organizational image. OCB 2: Keep up with developments in the organization. OCB 3: Defend the organization when other employees criticize it. OCB 4: Show pride when representing the organization in public. OCB 5: Offer ideas to improve the functioning of the organization. OCB 6: Express loyalty toward the organization. OCB 7: Take action to protect the organization from potential problems. OCB 8: Demonstrate concern about the image of the organization.	Lee & Allen, (2002)
<i>Employee Happiness (EH)</i>	EH 1: I don't feel particularly pleased with the way I am EH 2: I feel that life is very rewarding EH 3: I am well satisfied about everything in my life EH 4: I don't think I look attractive EH 5: I find beauty in some things EH 6: I can fit in everything I want to EH 7: I feel fully mentally alert EH 8: I do not have particularly happy memories of the past	Hills & Argyle, (2002)



Lampiran 3 Kuesioner

**“Pengaruh Perceived Organizational Support Terhadap Organizational Citizenship Behavior dengan Employee Happiness Sebagai Mediator:
(Studi pada Industri Paud di Bantul)”**

A. Kriteria Responden

1. Apakah anda berprofesi sebagai tenaga pendidik di layanan PAUD di wilayah Bantul?
 - a. Ya
 - b. Tidak
2. Apakah anda terlibat aktif dalam kegiatan organisasi, seperti rapat sekolah, pengembangan kurikulum, kegiatan luar kelas, atau kegiatan sosial sekolah?
 - a. Ya
 - b. Tidak

B. Profil Responden

1. Tingkat Pendidikan Terakhir
 - a. SMP/ Sederajat
 - b. SMA/SMK/ Sederajat
 - c. Diploma (D1/D2/D3)
 - d. Sarjana (S1)
 - e. Magister (S2)
 - f. Doktor (S3)
2. Masa Kerja
 - a. < 1 tahun
 - b. 1 tahun
 - c. > 1 tahun
3. Jenis Kelamin
 - a. Perempuan
 - b. Laki-Laki
4. Usia
 - a. 17-25
 - b. 26-34
 - c. 35-43
 - d. 44-52
 - e. > 52
5. Jenjang Layanan PAUD
 - a. Taman Kanak-Kanak (TK)
 - b. Kelompok Bermain (KB)
 - c. Tempat Penitipan Anak (TPA)
 - d. Satuan PAUD Sejenis (SPS)
 - e. Lembaga non-formal atau komunitas belajar lainnya



C. Perceived Organizational Support (POS)

No.	Pernyataan	Skala				
		STS	TS	N	S	SS
1.	Sekolah peduli dengan pendapat saya.					
2	Sekolah peduli dengan kesejahteraan saya.					
3	Sekolah memperhatikan tujuan dan nilai-nilai pribadi saya.					
4	Saya bisa mendapatkan bantuan dari sekolah jika ada masalah					
5	Sekolah akan memaafkan jika saya melakukan kesalahan yang tidak disengaja.					
6	Kalau ada kesempatan, sekolah akan memanfaatkan saya secara tidak adil					
7	Sekolah tidak terlalu peduli pada saya					
8	Sekolah bersedia membantu saya jika saya butuh bantuan khusus					

D. Employee Happiness (EH)

No.	Pernyataan	Skala				
		STS	TS	N	S	SS
1.	Saya kurang merasa puas dengan diri saya sendiri					
2	Saya merasa hidup saya sangat bermakna.					
3	Saya merasa puas dengan semua hal dalam hidup saya.					
4	Saya merasa penampilan saya kurang menarik					
5	Saya bisa melihat keindahan dalam berbagai hal.					
6	Saya bisa melakukan semua hal yang ingin saya lakukan.					
7	Saya merasa pikiran saya segar dan fokus					
8	Saya tidak punya banyak kenangan bahagia di masa lalu					



E. Organizational Citizenship Behaviour (OCB)

No.	Pernyataan	Skala				
		STS	TS	N	S	SS
1.	Saya datang ke kegiatan sekolah yang tidak wajib, tapi bisa membuat citra sekolah jadi lebih baik.					
2	Saya mengikuti informasi dan perkembangan yang terjadi di sekolah.					
3	Saya membela sekolah jika ada rekan kerja yang mengkritiknya.					
4	Saya merasa bangga saat mewakili sekolah di depan orang lain.					
5	Saya sering memberikan ide untuk membantu sekolah menjadi lebih baik.					
6	Saya menunjukkan rasa setia dan dukungan kepada sekolah.					
7	Saya berusaha mengambil tindakan untuk melindungi sekolah dari masalah.					
8	Saya peduli dengan bagaimana orang melihat citra sekolah.					



Lampiran 4 Kuesioner Daring



Pengaruh *Perceived Organizational Support* terhadap *Organizational Citizenship Behavior* dengan *Employee Happiness* sebagai Mediator: Studi Pada Industri Paud Di Bantul

Yth. Bapak/Ibu & Saudara/i

Perkenalkan, saya Amabel Sani Pradithania, mahasiswa S1 Manajemen UAJY. Saat ini saya sedang melakukan penelitian skripsi tentang pengaruh *Perceived Organizational Support* terhadap *Organizational Citizenship Behavior*, dengan *Employee Happiness* sebagai mediator, khususnya di industri PAUD wilayah Bantul.

Mohon kesediaannya untuk mengisi kuesioner ini, yang hanya membutuhkan waktu 3-5 menit. Jawaban Bapak/Ibu yang jujur dan sesuai pengalaman sangat berarti bagi kelancaran penelitian ini.

Sebelum melanjutkan, mohon pastikan Anda memenuhi kriteria berikut:

- Berprofesi sebagai guru tetap atau tenaga pendidik aktif di lembaga PAUD formal (TK, KB, TPA, SPS, dll.) di wilayah Kabupaten Bantul.
- Memiliki masa kerja minimal 1 tahun di lembaga PAUD saat ini, agar memiliki cukup pengalaman dalam merasakan dinamika di organisasi.
- Terlibat aktif dalam kegiatan organisasi, seperti rapat sekolah, pengembangan kurikulum, kegiatan luar kelas, atau kegiatan sosial sekolah.

* Menunjukkan pertanyaan yang wajib diisi

Apakah anda termasuk dalam kriteria diatas? *

☐ Ya, saya memenuhi kriteria sebagai responden.

Apakah anda berprofesi sebagai tenaga pendidik di layanan PAUD di wilayah Bantul?

- ☐ Ya
☐ Tidak

Apakah anda terlibat aktif dalam kegiatan organisasi, seperti rapat sekolah, pengembangan kurikulum, kegiatan luar kelas, atau kegiatan sosial sekolah?

- ☐ Ya
☐ Tidak

Berikutnya

Kosongkan formulir

Petunjuk Pengisian Kuesioner

Kuisiener ini terdiri dari sejumlah pernyataan yang mencerminkan pengalaman Anda sebagai guru PAUD, terkait dengan tiga variabel penelitian. **Silakan berikan jawaban sesuai dengan kondisi dan persepsi Anda menggunakan skala Likert berikut:**

- 1: Sangat Tidak Setuju
- 2: Tidak Setuju
- 3: Netral
- 4: Setuju
- 5: Sangat Setuju

Kembali

Berikutnya

Kosongkan formulir

Perceived Organizational Support (POS)

Perceived Organizational Support merujuk pada sejauh mana pendidik atau tenaga kependidikan merasa bahwa lembaga PAUD menghargai upaya dan kontribusi mereka, serta memperhatikan kesejahteraan mereka sebagai bagian penting dari organisasi.

Sekolah peduli dengan pendapat saya. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Sekolah peduli dengan kesejahteraan saya. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Sekolah memperhatikan tujuan dan nilai-nilai pribadi saya. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya bisa mendapatkan bantuan dari sekolah jika ada masalah *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Sekolah akan memaafkan jika saya melakukan kesalahan yang tidak disengaja. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Kalau ada kesempatan, sekolah akan memanfaatkan saya secara tidak adil. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Sekolah tidak terlalu peduli pada saya. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Employee Happiness (EH)

Kebahagiaan kerja di lingkungan PAUD dapat dipahami sebagai kondisi emosional positif yang dirasakan oleh pendidik, yang mencakup rasa senang, puas, serta makna dalam menjalankan peran profesional mereka dalam mendidik anak usia dini.

Saya merasa kurang puas dengan diri saya sendiri. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa hidup saya sangat bermakna. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa puas dengan semua hal dalam hidup saya. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Sekolah bersedia membantu saya jika saya butuh bantuan khusus *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Kembali Berikutnya Kosongkan formulir



Saya merasa penampilan saya kurang menarik. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya bisa melihat keindahan dalam berbagai hal. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya bisa melakukan semua hal yang ingin saya lakukan. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa pikiran saya segar dan fokus. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya tidak punya banyak kenangan bahagia di masa lalu. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

[Kembali](#) [Berikutnya](#) [Kosongkan formulir](#)

Organizational Citizenship Behaviour (OCB)

Organizational Citizenship Behavior adalah perilaku sukarela dari pendidik yang melampaui tugas formal mereka, seperti membantu rekan kerja atau mendukung kegiatan tambahan lembaga, tanpa mengharapkan imbalan langsung dari institusi.

Saya datang ke kegiatan sekolah yang tidak wajib, tapi bisa membuat *
citra sekolah jadi lebih baik.

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa bangga saat mewakili sekolah di depan orang lain. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya sering memberikan ide untuk membantu sekolah menjadi lebih *
baik.

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya menunjukkan rasa setia dan dukungan kepada sekolah. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya berusaha mengambil tindakan untuk melindungi sekolah dari *
masalah.

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju



Saya peduli dengan bagaimana orang melihat citra sekolah. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

[Kembali](#) [Berikutnya](#) [Kosongkan formulir](#)

Terima Kasih Atas Partisipasinya!

Terima kasih atas waktu, perhatian, dan keikutsertaan Anda dalam mengisi kuisioner ini.

Dedikasi Anda sebagai guru PAUD dalam membimbing dan menanamkan nilai-nilai sejak dini sungguh luar biasa dan sangat berarti bagi masa depan generasi bangsa.

Semoga penelitian ini dapat turut memberi manfaat bagi peningkatan kesejahteraan dan pengakuan atas peran penting Anda dalam dunia pendidikan. Tuhan piringi berkah :)

- Amabel Sani Pradithania

[Kembali](#) [Kirim](#) [Kosongkan formulir](#)



Lampiran 5 Hasil Pengisian Kuesioner

Timestamp	Apakah anda berprofesi sebagai tenaga pendidik di layanan PAUD di wilayah Bantul?	Apakah anda terlibat aktif dalam kegiatan organisasi, seperti rapat sekolah, pengembangan kurikulum, kegiatan luar kelas, atau kegiatan sosial sekolah?	Tingkat Pendidikan Terakhir	Masa Kerja	Jenis Kelamin	Usia	Jenjang Layanan PAUD
05/18/2025 07.12.08	Ya	Ya	Magister (S2)	> 1 tahun	Perempuan	44-52	Kelompok Bermain (KB)
05/18/2025 08.44.53	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/18/2025 09.21.17	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	35-43	Tempat Penitipan Anak (TPA)
05/18/2025 10.03.56	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
05/18/2025 11.15.32	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	17-25	Kelompok Bermain (KB)
05/18/2025 12.39.18	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	17-25	Kelompok Bermain (KB)
05/18/2025 13.55.41	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	> 52	Tempat Penitipan Anak (TPA)
05/18/2025 14.27.50	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	35-43	Tempat Penitipan Anak (TPA)
05/18/2025 15.22.11	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Taman Kanak-Kanak (TK)
05/18/2025 16.48.05	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)

05/18/2025 17.31.29	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)
05/18/2025 18.20.44	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/18/2025 19.03.22	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	17-25	Lembaga non-formal atau komunitas belajar lainnya
05/18/2025 19.56.58	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)
05/18/2025 20.44.51	Ya	Ya	Sarjana (S1)	1 tahun	Laki-Laki	17-25	Lembaga non-formal atau komunitas belajar lainnya
05/18/2025 21.27.33	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/18/2025 22.09.07	Ya	Ya	SMA/SMK/ Sederajat	< 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/18/2025 22.53.45	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/19/2025 07.08.51	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/19/2025 07.43.12	Ya	Ya	Diploma (D1/D2/D3)	1 tahun	Perempuan	17-25	Lembaga non-formal atau komunitas belajar lainnya
05/19/2025 08.19.44	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/19/2025 08.56.30	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/19/2025 09.39.58	Ya	Ya	Magister (S2)	> 1 tahun	Perempuan	35-43	Satuan PAUD Sejenis (SPS)
05/19/2025 10.22.16	Ya	Ya	Diploma (D1/D2/D3)	1 tahun	Perempuan	26-34	Taman Kanak-Kanak (TK)
05/19/2025 11.15.04	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Laki-Laki	26-34	Kelompok Bermain (KB)

05/19/2025 12.08.23	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/19/2025 12.53.17	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	35-43	Tempat Penitipan Anak (TPA)
05/19/2025 13.37.49	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/19/2025 14.26.12	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/19/2025 15.11.55	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Kelompok Bermain (KB)
05/19/2025 15.57.21	Ya	Ya	Diploma (D1/D2/D3)	> 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/19/2025 16.41.38	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/19/2025 17.22.54	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
05/19/2025 18.13.08	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Tempat Penitipan Anak (TPA)
05/19/2025 18.59.27	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	35-43	Tempat Penitipan Anak (TPA)
05/19/2025 19.45.12	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	35-43	Taman Kanak-Kanak (TK)
05/19/2025 20.31.34	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/19/2025 21.17.05	Ya	Ya	Diploma (D1/D2/D3)	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/19/2025 21.57.48	Ya	Ya	Doktor (S3)	1 tahun	Perempuan	> 52	Taman Kanak-Kanak (TK)
05/19/2025 22.41.29	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
05/20/2025 07.16.25	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	35-43	Taman Kanak-Kanak (TK)

05/20/2025 07.53.58	Ya	Ya	Sarjana (S1)	1 tahun	Laki-Laki	26-34	Kelompok Bermain (KB)
05/20/2025 08.34.12	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	26-34	Taman Kanak-Kanak (TK)
05/20/2025 09.11.37	Ya	Ya	Diploma (D1/D2/D3)	1 tahun	Laki-Laki	26-34	Taman Kanak-Kanak (TK)
05/20/2025 09.56.44	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Tempat Penitipan Anak (TPA)
05/20/2025 10.38.28	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Tempat Penitipan Anak (TPA)
05/20/2025 11.21.19	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/20/2025 12.06.52	Ya	Ya	SMA/SMK/ Sederajat	< 1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
05/20/2025 12.54.17	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
05/20/2025 13.41.05	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)
05/20/2025 14.23.42	Ya	Ya	Sarjana (S1)	> 1 tahun	Laki-Laki	26-34	Kelompok Bermain (KB)
05/20/2025 15.10.13	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	35-43	Taman Kanak-Kanak (TK)
05/20/2025 15.54.58	Ya	Ya	Sarjana (S1)	> 1 tahun	Laki-Laki	35-43	Taman Kanak-Kanak (TK)
05/20/2025 16.39.44	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	35-43	Tempat Penitipan Anak (TPA)
05/20/2025 17.23.31	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Tempat Penitipan Anak (TPA)
05/20/2025 18.09.25	Ya	Ya	SMA/SMK/ Sederajat	< 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/20/2025 18.54.16	Ya	Ya	Diploma (D1/D2/D3)	1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)

05/20/2025 19.39.33	Ya	Ya	SMA/SMK/ Sederajat	< 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/20/2025 20.24.50	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
05/20/2025 21.10.36	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Taman Kanak- Kanak (TK)
05/20/2025 21.56.59	Ya	Ya	Magister (S2)	> 1 tahun	Perempuan	44-52	Kelompok Bermain (KB)
05/20/2025 22.41.42	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	26-34	Satuan PAUD Sejenis (SPS)
05/21/2025 07.11.27	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	26-34	Taman Kanak- Kanak (TK)
05/21/2025 07.54.19	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	26-34	Taman Kanak- Kanak (TK)
05/21/2025 08.39.05	Ya	Ya	SMA/SMK/ Sederajat	> 1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)
05/21/2025 09.22.51	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	26-34	Taman Kanak- Kanak (TK)
05/21/2025 10.06.38	Ya	Ya	SMP/ Sederajat	1 tahun	Perempuan	17-25	Kelompok Bermain (KB)
05/21/2025 10.54.14	Ya	Ya	Diploma (D1/D2/D3)	> 1 tahun	Perempuan	26-34	Taman Kanak- Kanak (TK)
05/21/2025 11.39.59	Ya	Ya	Sarjana (S1)	> 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/21/2025 12.23.42	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/21/2025 13.08.27	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Taman Kanak- Kanak (TK)
05/21/2025 13.53.13	Ya	Ya	Diploma (D1/D2/D3)	> 1 tahun	Laki-Laki	26-34	Kelompok Bermain (KB)
05/21/2025 14.36.57	Ya	Ya	Magister (S2)	< 1 tahun	Perempuan	26-34	Kelompok Bermain (KB)

05/21/2025 15.22.41	Ya	Ya	Diploma (D1/D2/D3)	> 1 tahun	Perempuan	17-25	Tempat Penitipan Anak (TPA)
05/21/2025 16.08.25	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/21/2025 16.54.10	Ya	Ya	Diploma (D1/D2/D3)	> 1 tahun	Perempuan	17-25	Taman Kanak-Kanak (TK)
05/21/2025 17.39.54	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/21/2025 18.24.38	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Laki-Laki	35-43	Tempat Penitipan Anak (TPA)
05/21/2025 18.31.12	Ya	Ya	Diploma (D1/D2/D3)	> 1 tahun	Perempuan	26-34	Taman Kanak-Kanak (TK)
05/21/2025 18.33.20	Ya	Ya	Sarjana (S1)	< 1 tahun	Perempuan	26-34	Satuan PAUD Sejenis (SPS)
05/21/2025 18.36.44	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Kelompok Bermain (KB)
05/21/2025 18.39.59	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)
05/21/2025 18.44.02	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	35-43	Kelompok Bermain (KB)
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05/21/2025 18.50.34	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	26-34	Taman Kanak-Kanak (TK)
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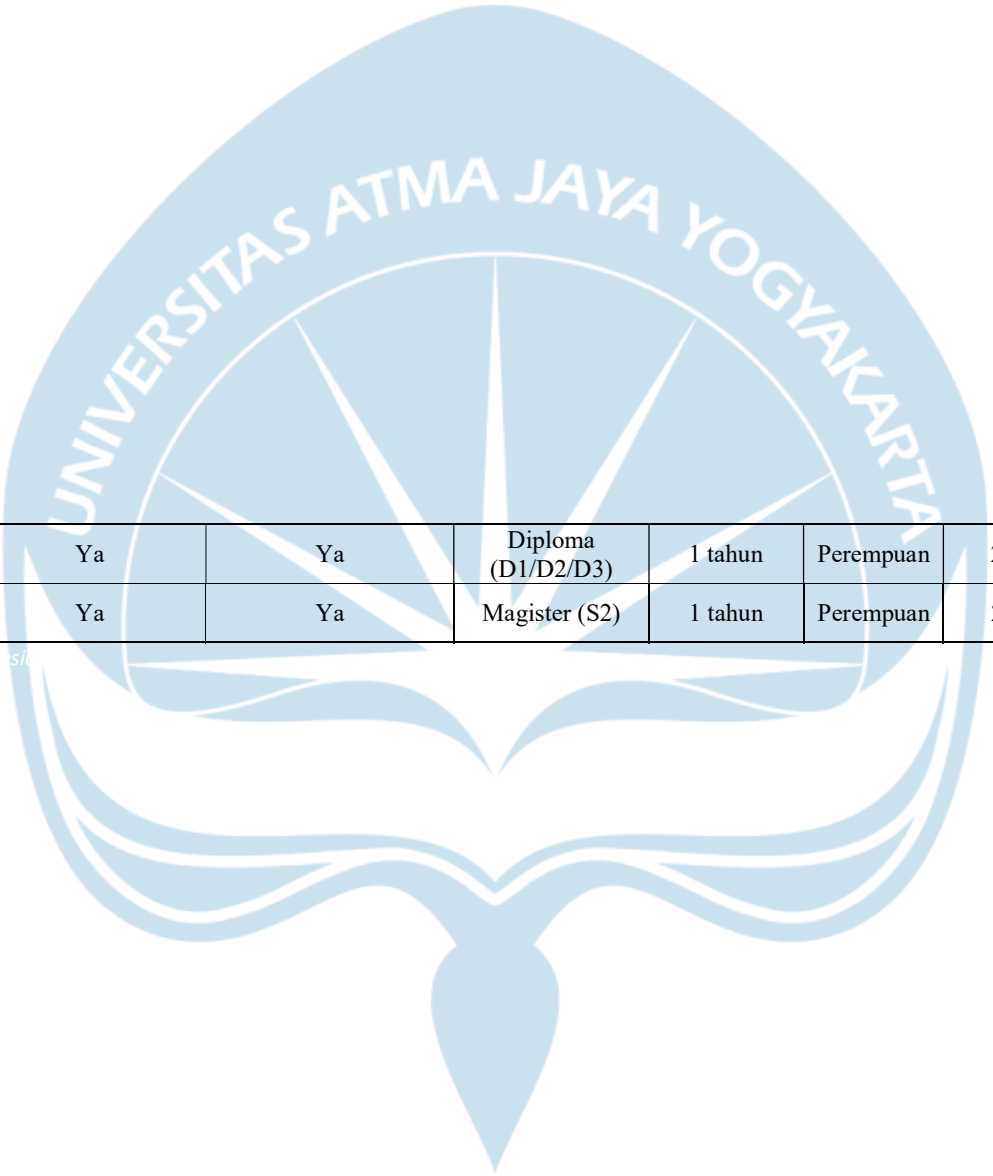
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05/21/2025 19.25.37	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	26-34	Tempat Penitipan Anak (TPA)
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05/21/2025 19.48.27	Ya	Ya	Magister (S2)	1 tahun	Perempuan	35-43	Taman Kanak-Kanak (TK)
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05/21/2025 21.46.23	Ya	Ya	SMA/SMK/ Sederajat	1 tahun	Perempuan	17-25	Kelompok Bermain (KB)
05/21/2025 21.51.06	Ya	Ya	Sarjana (S1)	1 tahun	Perempuan	26-34	Taman Kanak- Kanak (TK)
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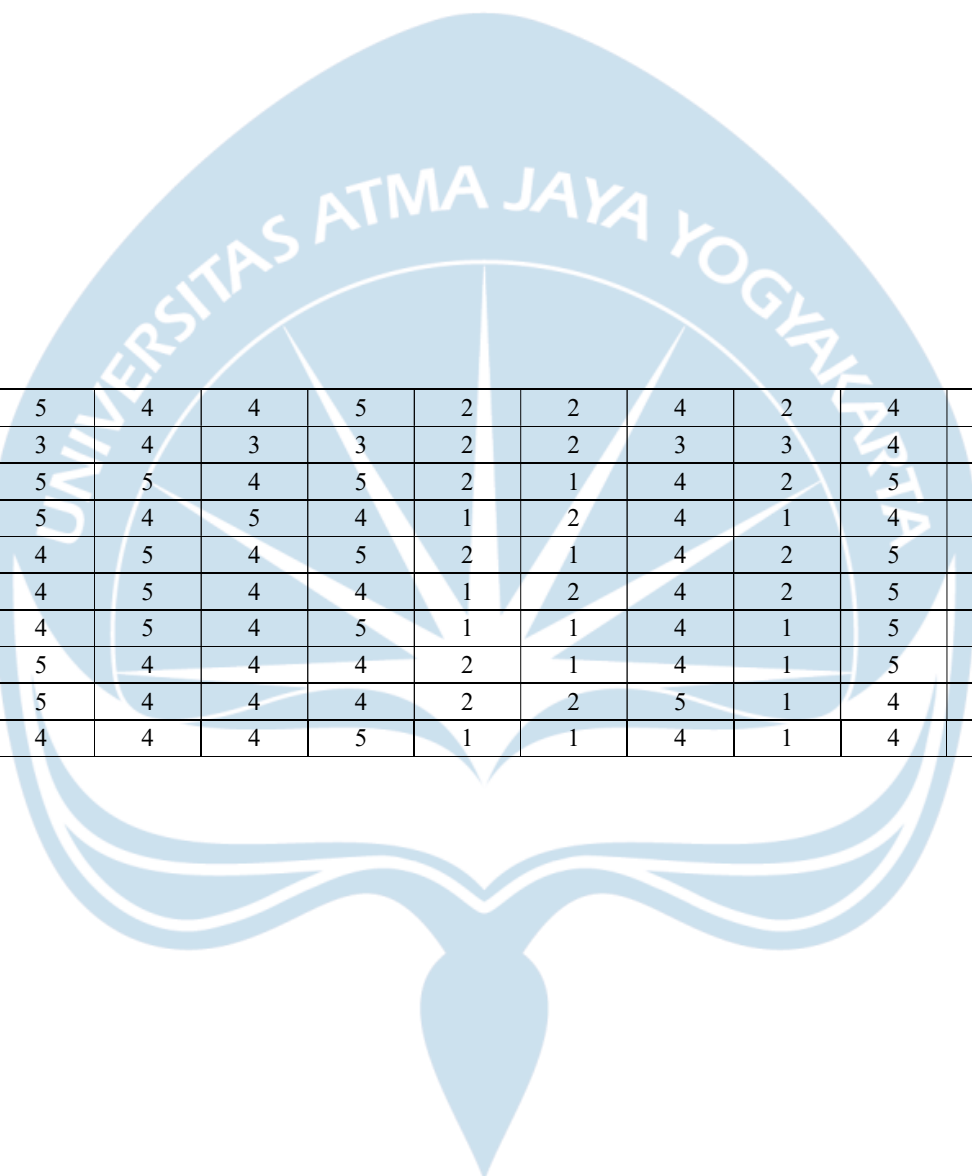
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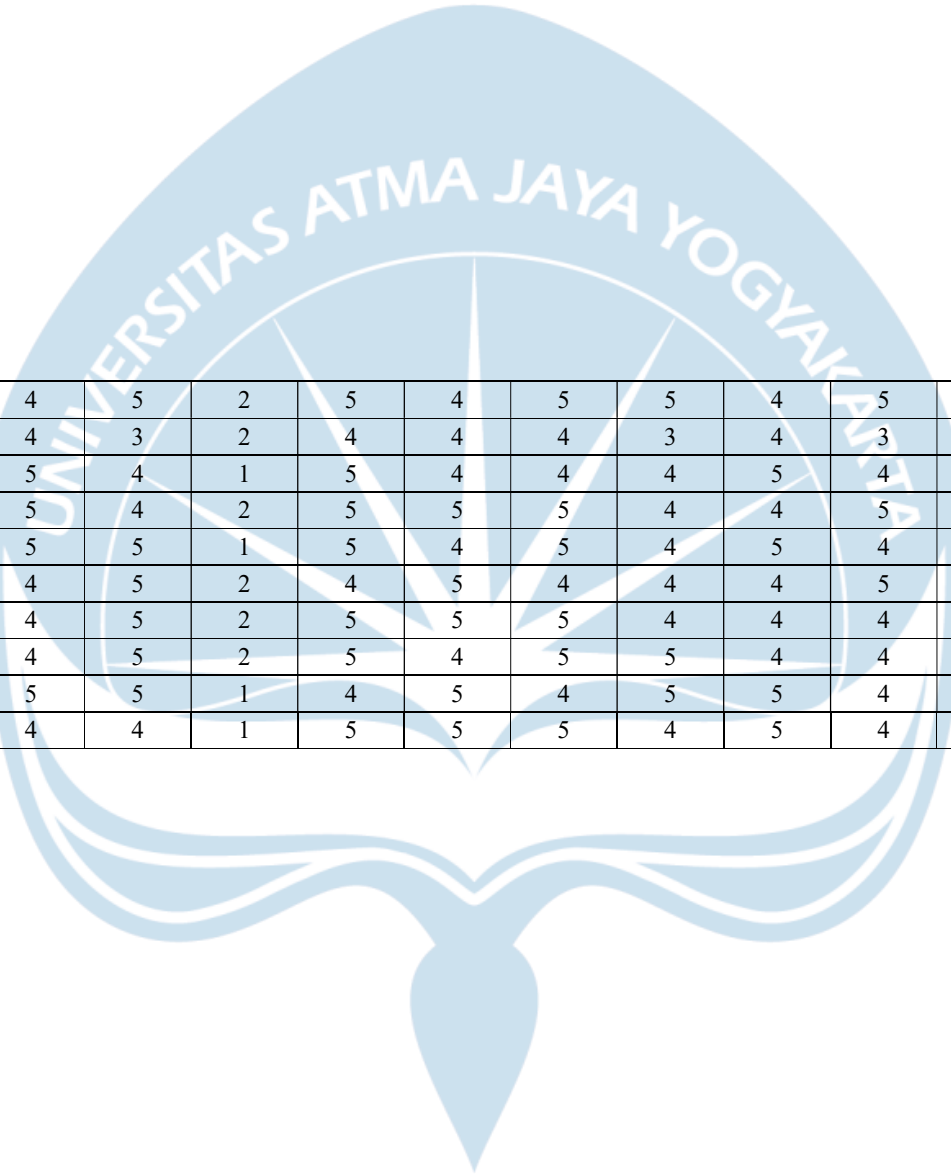
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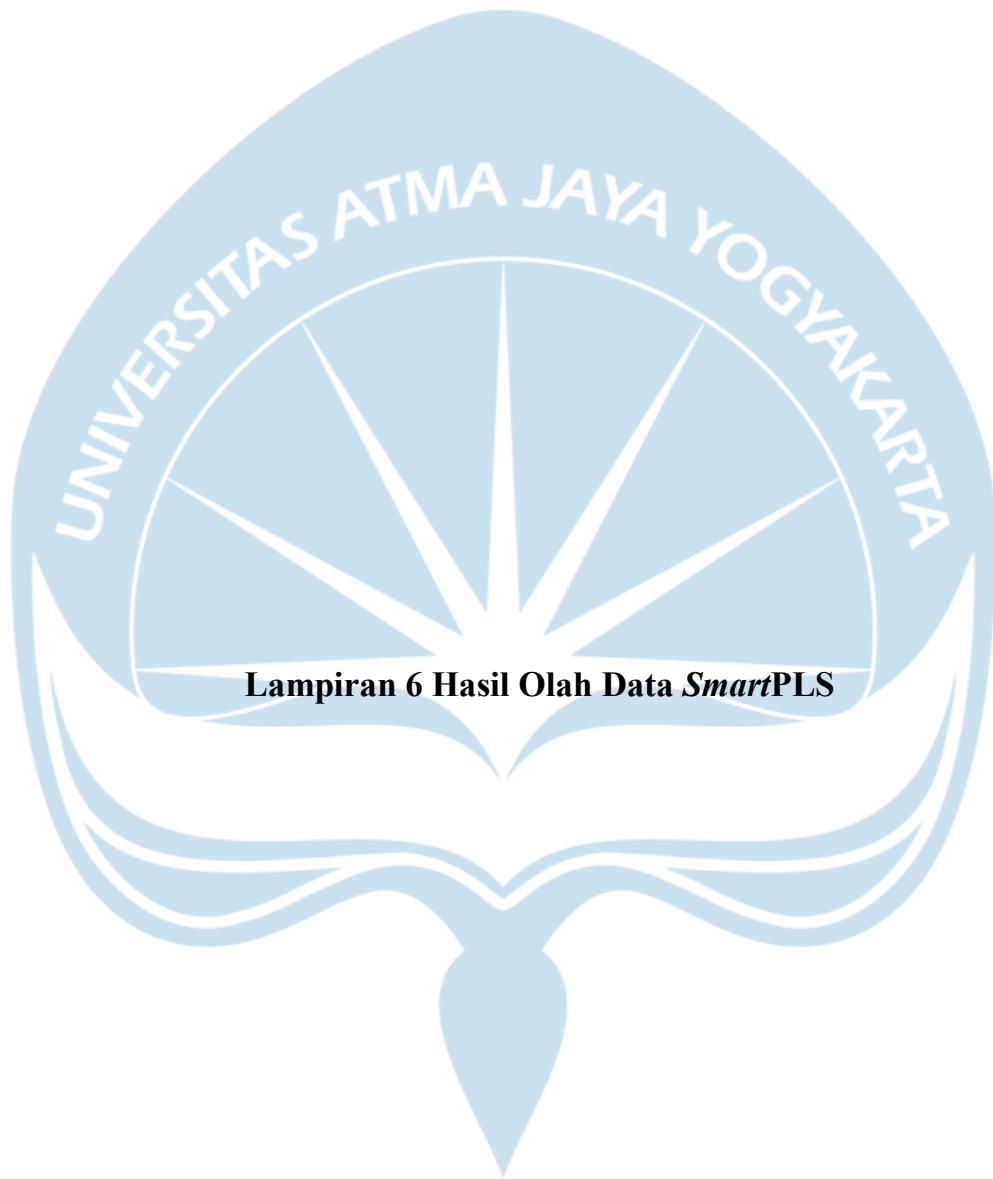
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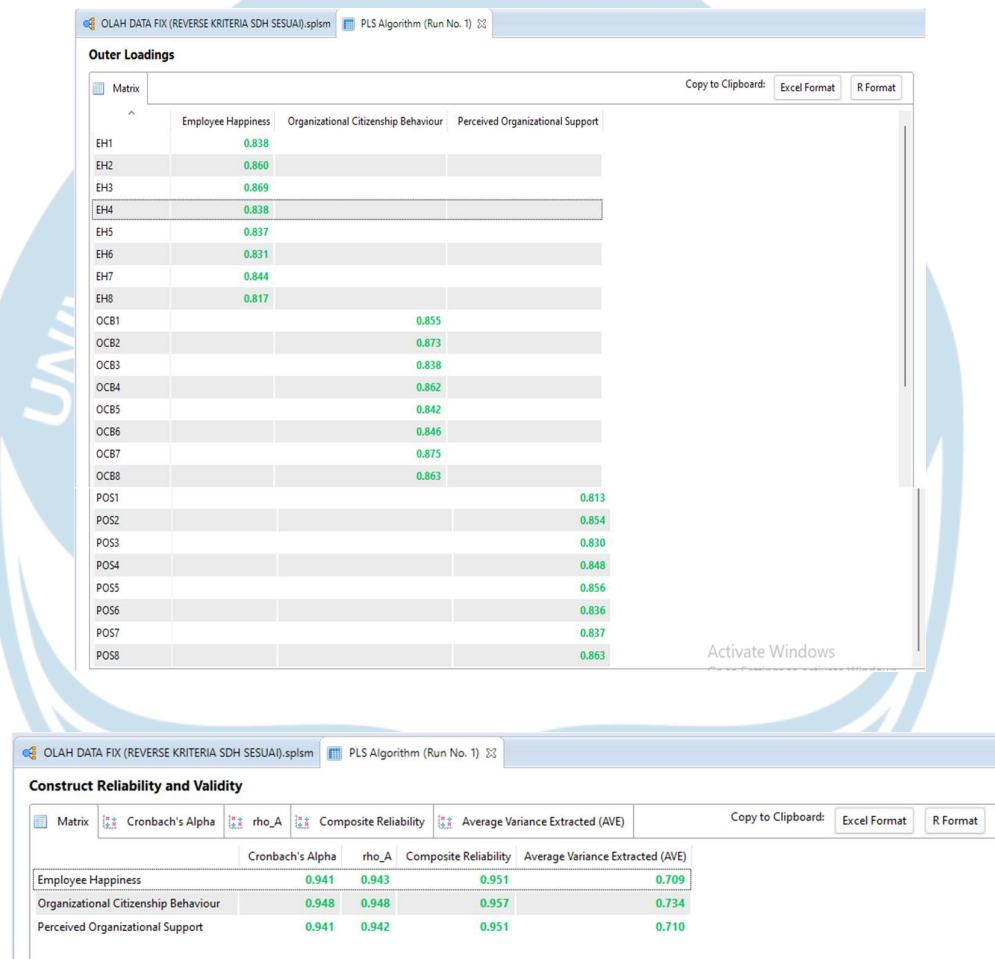
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Discriminant Validity

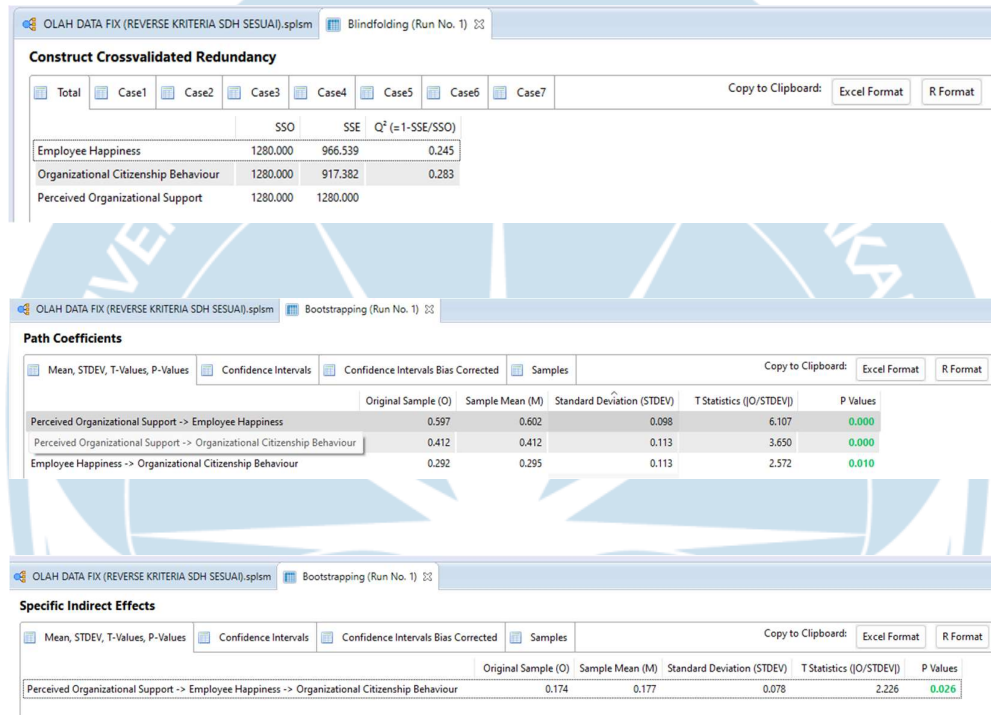
	Employee Happiness	Organizational Citizenship Behaviour	Perceived Organizational Support
EH1	0.838	0.382	0.492
EH2	0.860	0.457	0.447
EH3	0.869	0.520	0.519
EH4	0.838	0.423	0.503
EH5	0.837	0.473	0.533
EH6	0.831	0.443	0.492
EH7	0.844	0.504	0.543
EH8	0.817	0.400	0.482
OCB1	0.480	0.855	0.525
OCB2	0.431	0.873	0.516
OCB3	0.477	0.838	0.487
OCB4	0.496	0.862	0.506
OCB5	0.478	0.842	0.483
OCB6	0.426	0.846	0.491
OCB7	0.440	0.875	0.507
OCB8	0.455	0.863	0.502
POS1	0.502	0.541	0.813
POS2	0.513	0.503	0.854
POS3	0.487	0.507	0.830
POS4	0.462	0.478	0.848
POS5	0.503	0.541	0.856
POS6	0.524	0.434	0.836
POS7	0.479	0.486	0.837
POS8	0.550	0.455	0.863

R Square

	R Square	R Square Adjusted
Employee Happiness	0.357	0.353
Organizational Citizenship Behaviour	0.399	0.391

f Square

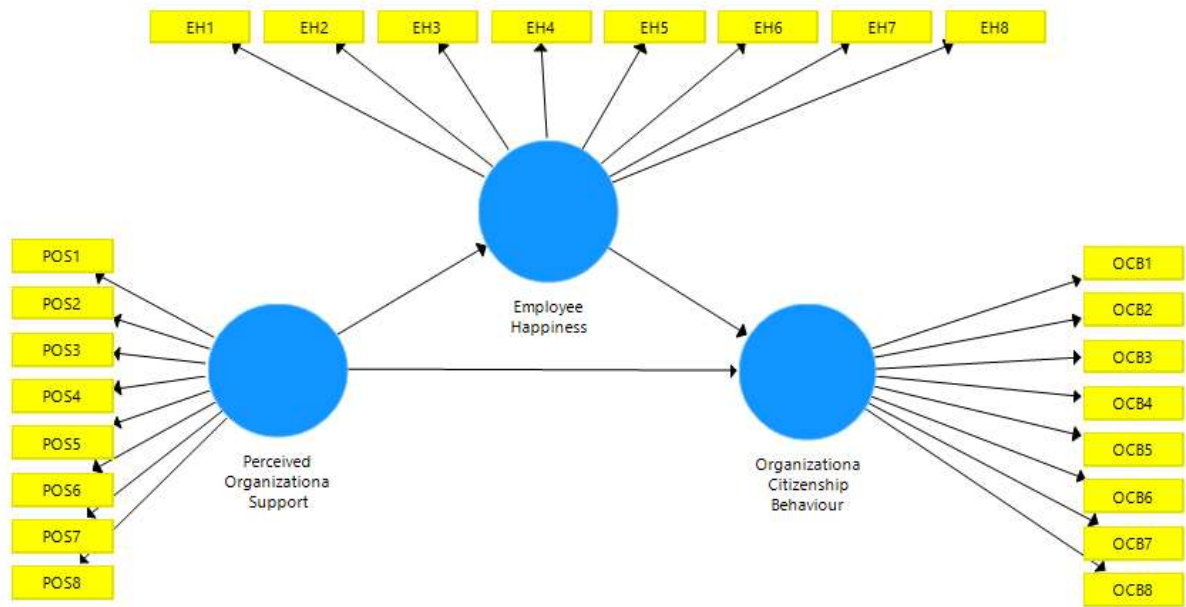
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Employee Happiness			0.091
Organizational Citizenship Behaviour			
Perceived Organizational Support	0.554	0.182	



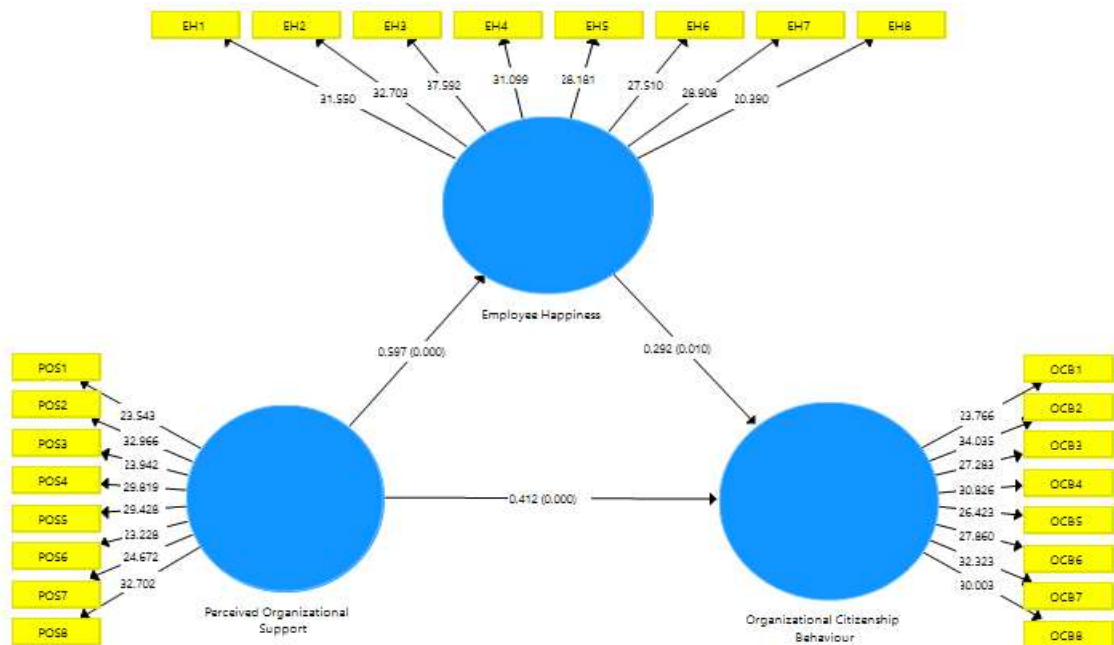


Lampiran 7 Struktur Kerangka SEM-PLS

Output Outer Model



Bootstrapping Calculation







Effect of Perception of Organizational Support on Organizational Citizenship Behaviour: The Mediating Role of Employee Happiness

Shiwani Singh¹ · Taruna¹ · Jyoti Singh Bharti¹

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Abstract

This study is focused on an empirical investigation of the relationship between organizational support perception (POS) and organizational citizenship behaviour (OCB), and also to find out the effect of employee happiness (EH) as a mediating variable on this relationship. The data was obtained from 219 retail sector employees through the survey questionnaire. The data was analyzed with the use of structural equation modeling (SEM) carried out in AMOS 26 to test the hypotheses. The study's findings pointed out that POS predicts OCB both directly and indirectly through the mediating role of EH. The results of this study suggest that management should strive to improve the factors that influence employees' POS to raise EH at work and OCB. Human resource practices such as flexible work arrangements, training and development opportunities, wellness programs, workplace justice, etc. can contribute to strengthening the relationship between the organization and its employees, thereby enhancing the perception of organizational support.

Keywords Perceived organizational support · Employee happiness · Organizational citizenship behaviour · Retail sector

Introduction

In the prevailing dynamic and competitive environment, it is crucial for all organizations that their entire workforce exhibit extra-role behaviour (Grego-Planer, 2019). The term extra-role behaviour was coined by Organ in the 1980s which is also called organizational citizenship behaviour (OCB). OCB can be explained as behaviour that is crucial for an organization's efficient functioning but does not fall under a specific

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job responsibility. Without any expectation of compensation or credit, employees take on extra responsibilities voluntarily with the sole intent of assisting their coworkers and the company (Smith et al., 1983). The success of an organization is significantly impacted by an employee's selfless efforts for the betterment of the organization. An organization's competitive advantage is generated from its personnel's positive behavior and endeavors that go beyond their mandated or contractual responsibilities (Ranjhan & Mallick, 2018). Therefore, organizations must identify the variables that could have an impact on OCB. Organizations should be aware of the drivers of OCB in advance and strive to enhance these drivers so that employees will be encouraged to involve in extra-role behaviour.

Perceived organizational support (POS) tends to drive organizational citizenship behaviour in the workplace. POS promotes extra-role behaviour that benefits the entire organization, such as advocating for the organization's goods & services and making insightful suggestions for any problem or projects which ultimately improves the operation of the company (Kaufman et al., 2001). The findings of past studies indicated that POS has been positively associated with job performance, affective commitment, employee engagement, job satisfaction, and organizational citizenship behaviour (Alshaabani et al., 2021; Erdogan & Enders, 2007; Piercy et al., 2006). Furthermore, social exchange theory (SET) also stresses that POS invokes the reciprocity principle, as supported employees build a positive image of the organization and actively contribute to the attainment of organizational goals by voluntarily participating in extra-role behaviours.

Enhancing employee happiness (EH) at work is very crucial for organizations to fully utilize their human capital (Van De Voorde et al., 2012). Happy employees seem to be gregarious, amiable and they contribute more to contextual performance. Positive organizational results are projected to grow in businesses with happy employees and it is also believed that happy employees would take fewer actions that endanger the organization's success. Generally, employees who are happy at work are less likely to involve in counterproductive work behaviours (A. Singh & Banerji, 2022; Thompson & Bruk-Lee, 2021). Maintaining happy employees may be extremely useful in terms of lowering the attrition rate as a high attrition rate may lead to reduced productivity, high replacement cost, and dysfunctional organizational cultures (Staw, 1980). Hence, EH is necessary to keep business on track.

The Indian retail industry contributes significantly to the country's economy, making up about 10% of its GDP and providing employment to over 40 million people. It is the fifth-largest retail market globally, and it is expected to reach US \$1.5 trillion by 2030, further emphasizing its importance to the country's economy (IBEF, 2022). This growth of India's retail industry has increased the demand for skilled personnel, emphasizing the need for effective HR systems, policies, and practices to meet the industry's rapidly growing demands (Singh & Mishra, 2008).

HR plays a vital role in retail, as employees who deal with customers are perceived as the face of the organization. Recognizing the importance of HR in the growth and development of India's retail sector, this study examines the relationship between POS, EH, and OCB. However, research on the link between POS and OCB through EH in the Indian context, under the social exchange theory, is still limited. Therefore, this study aims to empirically explore POS as a predictor of EH and OCB to address this gap.

Literature Review

Perceived Organizational Support

POS is described as employees—"global beliefs about the extent to which the organization cares about their well-being and values their contributions" (Eisenberger et al., 1986). POS includes workplace justice, supervisor's support, good working conditions, and organizational rewards which ultimately determine how well employees will accomplish their in-role tasks (Rhoades & Eisenberger, 2002). If employees have a propitious view about these factors, it will cultivate a sense of belongingness with the organization. Furthermore, POS stimulates desirable results such as increased dedication, trust, and positive attitude (Yu & Frenkel, 2013). As a result of POS, employees may feel obligated to help the business in achieving its objectives. The employee's positive perception of management support would result in a social exchange relationship between the company and its employees, inspiring them to act in ways that the company values (Yu & Frenkel, 2013).

Employee Happiness

Albert Schweitzer opined that "success is not the key to happiness, happiness is the key to success" (Thompson & Bruk-Lee, 2021). Despite this prevalent notion, EH is usually considered as an insubstantial topic by corporate entities, immaterial to the bottom-line results. Many positive organizational outcomes are likely to be derived from happy employees for example job satisfaction, organizational commitment, and lower turnover rate (Thompson & Bruk-Lee, 2021). Happiness is a multifaceted notion that encompasses psychological well-being, positive emotions, and overall satisfaction with work and life (Diener, 2000; Fisher, 2010; Grant et al., 2007). EH has been influenced by a variety of factors, which can be clubbed into four broad categories i.e., personal factors, factors related to family environment, organizational and social factors (Dutschke et al., 2019; Espasandín-Bustelo et al., 2020). Past studies have identified social support available at work (Drummond et al., 2017), leadership style (Perko et al., 2016), training & development opportunities and resourceful environment (Xanthopoulou et al., 2012) as the organizational factors that linked employee happiness.

Organizational Citizenship Behaviour

The OCB was initially characterized as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988). Employees who believe they are "citizens" of their organizations, willingly adopt initiatives that assist not only their coworkers but the organization as a whole (Grego-Planer, 2019). Workers' OCBs improve teamwork and aid in promoting organizational productivity (Lin & Peng, 2010). According to Williams and Anderson (1991), OCB can be classified into two major dimensions: Citizenship behaviour towards the individual (OCB-I) and towards organizations (OCB-O). OCB-I is interpreted as offering support to co-workers related to their assigned tasks and exhibiting empathy while they are experiencing personal problems. To help the organization as a whole, an employee engages in OCB-O. For instance, proving innovative

solutions to the issues, adhering to rules & regulations, and contributing to the successful implementation of the strategy. Employees who exemplify these behaviours are treated as valuable assets of organizations and are a source of competitive advantage.

Theoretical Foundation and Hypotheses Development

The current study examines POS, EH and OCB all within the framework of social exchange theory (SET). SET has been frequently deployed to understand the mutual interactions that have been developed between employees and the organization. According to (Blau, 1964) positive behaviour from others are more likely to be reciprocated by employees. In an organization when an employer treats the workforce fairly, praises their efforts, and genuinely is concerned about their well-being, employees feel a deep sense of gratitude and thus, strongly encourage to reciprocate (Dawley et al., 2008). To repay their organizations, employees tend to exhibit positive work attitudes such as higher performance, extra-role behaviours, and increased organizational commitment (Aryee et al., 2002). Such an ideal scenario can only be achieved when employees at a company abide by the exchange's norms and regulations (Cropanzano & Mitchell, 2005). SET claims that a healthy relationship between employees and managers/ supervisor fosters a mutual understanding that creates a collaborative work environment that would be advantageous for both employees and the organizations (Cole et al., 2002). Applying SET, this research synthesizes the literature on perceived organizational support, employee happiness, and organizational support to formulate the following hypotheses. The conceptual model for this research is shown in Fig. 1.

Perceived Organizational Support and Employee Happiness

Past studies have repeatedly highlighted the benefits of having an employee that feels supported by organizations (Gaëtane Baran et al., 2012; Caesens et al., 2017; Kurtessis et al., 2015). Particularly, POS was found to be strongly related to different desirable employment

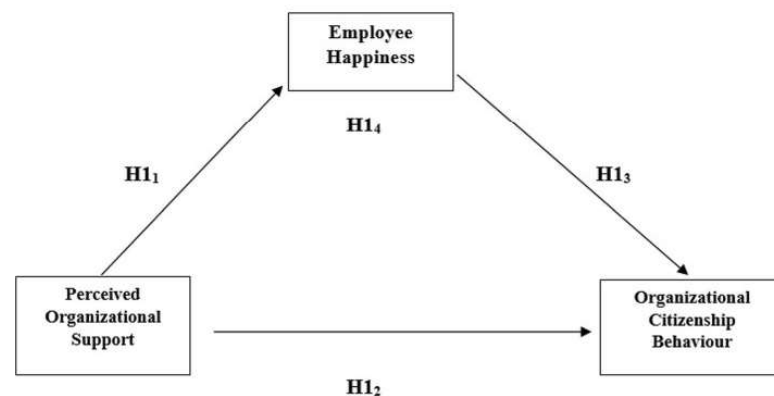


Fig. 1 Conceptual model

outcomes namely, work engagement, loyalty, & employees' subjective well-being and negatively associated with inimical work behaviour such as intention to quit (Eisenberger & Stinglhamber, 2011). It is believed that POS satisfies a number of socioemotional needs such as esteem need, emotional support, need for affiliation, etc. which in turn improves employees' well-being (Kurtessis et al., 2015). Happiness or well-being at work is crucial for fostering employees' optimal performance and minimizing absenteeism, and poor physical & mental health (Panaccio & Vandenberghe, 2009). Additionally, it has been determined that POS is associated with reduced levels of psychological stress among workers, higher job satisfaction & happiness, and favourable attitudes toward their organization (Caesens & Stinglhamber, 2014; Panaccio & Vandenberghe, 2009).

So, we propose the hypothesis as:

H1₁: There is a positive relationship between POS and EH.

Perceived Organizational Support and Organizational Citizenship Behaviour

According to the SET, when employees feel that the organization values their contributions whether through inclusion in the elite workforce or in a different way, they will reciprocate by acting favourably in several ways viz. employee engagement, commitment, and organizational citizenship behaviour (Wayne et al., 2002). This theory also contended that if employees feel highly supported by their organizations, they produce a higher degree of OCB by building psychological capital. Bartkowiak et al. (2020) found that workers often have greater OCB, job stability, and subjective well-being when they perceive that top managers and organizations are supportive. Similarly, prior research demonstrated a significant positive connection between POS and OCB (Kaufman et al., 2001; Piercy et al., 2006). Hence, the hypothesis is proposed as:

H1₂: There is a positive relationship between POS and OCB.

Employee Happiness and Organizational Citizenship Behaviour

Happiness is seen to have a beneficial impact on workers and triggers positive behavioural changes (Lyubomirsky et al., 2005). Happy workers are found to be more altruistic, empathic, and visibly have greater OCB (Avey et al., 2008; Barsade & Gibson, 2007; Spector & Fox, 2002). Happiness or Positive emotions promote deeper connections, relationship development, social integration, and the formation of more effective social interactions (Diener & Seligman, 2002; Waugh & Fredrickson, 2006) which may lead to the courteous, compassionate, and sympathetic behaviour of employees (Rego et al., 2010). Happy employees are always inclined to assist their organization regardless of their formal roles and responsibilities (George, 1991). In the same vein, Williams and Shiaw (1999) suggested that positive emotions at work encourage extra-role behaviour (OCB), which benefits organizations and improves organizational results. So, we propose the hypothesis as:

H1₃: There is a positive relationship between EH and OCB.

Employee Happiness as a Mediator Between Perceived Organizational Support and Organizational Citizenship Behaviour

Happiness at work has a substantial and profound impact on the employees' productivity, quality of life and job satisfaction (Bhattacharjee & Bhattacharjee, 2010; Boehm & Lyubomirsky, 2008; Marescaux et al., 2019). According to George (1991) employees who perceive affective well-being at work, engage in more prosocial conduct. Happy employees are more inclined to have favourable opinions of their workplace and coworkers, which promotes additional role engagement (S. Williams & Shiaw, 1999). POS has been identified as one of the predictors of employee happiness. POS amplifies the feeling of positivity among employees by strengthening their perceptions that the company values their work and performance (Rhoades & Eisenberger, 2002). POS ensures that assistance will be provided by the employer as needed to effectively perform one's task and handle challenging circumstances, which promotes the psychological well-being of employees. SET can also be used to comprehend the mediating role of employee happiness in the link between POS and OCB. According to SET, in a work environment where employees feel supported by their organization, they experience better sentiments and moods, resulting in higher levels of happiness, which may lead to organizational citizenship behaviour.

As a result, it is hypothesized that:

H1₄: EH mediates the relationship between POS and OCB.

Research Methodology

A standardized questionnaire was used to gather the data from small and medium retail sector employees working in Gorakhpur City (Uttar Pradesh, India). Gorakhpur city of eastern Uttar Pradesh, India, is known for its rich cultural and historical significance and it has become a thriving commercial and trading center. With a population of 673,448 people in 2011, it was designated as a metropolis area in 2021 (Wikipedia, 2023). The city offers a vast and lucrative consumer base for the retail industry, with several shopping malls and standalone stores offering local and international brands in various categories. Its proximity to major industrial and commercial hubs makes it an advantageous location for setting up a retail business.

A convenience sampling method was adopted to distribute 350 survey forms to employees who were either full or part-time employed in supermarkets, departmental stores and shopping malls. A total of 247 responses were received out of which 219 were found to be valid (duly filled). Table 1 depicts the respondents' demographic characteristics.

Measures

The survey instrument was designed utilizing scales that had already been validated from prior research. It was divided into two sections: (1) participants demographic details and (2) measures of the current study factors. A nominal scale was used to assess demographic factors whereas POS, EH, and OCB were measured on a Likert 5-point scale, that ranges from strongly disagree (1) to strongly agree (5). Table 2 depicts the details of Study's measures.

Table 1 General characteristics of respondents ($N=219$)

No	Demographics	Categories	Frequency	Percentage
1	Gender	Male	162	74.0
		Female	57	26.0
2	Age	18–29	30	13.7
		30–40	62	28.3
		41–50	56	25.6
		Above 50 years	71	32.4
3	Education	High school	30	13.7
		Diploma	44	20.1
		Intermediate	53	24.2
		Bachelor's degree	79	36.1
		Postgraduate degree	13	5.9
4	Marital status	Married	136	62.1
		Unmarried	83	37.9
5	Income (Monthly)	Less than 20000	98	44.7
		20000–40000	77	35.2
		40001–60000	18	8.2
		Above 60000	26	11.9
6	Position	Employee	122	55.7
		Supervisor	65	29.7
		Manager	32	14.6
7	Experience	Below 5 years	68	31.0
		5–10 years	100	45.7
		11 years and above	51	23.3

Table 2 Study's measures

Construct	Number of items	Source
POS	8	(Eisenberger et al., 1986)
EH	8	(Hills & Argyle, 2002)
OCB	7	(Van Dyne & LePine, 1998)

Data Analysis

A two-step approach was employed for data analysis. Firstly, confirmatory factor analysis (CFA) was applied to verify the measurement scale's validity and reliability. Furthermore, the direct and mediation hypotheses were tested using the SEM with AMOS 26.

Measurement Model

The findings in Table 3 show that the average variance extracted (AVE) for all factors are more than the threshold value of 0.50 and the composite reliability (CR) value is more than 0.7, exhibiting the measurement scale's convergent validity (Hair et al., 2017). Additionally, as indicated in Table 4, the AVE value for each variable is higher than any correlation

Table 3 Summary of the measurement model

Variables and items	Factor loading	Alpha	AVE	CR
Perceived organizational support		.965	0.783	0.966
POS 1	.901			
POS 2	.851			
POS 3	.892			
POS 4	.936			
POS 5	.893			
POS 6	.930			
POS 7	.897			
POS 8	.768			
Employee happiness		.944	.737	.943
EH 1	.814			
EH 2	.868			
EH 3	.864			
EH 4	.849			
EH 5	.901			
EH 6	.853			
Organizational citizenship behaviour		.965	.801	.965
OCB 1	.897			
OCB 2	.918			
OCB 3	.938			
OCB 4	.912			
OCB 5	.882			
OCB 6	.902			
OCB 7	.812			

Table 4 Discriminant validity

Constructs	POS	EH	OCB
POS	0.884		
EH	0.633	0.858	
OCB	0.519	0.463	0.894

Discriminant validity is depicted diagonally and is in bold

coefficient, supporting the discriminant validity of the constructs. (Fornell & Larcker, 1981). Cronbach's alpha values for each research construct are greater than 0.6, showing that each construct has the necessary reliability (Sekaran & Bougie, 2016). The measurement model of this study is exhibited in Fig. 2

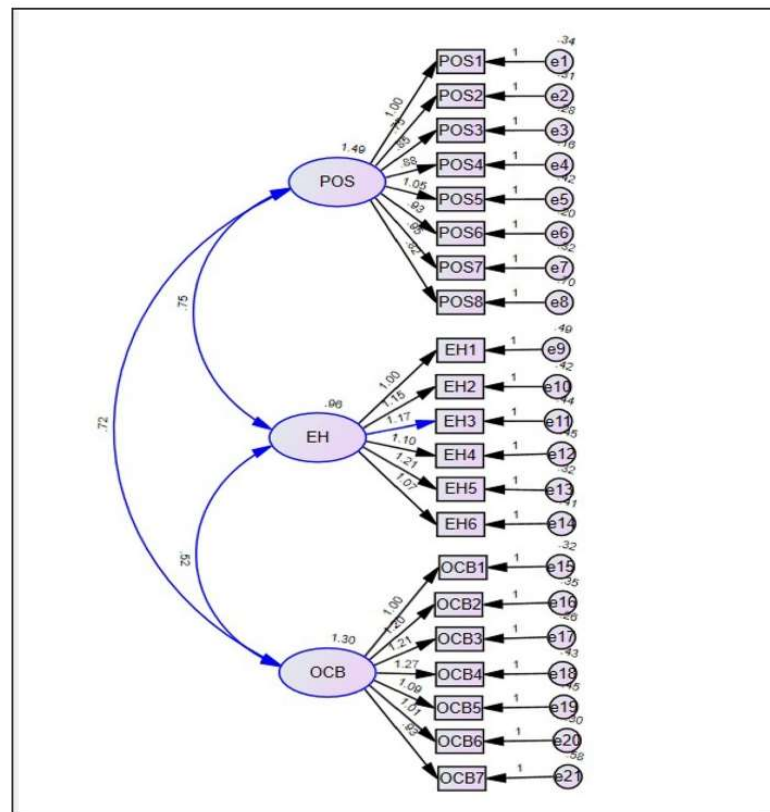
**Fig. 2** Measurement model

Table 5 Model fit statistics

Fit indices	Obtained value	Cut-off value	Reference
χ^2/df	2.32	< 5	(Hooper et al., 2008; Hu & Bentler, 1999)
SRMR	.057	≤ 0.06	
RMSEA	.08	≤ 0.08	
CFI	.95	> 0.9	
NFI	.92	> 0.9	
TLI	.94	> 0.9	
AGFI	.81	> 0.8	

Model Fit

According to Hair et al. (2010), it is crucial to examine the goodness of fit indices of the model before making any conclusions. The χ^2/df , TLI, CFI, NFI, SRMR, and RMSEA are some of the popular indices used to assess the model's fit. The SEM results shown in Table 5 demonstrate a good model fit.

Structural model

The structural model reveals the relationship among the several research variables both directly and indirectly. Four steps mediation process suggested by Baron and Kenny was utilized to examine the significance of both direct and indirect paths.

Barron and Kenny test for mediation analysis

Condition 1 There must be a considerable impact of the independent variable (IV) on the mediator.

As per condition 1, the impact of POS on EH was examined. Table 6 depicts that p -value ($***$) < .01, demonstrating that POS has a significant impact on EH. Here, p^{***} indicates that the p -value is .000. The first condition of mediation analysis was met by this. The path model for mediation analysis condition 1 is shown in Fig. 3.

Condition 2 The independent variable (IV) must have a considerable impact on the dependent variable (DV) without the mediator.

In accordance with condition 2, the impact of POS (IV) on OCB (DV) was examined. Table 7 exhibits that the POS has an impact on OCB as the p -value is 0.000 which is less than 0.01. Hence, at the .01 level, the relationship between POS and EH is significant. This

Table 6 Standardised regression estimate: POS $\rightarrow$ EH

Direct path	Beta	S.E	C.R	P	Result
POS-EH	0.510	0.053	9.505	0.000	Significant

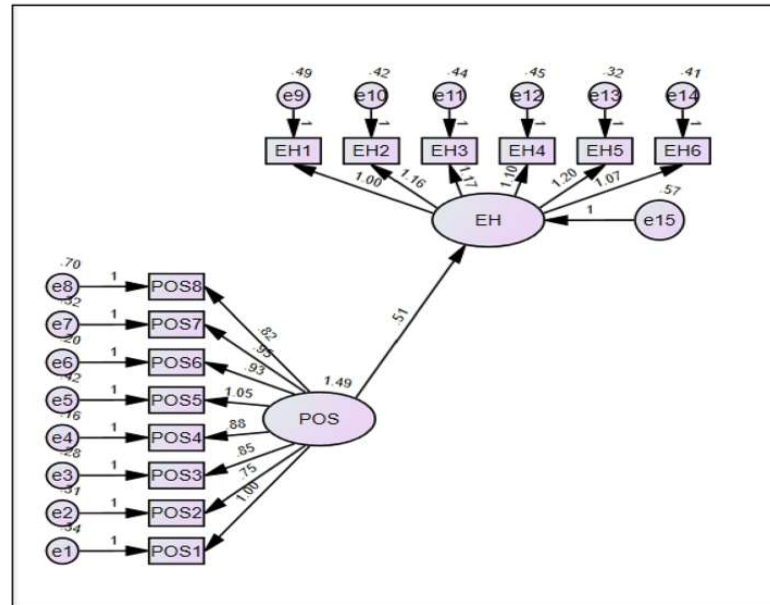


Fig. 3 The path model of POS and EH

met the second requirement of mediation analysis. The path model for the second condition of the mediation analysis is shown in Fig. 4.

Condition 3 The mediator must have a considerable impact on DV.

According to condition 3, the impact of EH on OCB was investigated. Table 8 reveals that the OCB is significantly impacted by the EH (Beta=0.542, $p < 0.01$). This fulfilled the third prerequisite for mediation analysis. The path model of mediation analysis for condition 3 is demonstrated in Fig. 5.

Condition 4 Mediation results after introducing the mediator in the model.

The influence of IV on DV becomes less significant after introducing the mediator in the model, then it is called partial mediation. Whereas, full mediation occurs when the impact of IV on DV becomes insignificant if the mediator is included in the model. Table 9 reveals that the p -value for the indirect path is $.015 < .05$. A bootstrapping technique with 5000 resamples

Table 7 Standardised regression estimate: POS $\rightarrow$ OCB

Direct path	Beta	S.E	C.R	P	Result
POS—OCB	.49	.061	8.032	.000	Significant

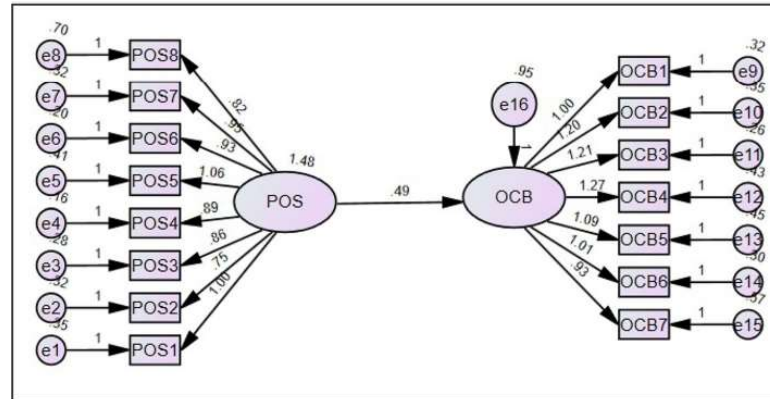


Fig. 4 The path model of POS and OCB

was utilized to investigate the indirect effect. Figure 6 indicates that EH partially mediates the relationship between POS and OCB. Partial mediation exists because the standardized regression weight between POS and OCB reduced from 0.49 to 0.35 after including EH. The path model of mediation analysis for condition 4 is demonstrated in Fig. 6.

The results of path analysis show that POS has a positive relationship with EH ($b=0.510$, $p<0.001$) and OCB ($b=0.49$, $p<0.001$). In a similar vein, EH significantly and positively influences OCB. ($b=0.542$, $p<0.001$). Consequently, $H1_1$, $H1_2$, and $H1_3$ are supported. Furthermore, the result reveals that EH partially mediates the relationship between POS and OCB ($b=0.14$, $p<0.05$). Hence, $H1_4$ is proven.

Discussion

The goal of this research work was to ascertain the effect of POS on extra role performances. Additionally, this research aimed to identify the effect of EH on this interaction. Consistent with SET, the study's findings highlighted that POS positively influences OCB confirming the outcomes of earlier studies (Alshaabani et al., 2021; Kaufman et al., 2001; Piercy et al., 2006). Personnel who perceive high POS levels feel obligated to reciprocate the company for its favours by going above and beyond their job roles. However, this outcome contradicts earlier research that was unable to establish any significant direct relationship between POS and OCB (Jehanzeb, 2020). Based on SET, Cropanzano and Mitchell, (2005) stated that employees are expected to conform to the norms of reciprocity, which means that if they perceive that their organization is treating them well, they will be motivated to exhibit positive behaviors. Thus, in consistency with SET, the finding of this research work state that POS creates a positive exchange between employees and organizations leading to increased OCB (Chiaburu

Table 8 Standardised regression estimate: EH → OCB

Direct path	Beta	S.E	C.R	P	Result
EH- OCB	.542	.081	6.729	.000	Significant

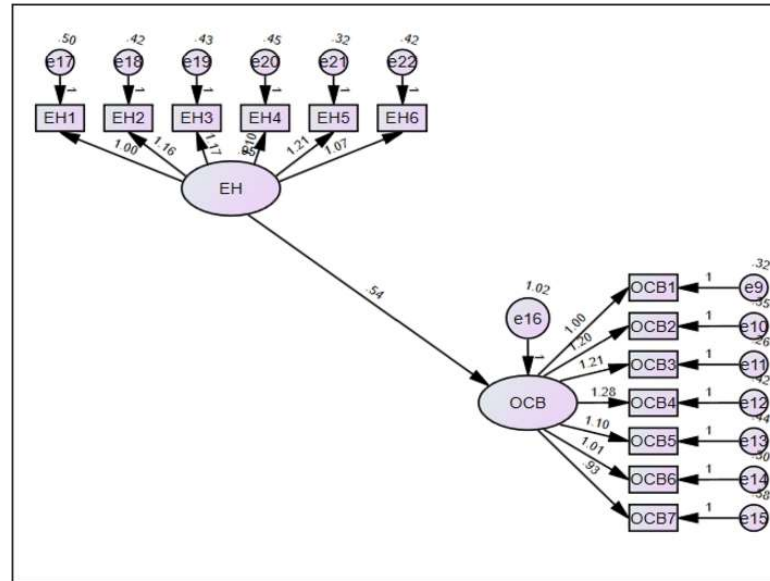


Fig. 5 The path model of EH and OCB

et al., 2015). When employees perceive that the organizations prioritizes their well-being, employees are more likely to involve in discretionary behaviors that benefit the organization. This exchange promotes a positive work environment, reinforces trust, and encourages sustained positive behaviors, ultimately facilitating OCB and contributing to a collaborative work culture and heightened productivity.

Further, the findings revealed that EH is significantly influenced by POS. It is asserted that POS fulfills a range of employees' socio-emotional needs, which enhances their well-being at the workplace. This result aligns with prior research by Caesens et al. (2017), which stated that employees who perceive greater support and concern from their employer experience improved subjective well-being. The results of this research also revealed that EH is significantly positively associated with OCB. It implies that happy employees are more likely to exhibit OCB. The outcome of the present study is consistent with earlier research that demonstrated a direct link between employee happiness and OCB (George, 1991; Williams & Shiaw, 1999). Happy employees are emotionally connected with their

Table 9 Standardised regression estimate of total, direct and indirect path

Effect	Standardized estimation	P-value	Result	Mediation
Total effect	0.49	.000	Significant	
Direct effect	0.35	.000	Significant	
Indirect effect	0.14	.015	Significant	Partial Mediation

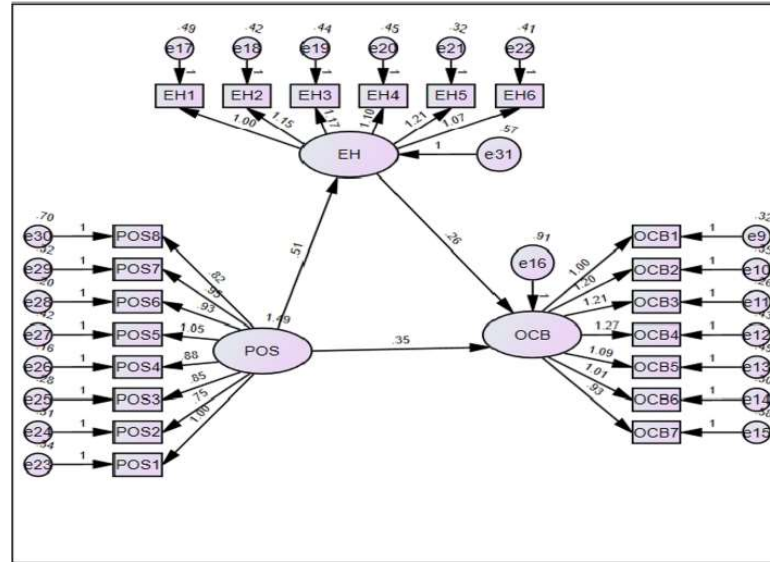


Fig. 6 The mediation path

organization and they are more eager to voluntarily contribute in the best interests of the organization. EH raises the propensity to assist other co-workers and to be more cordial, caring, and sympathetic. Moreover, the outcomes of the study reveal that the relationship between POS and OCB is mediated by EH to some extent. It signifies that POS affects OCB not only directly but also indirectly through EH, the justification of this relationship is explored on the basis of SET. When an organization supports its employees by recognizing, rewarding, praising, and motivating them for their hard work and performance the employees have a more positive attitude and behaviour which raises their happiness level and inspire them for OCB for the growth and prosperity of the organization.

POS has the potential to induce felt obligations. POS improves organization effectiveness by cultivating employees' feelings of obligation and elevating reciprocity norms between employees and the organization. Hence, organizations must invest in the workforce to improve their feeling of support. In summary, our study supports the hypothesis that POS is crucial in promoting EH at work, which in turn causes OCB.

Managerial Implication

The study's outcomes have practical implications for the organizations as they are understanding the benefits they can reap by providing support to workers. The findings of this study show that to achieve better OCB, firms should concentrate on fostering happiness at work. This can be done by offering increased organizational support, which is considered as a major antecedent of EH and OCB. Organizations must ensure that they provide appropriate working conditions, wellness programs, flexible work arrangements, health care,

and safety measures for their employees. Organizations are also recommended to respect employees' viewpoints and efforts and assist them in developing their skills and capabilities for promoting the happiness of employees and maximizing extra-role performance. Furthermore, managers should formulate and implement POS-oriented human resource policies. The likelihood that employees will exhibit OCB increases with the extent of assistance they receive from their employers. The employees' extra-role behaviour will contribute to the efficient operation of an organization.

Conclusion

Despite the growing interest in POS, EH and OCB in today's highly volatile and competitive environment, only a few research have looked at the interaction between POS and OCB in the presence of EH as a mediator in the Indian context. Overall, the research's findings indicate that POS decreases employees' perceptions of being regarded as the only means for achieving the objectives of the organization by meeting their physiological, social, and esteem needs. POS make employees aware that they are valued, recognized, and accepted as a member of organizations which triggers increased levels of happiness among employees. Happy employees are more inclined to indulge in extra-role performance. SET also posits that positive social exchange relationships result in increased loyalty and OCB towards their organizations.

Future Research Directions

Although the current research has its merits, it also has certain limitations that need to be acknowledged and taken up in future research work. Firstly, researchers should gather data from different locations and industries to enhance the generalizability of the study's results. This would give us a better idea of whether the relationships observed in the study are consistent across different contexts. Additionally, researchers can investigate how demographic factors, such as gender, experience, and age, might affect the link between POS and OCB. By studying these variables, researchers could gain a better understanding of how different groups of employees perceive and respond to POS and how this affects their willingness to engage in OCB. Finally, future research could explore other factors beyond EH that could impact the relationship between POS and OCB, such as organizational trust, psychological capital, and organizational commitment. By examining these factors more closely, researchers can gain a more complete understanding of what drives OCB and identify other ways to encourage OCB in the workplace.

Data Availability Data used in this research paper are available from the authors.

Declarations

Conflict of Interest The authors declare that they have no competing interests.

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