

**Exploring the Relationship of Organizational Commitment, Organizational  
Citizenship Behavior, Psychological Empowerment and Job Satisfaction with  
Leader-Member Exchange of Section Leaders and Team Leaders in Summer  
Children's Camps in Greece**

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**Exploring the Relationship of Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction with Leader-Member Exchange of Section Leaders and Team Leaders in Summer Children's Camps in Greece**

**Abstract**

The purpose of this research is to investigate the quality of the Leader-Member Exchange and the relationship with Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction of section leaders and team leaders, in summer children's camps in Greece. The high quality leadership of section and team leader encourages and supports the development of these dependent variables that play a particularly important role in organizational effectiveness camps. The two distinct samples were 669 team leaders and 148 section leaders from all summer children's camps in northern Greece. The participants completed the questionnaire of Leader-Member Exchange, Organizational Commitment, Psychological Empowerment, Organizational Citizenship Behavior and Minnesota Satisfaction Questionnaire. The results show the positive relationship with all the above means for all leaders and furthermore, section leaders have higher quality leadership than team leaders with moderate quality leadership. Summary, the members of the camps have modestly Organizational Commitment and Organizational Citizenship Behavior, and highly Psychological Empowerment and Job Satisfaction as a result of its quality leadership.

**Keywords:** leadership, leader-member exchange, summer children's camp, Greece

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**Introduction**

In the market of summer children's camps, leadership is the most obvious and pervasive element in operation and is the "key" to ensure effective, efficient and safe camping experience. Applicable to a wide range of various programs, processes and activities, it has important effects on individual and organizational level, for all parties involved (Nicodemus, 2007, Shelton, 2006). A critical factor in understanding the role and organization of working behaviors and attitudes is the quality between the members, regardless of the hierarchical level as the leader of the senior management team can not interact with all members of a child boot camp on a personal level and that the section leaders are in constant interpersonal contact with their team leaders. Therefore, the study of leadership in an organization should not be limited only to the leadership at the highest hierarchical level, but also include an analysis of the effects on the other administrative levels (Kent & Chelladurai, 2003, Rainey & Watson, 1996). The Leader-Member Exchange model LMX, aims to maximize organizational success by creating and developing high quality conciliation relationships between leaders and their subordinates (Kang & Stewart, 2007).

The Organizational Commitment OC, Organizational Citizenship Behavior OCB, Psychological Empowerment PE, and Job Satisfaction JS are important factors in the effectiveness of leadership and hence the success of organizations, regardless of the organizational context and culture. The positive experiential camping experience for children and adolescents depends largely on the attitude and behavior of staff through daily interpersonal contact (Emery & Barker, 2007). This research aims to investigate the quality LMX and the positive relationship between LMX and Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment, and Job Satisfaction, of section leaders and team leaders in summer children's camps in Greece.

### ***Literature Review***

The institution of summer children's camps worldwide has developed greatly in recent years. The American Camp Association (2007), defined the camp as "a lasting experience, which ensures a creative, entertaining and educational opportunity, through group living in the countryside. It utilizes trained leadership and the resources of the natural environment in order to contribute to the psycho-emotional, physical, social and spiritual development of each camper". Initially, the children's boot camp was part of the leisure movement and later a dominant cultural trend. Today it is part of the values of our society as well as the industry (Smith, 2010).

### ***Leader Member Exchange-LMX***

The Leader Member Exchange model-LMX is a separate modern leadership theory focused initially on the "vertical binary relation" (VDL) between the leader and certain following members (Dansereau, Cashman & Graen, 1973, Dansereau, Graen & Haga, 1975, Graen, 1976). According to this theory, leaders do not interact with the following members in the same way, because supervisors have limited time and resources and differ in the relationships that they develop individually with the following members in a way that they will gradually become distinct different conciliation relationships (Graen, 1976, Graen & Uhl-Bein, 1995). The nature of this relationship is based on trust, professional respect and mutual obligation (Breukelen, Schyns & Blance, 2006).

The purpose of LMX is to maximize organizational success by creating and developing high quality conciliation relationships between them (Kang & Stewart, 2007). The leader through these relationships, encourage the following to take more responsible roles (Graen & Uhl-Bien, 1995), trust them to replace him/her (Dunegan et al., 1992) and the following members commit to strive for greater achievement of the objectives of the team and the organization, beyond contractual or transactional expectations (Wayne & Greens, 1992).

### ***Organizational Commitment-OC***

The organizational commitment refers to the overall adhesion of an employee in an organization. It is a psychological connection between the employee and the organization, which makes it less likely for the employee to voluntarily leave the organization (Meyer & Allen, 1991). The organizational commitment is a force that binds

an individual to a course of action with a particular behavior in order to achieve specific goals (Meyer & Herscovitch, 2001). According to Meyer & Allen (1991) organizational commitment has the following three dimensions: a) Affective Commitment: refers to active participation in an organization to identify with it and the emotional bond that develops, b) Normative Commitment: commitment reflects a feeling of continued work and stay in the organization and c) Continuance Commitment: refers to the awareness on the part of employees of the costs associated with the departure from the body. Employees with strong continuance commitment remain in the organization because this is what should be done.

Each member/leader of the camp regardless of the hierarchical level, represents the camp, so the positive feelings of commitment to his/her direct leader can be extended to the whole of the camp and expressed as organizational commitment (Kent & Chelladurai, 2003). The organizational commitment which has been identified as a vital component to the success of organizations and business (Meyer & Allen, 1991) need encouraged and strengthened by the leading behavior (Swanepoel et al., 2000).

#### *Organizational Citizenship Behavior-OCB*

The organizational citizenship behaviors are defined as "those behaviors that are typically not listed (extra-roles) but are desired by an organization» (Schnake, 1991). It is the total of all voluntary behaviors in the workplace beyond the basic professional requirements (Begum, 2005). According to Schlechter & Engelbrecht (2006) this phenomenon by its very nature is extremely positive and desirable. It is a selfless attitude that every organization would like to encourage. The Smith, Organ and Near (1983) initially identified two dimensions of organizational citizenship behavior: altruism and conscientiousness. In recent years several scholars (MacKenzie, Podsakoff & Praine, 1999, Graham, 1991, Podsakoff et al., 1990) argue that organizational citizenship behavior includes additional dimensions: Sportsmanship, Courtesy and Civic Virtue.

There are several reasons why organizational citizenship behaviors can positively influence the effectiveness of an organization, for example, they can contribute to organizational success by enhancing individual, collaborative and administrative productivity, release resources to be used for more productive purposes, help coordinate activities to strengthen the capacity of the organization to attract and retain the best employees, increase the overall stability and performance of the organization and the

customer satisfaction and enhance the adoption of organizational change (Podsakoff, et al., 2009, Nielsen, Hrivnak & Shaw, 2009).

### *Psychological Empowerment-PE*

The psychological empowerment is typically defined as the motivating element of personal efficacy (Conger & Kanungo, 1988). The Spreitzer (1995) based on the opinions of Thomas & Velthouse (1990), defines psychological empowerment as " the increased intrinsic motivation manifested by a total of four concepts that reflect the orientation of a person on the job and his/her role" and has developed the following model that identifies and evaluates these four concepts: 1) Meaning: the value / importance of the objectives or intent of the work associated with the ideals and standards of each individual. It reflects the outcome of the individual's critical thinking between the needs of the working role and beliefs, values and behaviors, 2) Competence: is synonymous with self-efficacy and reflects the extent to which a person believes he can successfully perform a particular activity or skill, 3) Self-determination: the sense of choice that a person has to initiate and regulate their actions. It refers to the sense of autonomy in decision making on the project and 4) Impact: refers to the extent to which a person believes he can influence strategic, administrative and organizational results at work.

When people feel empowered to work then there will be positive results. It is also possible to create positive behaviors and more effective leadership can be exercised in the workplace (Spreitzer, 2007). Despite the importance of psychological empowerment in practice, few studies have focused on the development of it on the field of hospitality and tourism (Kim & George, 2005, George & Hancer, 2003).

### *Job Satisfaction-JS*

Job satisfaction is usually understood as a general attitude towards work (Weiss, 2002, Robbins & Coulter, 1996) and as the feelings, perceptions and behavior a specific person has for the various aspects of his work (Mercer, 1997, Spector, 1997). Locke (1969) describes job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience. So job satisfaction is "the operating perceived relationship between what one wants of his/her work and what he/she perceives as an offer". Due to continuous personal contact of the employees with clients in the hospitality field, job satisfaction is a focus of concern for owners and senior

business executives who want loyal customers, because this leads to good job performance and reduces the employees' intent to leave the organization (Emery & Baker, 2007, Arnett et al., 2002).

H1: Section Leaders have higher quality Leader Member Exchange than Team Leaders.

H2: Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction have positive correlation with Leader Member Exchange of section and team leaders.

## **Methodology**

### ***Sample***

The sample was consisted of 817 leaders, 669 of them are Team leaders and 148 of them Section Leaders. Each of them answered all the items of Leader Member Exchange, Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction questionnaire.

### ***Questionnaire***

To assess Leader Member Exchange, Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction five instruments developed and mixed to the needs of summer children camps in Greece.

Leader Member Exchange questionnaire was adapted from Graen and Uhl-Bien (1995). Its reliability and validity has been checked in previous researches (Kang & Stewart, 2007; Deluga, 1998). The instrument contains 7 items on a 5-point Likert scale , ranging from (1) very low to (5) very high.

Organizational Commitment questionnaire was adapted from Meyer and Allen (1997). Its reliability and validity has been checked in previous researches (Meyer & Herscovitch, 2001; Yukl, 2002). The instrument contains 18 items on a 7-point Likert scale , ranging from (1) poor to (7) excellent.

Organizational Citizenship Behavior questionnaire was adapted from Podsakoff, Mackenzie, Moorman & Fetter (1990). Its reliability and validity has been checked in previous researches (Schlechter & Engelbrecht, 2006; Podsakoff & Praine, 1999). The instrument contains 24 items on a 5-point Likert scale , ranging from (1) very low to (5) very high.

Psychological Empowerment questionnaire was adapted from Spreitzer (1995). Its reliability and validity has been checked in previous researches (Spreitzer, 2007); Kim & George, 2005). The instrument contains 16 items on a 7-point Likert scale , ranging from (1) poor to (7) excellent.

Job Satisfaction questionnaire was adapted from Robbins & Coulter (1996). Its reliability and validity has been checked in previous researches (Weiss, 2002; Emery & Baker, 2007). The instrument contains 24 items on a 5-point Likert scale , ranging from (1) very low to (5) very high.

**Process**

Researchers contact with the owners of the camps to inform about the purpose of this study. Furthermore, researchers informed all participants that their participation was completely voluntary and the individual responses would be held in confidence. Quantitative data were analyzed using the Statistical Package for the Social Sciences. Descriptive statistics, Cronbach alpha coefficients, Cross tabulation and Spearman correlations, were chosen as the most appropriate method for purposes of this study.

**Results**

The reliability of the instrument subscales was measured with Cronbach’s alpha coefficients. It was found that the Cronbach alpha coefficients were .65 for Leader-Member Exchange, .81 for Psychological Empowerment, .70 for Organizational Commitment, .82 for Organizational Citizenship Behavior, and .89 for Job Satisfaction. Table 1 provides detailed information regarding demographic characteristics of the participants.

**Table 1.** Demographic information regarding participants’ characteristics.

	Frequency	Percent %		Frequency	Percent %
<u>Gender</u>			<u>Leaders</u>		
Male	244	29,9	Section Leaders	148	18,1
Female	573	70,1	Team Leaders	669	81,9
<u>Education level</u>			<u>Work period in camp</u>		
School students	426	52,2	one	558	68,7
University students	306	37,5	two	228	28,1
Bachelor degree	53	9,6	three	19	2,3
Master degree	11	1,3			

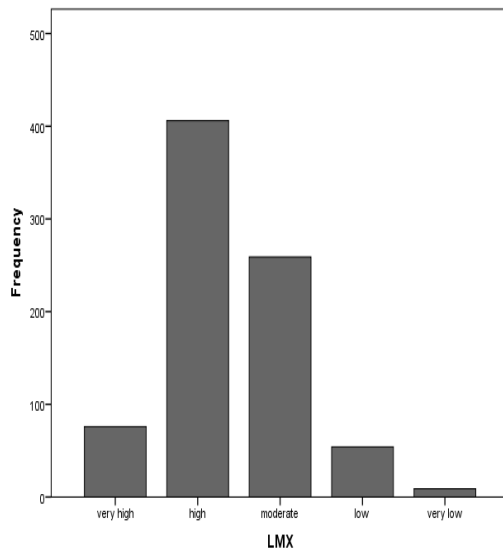


<u>Experience as a camper</u>		
Yes	733	89,7
No	84	10,3

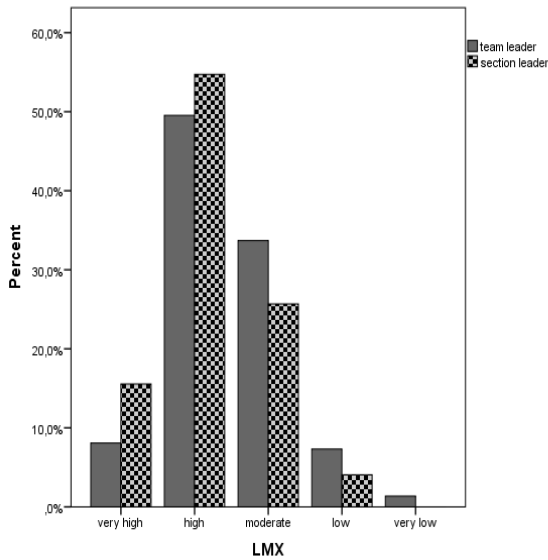
**Cross Tabulation Analysis**

For our sample we have calculated LMX Score for the total sample and we can notice that the most respondents have high LMX score (Table 2). Comparing the LMX score between Team Leaders and Section Leader we have calculated % percent of LMX score for each group because the number of Team Leaders is different with the number of section leaders. It is easy to notice that the majority of Section Leaders have higher LMX score than Team Leaders (Table 3) .

**Table 2.** Frequency per category of LMX score team.



**Table 3.** Compare % percent of LMX score between leaders and section leaders.



**Correlations between the factors of the questionnaire**

To investigate the relationship of Leader-Member Exchange with Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction of Team and Section Leaders a linear bivariate correlation (Spearman correlation) were used.

*Linear bivariate correlation (Spearman rho correlation).*

The means, standard deviations and Cronbach alpha coefficients for the variables are presented in Table 4. Also, Spearman rho correlation for Team and Section Leaders presented in Table 5 and Table 6.

**Table 4.** Means, standard deviations, Cronbach’s alpha

Subjects	Means	S.D	Cronbach’s alpha
Leader Member Exchange	3,5	,55	.65
Organizational Commitment	4,4	,70	.70
Organizational Citizenship behavior	3,4	,46	.82
Psychological Empowerment	5,3	,77	.81
Job Satisfaction	3,6	,61	.89

**Table 5.** Spearman’s rho for Team Leaders.

		<b>LMX</b>	<b>OC</b>	<b>OCB</b>	<b>PE</b>	<b>JS</b>
<b>LMX</b>	Correlation					
	Coefficient	1,000	,128**	,381**	,334**	,475
	Sig. (2-tailed)	.	,001	,000	,000	,000
<b>OC</b>	Correlation					
	Coefficient	,128**	1,000	,303**	,408**	,311
	Sig. (2-tailed)	,001	.	,000	,000	,000
<b>OCB</b>	Correlation					
	Coefficient	,381**	,303**	1,000	,321**	,548
	Sig. (2-tailed)	,000	,000	.	,000	,000
<b>PE</b>	Correlation					
	Coefficient	,334**	,408**	,321**	1,000	,579
	Sig. (2-tailed)	,000	,000	,000	.	,000
<b>JS</b>	Correlation					
	Coefficient	,317**	,420**	,497**	,478**	1,000
	Sig. (2-tailed)	,000	,000	,000	,000	.

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

The presentation of results can be concluded that Team Leaders have a positive perception of the Leader Member Exchange (M=3,5), Organizational Commitment (M=4,4), Organizational Citizenship behavior (M=3,4), Psychological Empowerment (M=5,3) and Job Satisfaction (M=3,6). Results also showed that the highest positive relationship is between Psychological Empowerment and Job Satisfaction (r=.579, p<.001) and the lowest score of correlation is between Leader Member Exchange and Organizational Commitment (r=.128, p>.001).

**Table 6.** Spearman's rho for Section Leaders.

		<b>LMX</b>	<b>OC</b>	<b>OCB</b>	<b>PE</b>	<b>JS</b>
<b>LMX</b>	Correlation	1,000	,236**	,455**	,408**	,317
	Coefficient					
	Sig. (2-tailed)	.	,004	,000	,000	,000
<b>OC</b>	Correlation	,236**	1,000	,375**	,213*	,420
	Coefficient					
	Sig. (2-tailed)	,004	.	,000	,011	,000
<b>OCB</b>	Correlation	,455**	,375**	1,000	,388**	,497
	Coefficient					
	Sig. (2-tailed)	,000	,000	.	,000	,000
<b>PE</b>	Correlation	,408**	,213*	,388**	1,000	,478
	Coefficient					
	Sig. (2-tailed)	,000	,011	,000	.	,000
<b>JS</b>	Correlation	,475**	,311**	,548**	,509**	1,000
	Coefficient					
	Sig. (2-tailed)	,000	,000	,000	,000	.

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

\* . Correlation is significant at the 0.05 level (2-tailed).

The presentation of results can be concluded that Section Leaders have a positive perception of the five subjects. Results also showed that the highest positive relationship is between Job Satisfaction and Organizational Citizenship Behavior ( $r=.548$ ,  $p<.001$ ) and the lowest score of correlation is between Psychological Empowerment and Organizational Commitment ( $r=.213$ ,  $p>.001$ ).

### Discussion and Conclusions

This study investigated the quality of Leader Member Exchange and the positive relationship between Leader Member Exchange and Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment, and Job Satisfaction, of section leaders and team leaders in summer children's camps in Greece

H1: The results show that the members altogether have high quality of LMX. The section leaders have high quality of LMX with senior executives of the camp while the team leaders have mediocre quality of LMX with their section leaders who are the

immediate leaders. The LMX has been proposed as one of the most important relationships for employees because "when the leaders and the following members have good dealings, feel better, achieve more and the organization prospers" (Manzoni & Barsoux, 2002).

H2: The research hypothesis was partly verified because of the results it appears that there is a moderate positive relationship between LMX and organizational commitment and organizational citizenship behavior, and a high level of positive relationship between LMX and psychological empowerment, and job satisfaction, both for section leaders and team leaders. Organizational commitment has been recognized as a multidimensional concept and as a psychological connection between the employee and the organization in whose configuration several factors are involved (Meyer & Allen, 1991). Important factors which may be considered as disincentives and explain the moderate positive relationship between LMX and OC of the executives are the seasonal work at camps that helps to address work as a temporary activity and the high mobility in the area since the majority of executives are young people who have not yet completed basic or university studies, so feel they are in a temporary situation.

Also, the results of this research it seems there is a significant positive relationship between LMX and psychological empowerment PE both in team leaders and section leaders, according also to the findings of previous studies (Aryee & Chen, 2006, Wat & Shaffer, 2005). PE is a complex cognitive mental function that is shaped by the wider work environment and the leadership behaviors. It includes elements of interpersonal contact, interdependence and behavior and reflects an attitude and perception of the job role (Spreitzer, 1995). Furthermore, the results show that there is a significant positive relationship between LMX and job satisfaction of team leaders and section leaders of children's boot camps, according to previous studies (Hooper & Martin, 2008, Graen, Novak, & Sommerkamp, 1982). Employees who have a higher LMX quality exhibit a higher degree of JS (Dionne, 2000).

In conclusion, theoretical results of this study help us to get a better understanding of the importance of LMX quality among managers and the direct effects on perceptions, behavior and attitudes of workers in summer children's camps, which accommodate the most valuable thing in the world, children, in order to offer opportunities for recreation and physical, mental and spiritual growth and development.

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