Antecedents of organizational citizenship behavior among the academic staff in Begemidir college of teacher education

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Abstract

The purpose of this study was to examine the organizational citizenship behavior of the staff and its precursors at Begemidir College of teacher education. A correlational survey design that involved 96 instructors recruited through a comprehensive sampling technique was employed. Questionnaire was used to collect data that were analyzed using descriptive and inferential statistics. The result indicated that instructors demonstrated above-average mean scores in all the dimensions of organizational citizenship behavior. It also revealed that organizational support and job satisfaction had a moderate relationship with altruism, civic virtue and sportsmanship while they had a modest relationship with courtesy and conscientiousness. On the other hand, there was a strong relationship between organizational commitment and altruism, civic virtue, courtesy, and sportsmanship. Overall, while OCB had a strong relationship with organizational commitment, it had a moderate relationship with organizational support and job satisfaction. Whereas organizational commitment has a positive and significant contribution to all organizational citizenship dimensions; job satisfaction did not influence all of them. Organizational support has a significant contribution to altruism, civic virtue, sportsmanship, and organizational citizenship behavior. Hence, it was suggested that the college should constantly work on the functions of organizational commitment and support to promote organizational citizenship behavior and ensure sustainable organizational development.

Introduction

Organizational citizenship behavior (OCB) is one of the emerging management concepts that are increasingly gaining the attention of organizational behaviorists and managers (Bashir et al., 2012). These days it has already become the focal area of researchers and practitioners across the globe (Majeed et al., 2017; Sajid & Akhtar, 2020). Robbins and Judge (2019) expounded that employees with a good OCB are highly essential in today's dynamic work environment where tasks are increasingly requiring communication, teamwork and flexibility. Moreover, according to Chahal and Mehta (2010) and Chelagat et al. (2015), OCB is steadily getting recognition as a central factor in the effectiveness of employees and their

organizations. The phenomenon of acknowledging OCB as a determining factor of organizational productivity and effectiveness is supplemented by a substantial body of literature (e.g., Koster & Sanders, 2006; Robbins & Judge, 2009; Turnipseed & Rassuli, 2005).

OCB refers to voluntary or positive behaviors, choices, and individual initiatives that are not directly related to the formal reward system of the organization that improves organizational effectiveness (Ariani, 2008; Organ, 1990, 1997; Organ & Ryan, 1995). It is a behavior that goes beyond the employee's official job description or responsibility without expecting financial reward or recognition in return which includes acts such as helping others, taking on additional responsibilities, and promoting initiatives (Bolino et al., 2013; Humphrey, 2012; Nguni et al., 2006; Organ et al., 2006). According to a wide range of literature (e.g., Alkahtani, 2015; Cohen & Hazratian et al., 2015; Mackenzie et al.,1993; Podsakoff et al., 1997; Vigoda; 2000), OCB is an important factor for employee performance that goes beyond the formal duties. Yen and Niehoff (2004) underline the existence of significant relationships between OCB and organizational effectiveness. Organ (1988, 1990) and Podsakoff et al. (1997, 2000) in particular specified that OCB has an impact on the overall effectiveness of organizations by creating a positive relationship among individuals and groups, adding to the social framework of the work environment, improving the efficiency of colleagues and managers, enhancing effective utilization of resources, assisting team coordination, making organizations more responsive to change, attracting and retaining talented employees, and fostering organization stability.

Podsakoff et al. (2000) argue that employees with good OCB may eventually be rewarded and therefore the expectation of future rewards may motivate some employees to engage in OCB, although OCB is primarily a matter of personnel choice. Alizadeh et al. (2012) supplement that OCBs have often been conceptualized as inherent and socially desirable behaviors the omission of which is not considered punishable in organizations. In a formal job description, accordingly, OCB extends beyond the performance indicators required by an organization. Consistently, Jahangir et al. (2004) view OCB as a set of discretionary workplace behaviors that exceed one's basic job requirements and instead go beyond the call of duty. For Agustiningsih et al. (2016) OCB involves some elements of behavior such as helping others, volunteering for extra duties, and adhering to the rules and procedures in the workplace. As to these authors, those behaviors are constructive, meaningful, and positive social behaviors that contribute much to the success of organizations.

Studies made so far on OCB (e.g., Dyne et al., 1994; Lievens & Anseel, 2004; Morrison, 1994; Organ, 1988; Podsakoff et al., 1997; Podsakoff et al., 2000; Smith et al., 1983) have operationalized different OCB taxonomies. Among them, the five-factor model of Organ (1988) consisting of altruism, courtesy, conscientiousness, civic virtue, and sportsmanship is the most commonly utilized model in the literature, particularly in educational institutions where discretionary extra work activities are essential (Foote & Tang, 2008). This five-dimensional OCB model was employed to formulate a conceptual framework and spearhead the entire present study.

Altruism is helping behavior that includes all types of voluntary actions of staff displayed to help colleagues in a workplace to perform their work and overcome problems within the organization (Organ, 1988). Vieten et al. (2006) state that altruism involves helping

specific individuals or co-workers in relation to organizational tasks. Hsiung (2014) also complements that employees with greater altruistic behaviors make more efforts and show better job performance. Organ (1988) and Podsakoff et al. (2000), in addition, contend that the helping behavior of altruism is not confined only to fellow workmen but also to customers and vendors. Similarly, Vieten et al. (2006) argue that altruism is concerned with going beyond job requirements to help others with whom the individual comes into contact. Pare and Tremblay (2000) explained that behaviors such as helping a colleague who has been absent from work, helping others who have heavy workloads, being mindful of how one's own behavior affects others' jobs, and providing help and support to new employees represent clear indications of an employee's interest for his/her work environment. Socially driven values emphasizing the group over personal concerns are likely to encourage altruistic behaviors benefiting the group (Vieten et al., 2006). In general, altruism makes the work system more efficient because one worker can utilize his or her slack time to assist another on a more urgent task (Niehoff & Moorman, 1993).

Conscientiousness refers to the form of certain role behaviors that focus on displaying certain behaviors above what is expected, devotion to work and organization, low absenteeism levels, care and attention to deadlines, and respecting and obeying procedures, rules, and regulations irrespective of check and balances (Bukhari, 2008; Mushtaq & Umar, 2015; Oplatka, 2006; Organ, 1988; Vieten et al., 2006). Consistently, Elanain (2007) found that people who have higher OCB mostly possess conscientiousness. In the same vein, Singh and Singh (2009) reported that the presence of conscientiousness in a person implies that s/he is responsible, organized, dependable, neat, punctual, careful, self-disciplined, and persistent and aims to achieve above expectations whereas the one without it is easily distracted, disorganized, and unreliable. Organ et al. (2006) sensed that employees display conscientiousness when they come early to work, deliver given tasks at the stipulated deadline, and plan ahead for the next day's work without creating a burden on co-workers. According to Alizadeh et al. (2012), such behaviors of general compliance benefit the organization in several ways because, besides the dislike of engaging in behaviors such as taking excessive breaks or using work time for personal matters, compliant behavior promotes low rates of absenteeism and keeps the organization running efficiently. When these types of behaviors are minimized, the workforce is naturally more productive.

Civic Virtue refers to behaviors that demonstrate a responsible concern for the image and well-being of the organization (Vieten et al., 2006). According to Borman et al. (2001), it refers to involving oneself in and being concerned about the life of the organization. Nyarieko et al. (2017) also explain that employees exhibiting civic virtue behaviors are responsible members of an organization who actively engage in constructive involvement in the policies and governance of the organization. Hence, civic virtue is characterized by behaviors that indicate the employee's deep concerns and active interest in the life of the organization (Alizadeh et al., 2012; Organ et al., 2006). According to those sources, daily affairs such as attending meetings and keeping up with what is going on with the organization are forms of civic virtue that defend organizational policies and practices when they are challenged by an outside force.

According to Bukhari (2008), civic virtue is a behavior exposed by taking part in the unofficial activities of the organization that are not mandatory or obligatory but bring about social cohesion within the organization. Engagement in this type of behavior may be based on the assumption that employees have the right to participate in the organization's affairs, and that their opinions are worthwhile and deserve to be heard. Civic virtue behavior requires a low power distance organizational culture where everyone deserves the right to have his/her opinion heard, and an individual assumes an assertive role in the organization (Hofstede, 1984). Higher education institutions (HEIs), including teacher education colleges, are endowed with academic freedom that characterizes low power distance and induces an OCB-encouraging environment. In a high-power distance culture, on the other hand, people expect leaders to govern their organizations while subordinates implement decisions made by their leaders instead of participating in the governance process (Gelfand et al., 2004).

The fourth dimension of OCB, *courtesy,* is a discretionary behavior that aims at preventing work related conflicts with others (Lam et al., 1999). Courteous behaviors involve things such as making extra copies of the meeting agenda for your teammates, and giving a colleague ample notice when you alter something that will affect them. Advance notice, reminders, passing along information, consultation, and briefing all suggest the intrinsic quality of courtesy (Organ, 1988). This type of behavior can be seen as intended to prevent chaos or conflict among employees and serving to maintain social order and group harmony. Unlike altruism which is meant to provide help to someone who is already in trouble, courtesy refers to preventing a problem from happening (Organ, 1988). This dimension is a form of helping behavior executed to prevent problems from arising. It is just being polite and considerate of others (Organ et al., 2006).

Sportsmanship, the last dimension of OCB, refers to the willingness of employees to tolerate inconveniences and impositions without complaining (Ehigie & Otukoya, 2005). It is essential in organizational performance because a staff with sportsmanship behavior will not have discomfort toward others (Farh et al., 2004). According to Organ (1988) and Podsakoff et al. (2000), sportsmanship incorporates behaviors such as not complaining about trivial matters or making petty grievances, enduring uncomfortable working conditions without complaining, maintaining a positive attitude in difficult circumstances, and being willing to sacrifice personal interests for group interests. For Organ et al. (2006), it is an employee's ability to roll with the punches even if they do not like or agree with the changes that are occurring within the organization. It, therefore, signifies employees' tolerance to less-than-ideal organizational circumstance without complaining and blowing problems out of proportion. By reducing the number of complaints from employees that administrators have to deal with, according to these sources, sportsmanship conserves time and energy.

Due to its pivotal contribution for organizational performance, these days, factors that affect employees' OCB are attracting the interests of managers and researchers. Specifically, factors key in HEIs, given that OCB is not an independent entity but influenced by a number of factors, have been long after such precursors that can elevate OCB have become centers of attraction. In relation to this, Dong and Phuong (2018) identified job satisfaction (JS), organizational justice; organizational commitment (OC), personal characteristics, task characteristics, and leadership behavior are the commonly studied antecedents of OCB. Among

them, JS and OC have been the most frequently reported determinants of OCB (Dinc, 2017). In addition, Mustaffa et al. (2007) stated that organizational culture has an influence on citizenship behavior of employees. Moreover, Lian and Tui (2012) revealed a positive significant association between principals' management styles and the OCB of instructors. Furthermore, Posadas et al. (2020) attribute OCB of teachers to their income and empowerment. Therefore, fulfilling employees' JS, understanding their motivation and creating suitable work environments are important factors of OCB (Alizadeh et al., 2012). Although earlier research works (e.g., Bowler, 2006; Niehoff & Moorman, 1993; Organ & Ryan, 1995; Podsakoff et al., 2000; Ryan, 2001; Schnake et al., 1995) regarding the antecedents of OCB took varying attitudinal and dispositional factors into consideration, the present study emphasized on three antecedents, namely organizational support (OS), OC and JS because they are the most widely cited in literature and the most accommodating factors of all the aforementioned OCB factors (Alizadeh et al., 2012; Dinc, 2017; Niehoff & Moorman, 1993; Schnake et al., 1995).

OS refers to the extent to which an organization values employees' contributions and cares about their well-being (Shore & Wayne, 1993). Its basis is an empathy that postulates an employee who perceives favorable OS and fair interpersonal treatment at workplace shows empathic concern for the organization by demonstrating citizenship behaviors (Fultz et al., 1986). According to different sources of literature (Chiaburu et al., 2015; Firmansyah et al., 2022; Shore & Wayne, 1993; Wayne et al., 2002) OS correlates significantly with OCB. Consistently, Chen (1998) found out a positive relationship of OS with extra-role behavior and a positive and significant effect on OCB. Indicators of supportive organization behaviors namely fairness, support and reward effective performance play key roles in improving OCB. This suggests that the higher OS provided by an institution, the more it will create or increase extra-role behavior among employees (Rosafizah et al., 2020). Besides, it was found out that perceptions of OS were not only positively related to performance and OCB but predicted OCB as well (Shore & Wayne, 1993).

Moorman (1991) and Tepper et al. (2001) explain that employees who perceived fairness in organizations have favorable OCB. Odugbesan (2000) also attributed enabling work environment to better OCB. According to Yen and Niehoff (2004) employees with favorable OCB were reciprocated with a fair or good treatment from the leader or the organization. Employees evaluate their work situations by cognitively comparing their inputs to the organization with the outcomes they receive in return. Although all the above sources unanimously inform that employees empathize and reciprocate OS and fair treatment with extra role behaviors such as OCBs, recently conducted research finding in other settings (Jehanzeb, 2020) reported insignificant relationships between OS and OCB.

The second antecedent in focus, OC, encompasses affective commitment, normative commitment and continuance commitment (Wagner & Rush, 2000). According to these sources, OCB is a function of all these commitment dimensions. Similarly, Kim (2006) found that affective commitment has a positive effect on altruism and compliance. In the context of education, Somech and Bogler (2002) postulated that schools are dependent on instructors who are committed to school goals and values, and more willing to exert considerable effort beyond minimal formal role expectations. Oplatka (2006) and Somech and Ron (2007) supplemented

that the success of educational institutions fundamentally depends on instructors' commitment to institutional goals and values as well as willing to go above and beyond the call of the duty. Different research reports (e. g. Feather & Rauter , 2004; Grego-Planer, 2019; Jehanzeb, 2020; Zayas-Ortiz, 2015) claimed that OC is positively related to OCB. Organ and Ryan (1995), in the same vein, reported that attitudinal measures such as perceived fairness, OC, and leader supportiveness are found to correlate with OCB at about the same rate as JS. Earlier research reports William and Anderson (1991), however, suggested no effect of OC on OCB, possibly because employees with clearly defined duties and responsibilities may be reluctant to go beyond the formally stated obligations.

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Figure 1

The conceptual framework of the study
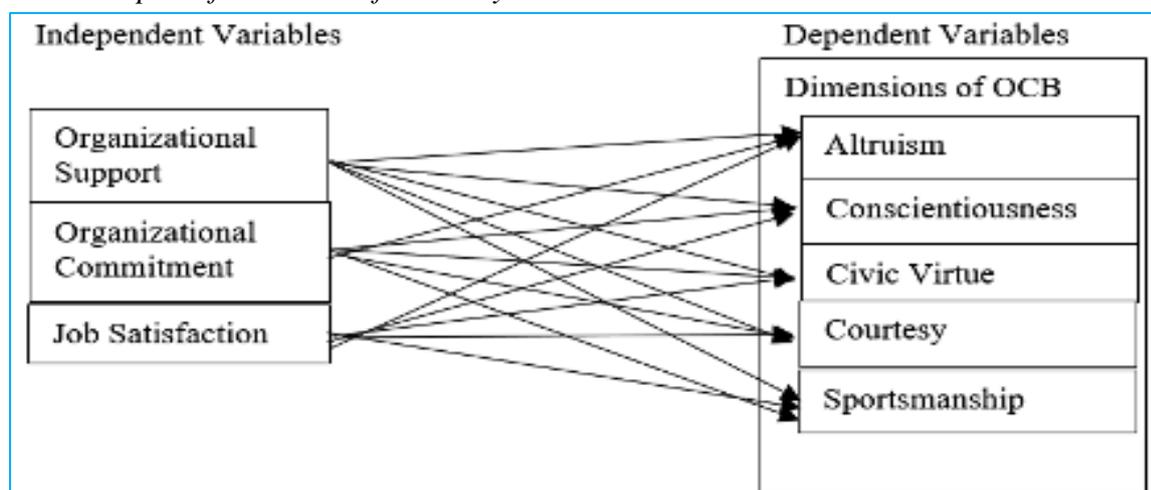
The other antecedent of OCB is JS (Alizadeh et al., 2012). Günay (2018), Organ and Ryan (1995) and Smith et al. (1983) revealed that JS was the best predictor of OCB. A wide range of literature (e.g., Lee & Allen, 2002; Hemakumara et al., 2018; Hemakumara, 2020; Mohammad et al., 2011; Murphy et al., 2002; Organ & Konovsky, 1989; Pal & Dasgupta, 2012) demonstrates the existence of positive relationship between JS and OCB. George and Jones (2012) found that satisfied employees have higher OCB because they want to reciprocate to the organization that already treats them well. According to these sources, task characteristics such as feedback, task routines, and intrinsic satisfaction are found to be significantly related to altruism, courtesy, conscientiousness, sportsmanship, and civic virtue whereas task feedback and intrinsic satisfaction have positive relationships with OCB. Similarly, Jahangir (2004) found that JS has a positive relationship with OCB. On the contrary, Allison et al. (2001) found that JS and OC have no effect on OCB. In the same vein, Darto et al. (2015) found no positive and significant influence of JS on OCB. Hakim et al. (2014) also found out a significant effect of JS and OS on OCB and performance of lecturers while OC showed a significant effect on performance but a negative effect on OCB in the context of higher education.

Problem Statement

Although instructors play pivotal roles in achieving institutional goals and are indispensable resources apparently known, ensuring their workplace commitment and passion determines institutional success more than anything else. Informal discussions made with some colleagues among the academic staff of Begemidir College of Teacher Education (BCTE) during chatting occasions, however, inform repeated complaints of different types. Everyone involved in the chatting complains either on the inconvenience of the job environment, remunerations, people assigned on the leadership position and the leadership practices they employ, the passion, the competence of his/her students or all of them. Those complaints likely inform the lack of internal cohesion, reluctance to abide the rules and regulations set, weak concern for their tasks and meager institutional performance. As Kaplan and Norton (1992) postulated, customer satisfaction and internal processes are among performance indicators of an organization. In aggregate, the discomforts surfaced seem to notify that instructors have no enthusiasm and demonstrate lack of concern for their college, which invites a contextual scrutiny of their OCB and its root causes.

Despite this fact, there are a substantial body of literature from which we can learn and change the experiences into advantage and reverse the problems mentioned above. In this respect, the same size of literature (Coyne & Ong, 2007; George & Jones, 1997; Lam, Hui, & Law, 1999; Mushtaq & Umar, 2015) suggest that OCB problems and their roots are different in different cultures and need contextually fit solutions. This implies that an OCB encouraging factor in a given culture may not necessarily be an encouraging factor in another culture. Podsakoff et al. (2000) substantiates this assumption in such a way that cultural context may affect the forms of citizenship behavior observed in organizations. Other different sources of literature (e.g., Bashir et al., 2012; Comeau & Griffith, 2005; Elanain, 2007; Farh et al., 2004; Golafshani & Rahro, 2013; King et al., 2005; Kumar et al., 2009; Mosalaei et al., 2014), consistently, contend an antecedent that explains OCB in a specific setting does not do the same in a different setting. Similarly, Bukhari (2008) argued different geographical contexts have different culture, values, norms and environment that necessitate a separate study for a better understanding and utility of OCB. Accordingly, nowadays, it necessitates employees to exhibit discretionary behavior and responsibilities beyond their formally prescribed jobs because the education system is steadily moving into an era of unprecedented competition, reorganization, and universalization coupled with a complex work environment (Sajid & Akhtar, 2020).

Examining OCB in various contexts is, therefore, very essential as specific cultural contexts should not be taken for granted. The problem described and the inconsistent findings and context dependence of OCB antecedents altogether elicited the current researchers to investigate the status of instructors' OCB in the contexts of BCTE.

The purpose of the study was, therefore, to examine the extent of OCB and its attributes among the academic staff of BCTE. In this endeavor, relationships of the antecedents of OCB (OS, OC and JS) with its five dimensions (altruism, conscientious, civic virtue, courtesy, and sportsmanship) were investigated. The research work was spearheaded by the following research questions: (1) To what extent do instructors of BCTE demonstrate OCB in BCTE? (2) How do the staffs rate the practices of OS, OC and their JS in BCTE? (3) Is there significant

relationship between the antecedents and dimensions of OCB? (4) To what extent do the antecedents of OCB (OS, OC and JS) predict its dimensions, controlling for the influences of the demographic variables of the staffs?

Methods

This study examined the status of instructors' OCB and the interplay of major antecedents with OCB in general and on its dimensions in particular. Correlational and survey research designs of the quantitative research approach were employed. According to Cohen et al. (2018) and Creswell (2015) relationship studies require the correlation design to estimate the strength of the relationship among the variables. Likewise, cross-sectional survey design, with the data collection at one point in time, was applied in the study because it helps to generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of objects (Creswell, 2015).

The target population of the study was the academic staff of BCTE. All the 96 (86 male and 10 female) full-time instructors of the college were involved in the study through the comprehensive sampling technique. This was done not only due to the fact that the size of the participants is manageable enough but also Gay et al. (2012) advocate that surveying the entire population is useful and there is no reason for sampling so long as the population size is small, probably 100 or less. To protect the privacy of the respondents, on the other hand, this study was conducted based on their informed consent. To that effect, participants were instructed not only about the purpose and importance of the study but about the confidentiality of the data sources as well during data collection.

Data were collected using a questionnaire that contained three parts: demographic data; antecedents of OCB; and the dimensions of OCB. The dimensions of OCB were measured using items adapted from Podsakoff et al. (1997) OCB questionnaire, the most widely used OCB study instrument in the literature that measures the five dimensions of OCB using 24 items. On the other hand, OC, consisted of nine items, was measured by adapting Cook and Wall (1980) and Mowday (1979) OC questionnaire (OCQ). Regarding the measurement of JS, the Weiss et al. (1967) short version of Minnesota Satisfaction Questionnaire (MSQ) that incorporated 11 items was adapted. The questionnaire developed by Rhoades and Eisenberger (2002) and Wayne (2002) that incorporated eight items was adapted to measure OS. The instruments were freely available in their respective websites. The response to each item in the study was measured on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

To ensure validity, finally, two senior and experienced staff members from the department of educational planning and management within the college of education commented the instrument. This helped to confirm the clarity of the items and their content. On the other hand, reliability was examined using Cronbach's alpha reliability coefficients. All components of the instrument were found at an acceptable status because different sources of literature (e.g., Aberson, 2019; Creswell, 2015; Larson-Hall; 2010; Meyers et al., 2013; Pallant,

2016; Tabachnick & Fidell, 2013) suggest that 0.60 can be taken as the threshold of coefficient alpha for determining whether the scale considered has internal consistency.

Table1

Reliability Statistics of OCB Dimensions and Its Antecedents

Variable Category	Variables	Cronbach Alpha	No. of Items
Dimensions of OCB	Altruism	.872	5
	Conscientiousness	.749	6
	Civic Virtue	.801	4
	Courtesy	.839	5
	Sportsmanship	.827	4
	Overall OCB	.924	24
Antecedents of OCB	OS	.902	8
	OC	.825	9
	JS	.904	11

In this study data analysis was made by using both descriptive and inferential statistics. Means and standard deviations were the descriptive statistics used whereas one sample t-test, correlation and regression analysis were the inferential statistics employed. One sample t-test was applied to gauge the status of instructors' OCB and the antecedents of OCB. While correlation coefficient was used to determine the relationship between antecedents and dimensions of OCB, hierarchical multiple regression was employed to examine the predictive power of the antecedents over the dimensions of OCB, after controlling for demographic variables. The assumptions for running the regression analysis such as missing values, outliers, multicollinearity, normality, linearity, and homoscedasticity were checked before computing the analysis. IBM SPSS version 23 statistics software was employed in the entire data analysis process. In this study Cohen et al.'s (2018) and Muij's (2004) interpretation of the correlation coefficients (Cohen's d effect size) that considers scores between $0 < r < 0.1$ as weak, $0.1 < r < 0.3$ modest, $0.3 < r < 0.5$ moderate, $0.5 < r < 0.8$ strong, and $0.8 < r < 1$ very strong (all in absolute values) was applied. Similarly, Cohen's d, regression weights (β) were also interpreted as follows based on the same sources: $0 < \beta < 0.3$ weak effect, $0.3 < \beta < 0.5$ moderate effect, $\beta > 0.5$ strong effect. Likewise, Terrell (2021) has suggested Cohen's d (d) effect size for one-sample t-test as follows: $d < 0.2$ small, $0.2 < d < 0.5$ medium, and $d > 0.5$ large effect size.

Results

In this study 87 (90.5%) questionnaires were found usable out of 96 questionnaires distributed. The rest 9 (9.5%) were rejected because they were found incomplete. The obtained data were presented and analyzed based on the research questions. The data were collected, analyzed and interpreted basically on three major areas i.e., the state of OCB and its antecedents, the relationship between antecedents and dimensions of OCB, and the contribution of the antecedents of OCB in predicting its five dimensions.

The Status of OCB and Its Antecedents

One sample t-test was employed to examine the state of instructors OCB in BCTE and its antecedents. Table 2 displays the mean scores of the dimensions and antecedents of OCB. All the mean scores of the OCB dimensions were significantly greater than the expected mean (3.0) at $p < 0.001$. The overall result indicates that instructors demonstrate extra role behaviors at work place beyond the formal requirement of job description to enhance the performance of their college. Besides, using the guidance suggested by Terrell (2021) on interpreting Cohen's d (d) effects sizes for one-sample t-test, it was found out that the instructors of the college highly exhibit OCB because the effect size (d=1.73) is greater than 0.5. With respect to the antecedents, too, all the mean scores exceed the test score significantly ($p < 0.05$), despite the differences in the levels of significance. The result shows that the college provides support that inspires the commitment and JS of instructors. Moreover, as the measure of effect size indicated the instructors of the college are moderately satisfied with their job and are provided with moderate OS (d=0.26 for OS, and d=0.27 for JS, where $0.2 < d < 0.5$), whereas they are highly committed to the college (d=0.97 > 0.5).

Table 2

One Sample t-test for Dimensions and Antecedents of OCB (Test Value = 3.00, N=87, df = 86)

Variable Category	Variable	Mean	SD	Mean Difference	t	Sig. (2-tailed)
Dimensions of OCB	Altruism	3.74	.682	.326	10.056	.000
	Conscientiousness	3.98	.583	.567	15.646	.000
	Civic virtue	3.75	.693	.337	10.055	.000
	Courtesy	4.10	.583	.691	17.629	.000
	Sportsmanship	3.83	.691	.418	11.174	.000
	Overall OCB	3.88	.508	.878	16.107	.000
Antecedents of OCB	OS	3.22	.821	-.193	2.465	.016
	OC	3.59	.603	.176	9.067	.000
	JS	3.21	.754	-.200	2.598	.011

The Relationship among OCB Dimensions and the Antecedents

The Pearson product moment correlation coefficient (r) was used to investigate the link between each dimensions of OCB and its antecedents. Table 3 portrays relationships among the dimensions and the antecedents of OCB. To begin with, OS has a moderate and positive association with altruism (r=.365), civic virtue (r= .340), sportsmanship (r=.404), and overall OCB (r=.386), P<0.01. However, it has a modest correlation with conscientiousness (r=.192) and courtesy (r=.180). Similarly, JS has a moderate and positive correlation with altruism (r=.338), civic virtue (r= .369), and sportsmanship (r=.423) all at P<0.01 whereas it has a modest relationship with courtesy (r=.226, P<0.05) and conscientiousness (r=.143). This implies that though instructors perceived that BCTE creates favorable working condition and is satisfied with their job, the role of these precursor factors in prompting instructors' OCB in

the college ranges from modest to moderate across OCB dimensions. These antecedents may induce the instructors constrained themselves in doing what is formally required in their job description rather than exhibiting willingness to highly perform extra roles.

Table 3

Correlation Analysis between OCB Dimensions and the Antecedents

Variables	1	2	3	4	5	6	7	8	9
1. OS	1								
2. OC	.463**	1							
3. JS	.722**	.595**	1						
4. Altruism	.365**	.520**	.338**	1					
5. Conscientiousness	.192	.478**	.143	.542**	1				
6. Civic virtue	.340**	.598**	.369**	.352**	.435**	1			
7. Courtesy	.180	.532**	.226*	.569**	.645**	.492**	1		
8. Sportsmanship	.404**	.522**	.423**	.435**	.641**	.585**	.580**	1	
9. Overall OCB	.386**	.676**	.391**	.738**	.816**	.739**	.822**	.828**	1

Note. ** $p < 0.01$; * $p < 0.05$

The Influence of OCB Antecedents on OCB Dimensions

The influence was assessed by using multiple linear regression analysis. The prediction power of the antecedents of OCB over its dimensions has been examined after controlling for demographic variables. The analysis was conducted in separate hierarchical regression with demographic variables – sex, age, academic rank and work experience – entered first for controlling purpose. Incidentally, the demographic variables jointly accounted for 13.9% of the variance over the overall OCB ($F (4, 82) = 3.323$, $p < .05$), among which academic rank (R^2 change = 8.9%, $\beta = .339$, p< .01) took the significant share of the variability on OCB. The inclusion of the antecedents under examination on the regression equation escalated the variation OCB into 53.3% ($F (7, 79) = 12.882$, $p < .001$). Altogether, accordingly, the antecedents of OCB explained 39.4% of the variance in OCB, OC and OS subsequently being the most powerful predictors among the antecedents taken in to account by the current study. Among the antecedent variables, OS (R^2 change=12.8%, $\beta = .362$, $p < .001$) and OC (R^2 change=26.3%, $\beta = .587$, $p < .001$) explained the variation of OCB significantly with moderate and strong effect size respectively.

The predictive power of each antecedent variable considered in this study over the dimensions of OCB, however, varied from variable to variable. Regarding altruism, to begin with, the demographic variables accounted for 4.9% of its variance ($F (4, 82) = 1.052$, $p > .05$), despite all the demographic variables considered had insignificant contributions in explaining it at $P > 0.05$. The inclusion of the antecedents produced a total of 31.9% variation on it, which means the antecedents accounted for 27% of the change on altruism ($F (7, 97) = 5.280$, $p < .001$). Among the antecedents, only OS (R^2 change= 13%, $\beta = .365$, $p < .001$) and OC (R^2 change= 14%, $\beta = .428$, $p < .001$) have statistically significant contribution to the variance in altruism with moderate effect size.

Regarding conscientiousness, demographic variables predicted 16.1% of its variance ($F (4, 82) = 3.930$, $P < 0.01$), sex (R^2 change = 3.4%, $\beta = -.234$, p< .05) and academic rank (R^2 change = 11.6%, $\beta = .370$, p< .01) solely explaining the variance. The entry of the antecedent

variables elevated the predicting power to 36.6% (F (7, 79) = 6.503, P<.001), implying that the antecedent variables explaining 20.5% of the variance in conscientiousness. Among the antecedent variables considered, OC influenced the variance in conscientiousness exclusively (R^2 change= 14.8%, β =.440, p < .001) with moderate effect size. OS and JS demonstrated statistically insignificant contributions (P>0.05) despite the fact that they distinctively explained 2.7% and 3% of the variance respectively.

Table 4

Hierarchical Regression Analysis for Predicting OCB Dimensions

Variable category	Variables	Altruism	Conscientiousness	Civic Virtue	Courtesy	Sportsmanship
Demographic variables	Sex	-.121	-.185	-.098	-.142	.052
	Age	-.084	.037	-.097	-.056	-.048
	Academic rank	.188	.387***	.263*	.189	.312*
	Experience	.009	.104	.363***	.097	.179
Antecedents of OCB	OS	.365***	.167	.317***	.174	.367***
	OC	.428***	.449***	.506***	.543***	.398***
	JS	-.037	-.290	-.049	-.093	.049
	F	1.052	6.503	10.212	5.224	6.319
	R^2	.319	.366	.475	.316	.359
	R^2 change	.270	.205	.294	.257	.252

Note. The entries in the table are standardized β**s**; *****p<0.05; P******<0.01; P*******<0.001.

With regard to civic virtue, the demographic variables explained 18.1% of the variance, F (4, 82) = 4.529, p < .01. The result revealed that academic rank (R^2 change = 5.4%, β = .263, p< .05) and working experience (R^2 change =10.9%, β =.363, p < .001) have solely and significantly explained the variance in civic virtue. Entering the antecedents of OCB on the regression model raised the explanation power to 47.5% of the variance of the civic virtue (F (7, 79) = 10.212, P<0.001), which informs that OCB antecedents predict 29.4% of the change on civic virtue after controlling demographic variables. The output of the regressing, moreover, indicated that OS (R^2 change= 9.8%, β =.317, P<0.001) and OC (R^2 change= 19.6%, β =.506, P<0.001) distinctively exhibited statistically significant influence on civic virtue with moderate and strong effect size respectively.

On the other hand, it was found out that none of the demographic variables yielded significant variance on courtesy, although they explained 5.9% of its variance in aggregate. The entry of the antecedent variables to the regression model resulted in a variance of 31.6% (F (7, 79) = 5.224, p < .001) where OC (R^2 change= 22.5%, β = .543, p<.001) has a predominant impact on it with strong effect size. In connection with sportsmanship, the demographic variables explained 10.7% of the variance (F (4, 82) = 2.445, P<0.05). The output showed that only academic rank (R^2 change = 7.5%, β =.312, P<0.05) has a uniquely significant influence on sportsmanship. The inclusion of the antecedent variables predicted 35.9% variance in sportsmanship (F (7, 79) = 6.319, p < .001). In the study, JS does not show significant influence to sportsmanship whereas OS (R^2 change = 13.1%, β = .367, P<0.001) and OC (R^2 change =

12.1%, β = .398, P<0.001) have exclusively explained its variation with moderate effect size. Altogether, the antecedents of OCB explained 25.2% of the variance in sportsmanship.

Discussion

In contrast to the concerns about the OCB of academic staff explained in the problem statement, **t**he mean scores of each OCB dimension informed that the instructors of BCTE demonstrated more than average OCBs. This is meant that the staff of BCTE demonstrated discretionary behaviors to expend extra-effort for a better performance of the college as confirmed by the one-sample t-test output that depicted mean scores significantly greater than the average (expected) score. On the one hand, the college is characterized as lacking OCBs which might have an effect on its performance as reported in the problem statement whereas respondents claimed they have more than average OCB, in contrast to the problem stated from the outset in this study. This may imply that, as a range of literature documented, other precursors such as the staff personal characteristics (Chahal & Mehta, 2010; Chiaburu et al., 2015) and the task characteristics (Somech & Ron, 2007; Podsakoff et al., 2000) or any other demographic or personality related factors might have played indispensable roles to the staff of the college in displaying OCBs. The current result, in general, is consistent with Sajid and Akhtar (2020) and Tahseen (2014) who reported high level of teachers' OCB in HEIs whereas it has discrepancies with Samuel et al. (2023) and Endris and Dawit (2019) who indicated the meager engagement of teachers in OCB.

Similarly, one sample t-test results about the antecedents of OCB considered have portrayed significantly greater mean scores than the expected mean value. Besides, the effect size depicted that the job satisfaction of the instructors and the support they received from the college are found to be moderate while they are highly committed to the college. Accompanying with the correlation analysis, this informs that all the antecedents are functioning moderately to galvanize instructors' OCB toward effectiveness. Despite the three antecedents that function as activators of OCB showed statistically significant higher mean scores than average in contrast to earlier findings (such as Niehoff & Moorman, 1993; Organ & Ryan 1995; Schnake et al., 1995); nonetheless, their presence did not highly catalyze OCB toward organizational effectiveness in BCTE. Although most sources of literature advocate that employees who have JS (e.g., Alizadeh et al, 2012; Hemakumara et al., 2018; Hemakumara, 2020; Lee & Allen, 2002; Günay, 2018; Mohammad et al., 2011; Murphy et al., 2002; Organ & Konovsky, 1989; Pal & Dasgupta, 2012) at a workplace demonstrate OCB to a higher level, the current finding did not comply with all these sources. The present study, however, is consistent with results of previous studies who revealed employees at a workplace demonstrate modest to moderate OCB when they perceive favorable OS (e.g., Chiaburu et al., 2015; Firmansyah et al., 2022; Rosafizah et al., 2020; 2015; Wayne et al., 2002), and feel OC (Feather & Rauter, 2004; Grego-Planer, 2019; Organ & Ryan, 1995; Wagner & Rush, 2000; Zayas-Ortiz, 2015). In sum, though the respondents of the study reported the availability of those antecedents in the college, the existence of those antecedents did not elicit instructors'

OCB to a higher level in the college in a way to enhance performance, indicating the need to incorporate various contextual factors in future studies.

Alike the findings by different authors (e. g., Wagner & Rush, 2000), moreover, all the three antecedents jointly predicted 39.4% of the variance in OCB. OC was found the most important variable in predicting OCB with 26.3% prediction power followed by OS that explained 12.8% of the variance. These findings, however, contradicted with William and Anderson (1991) as well as Allison et al. (2001) who found out no effect of OC on OCB. In line with Allison et al. (2001) but in contrast to Murphy et al. (2002), Organ and Ryan (1995) as well as Smith et al. (1983), JS did not significantly explain OCB in BCTE.

On the other hand, the antecedents of OCB in aggregate affected each dimension of OCB differently. Jointly, those antecedents explained 27% of the variance in altruism, 20.5% in conscientiousness, 29.4% in civic virtue, 25.7% in courtesy, and 25.2% in sportsmanship. Regarding the role of OS, the current findings go in line with past research outputs (e. g. Shore & Wayne, 1993) that informed the predictive power of OS over OCB. With respect to the roles of OC and JS, however, the current findings produced both convergent and divergent outputs. On the one hand, they converged with Organ and Ryan (1995) and Smith et al. (1983) who found out JS predicting all OCB dimensions but diverged from Allison et al. (2001) who found no effect of JS and OC on OCB, on the other. The present findings also associated and dissociated with Hakim et al. (2014) who, on the one hand, displayed that JS and OS have a significant effect on OCB and a negative effect of OC on OCB.

A closer look at the effect of each antecedent variable on each OCB dimensions disclosed a mixed result. Although it has unveiled a moderate and positive association with and is a predictor of altruism (13%), civic virtue (9.8%), and sportsmanship (13.1%), OS lacked to correlate to and predict courtesy and conscientiousness in the current study. This converged with varying sources of literature (such as Shore & Wayne, 1993). That is, in line with earlier findings (Ehigie & Otukoya, 2005; Organ, 1988; Podsakoff et al., 2000; Shore & Wayne, 1993; Wayne et al., 2002), favorable OS (such as rewards, fairness and decent working conditions) at workplace encouraged instructors to carry out extra tasks, to provide attention for the image and well-being of their organization, to tolerate inconveniences and impositions and maintain a positive attitude in difficult circumstances so much so to the extent of willingness to sacrifice personal interests for group interests. Unlike those sources, in contrast, OS lacked both to associate with and predict courtesy, to maintain social order and group harmony by preventing chaos and conflict among employees (Lam et al., 1999; Organ, 1988; Organ et al., 2006), and conscientiousness, which require no or low absenteeism and attention for deadlines, obeying rules and regulations as well as dedication to organizational effectiveness, (Bukhari, 2008; Mushtaq & Umar, 2015; Organ, 1988; Vieten et al., 2006). The finding by Jehanzeb (2020), however, coincided with the current finding which found that the relationship between OS and OCB is insignificant. The possible explanation for the current finding might be because probably the instructors' perceived OS was not good enough to motivate them to take on extra tasks for the benefit of their organization. Otherwise, although instructors have perceived OS, it does not necessarily guarantee them to carry out extra role toward the effectiveness of the college.

In the current study OC explained 14%, 14.8%, 19.6%, 22.5%, and 12.1% of the variation in altruism, conscientiousness, civic virtue, courtesy, and sportsmanship respectively. Those figures inform the dominant power that OC has on each dimension of OCB if one compares the proportions with the joint effect of the antecedents of OCB mentioned above. These findings coincided with previous findings (such as Feather & Rauter, 2004; Kim, 2006; Organ & Ryan, 1995) that reported the existence of at least a moderate and positive effect of OC on all the five dimensions of OCB, and contrasted with William and Anderson (1991) who claim that OC does not explain every dimension of OCB.

With respect to JS, surprisingly, although the findings of the present study revealed its correlation with altruism, civic virtue, and sportsmanship moderate and positive, it explains none of these dimensions significantly. In this respect, the current finding is in line with Allison et al. (2001), and contrasted with other earlier research findings (such as Murphy et al., 2002; Organ & Ryan, 1995; Smith et al., 1983). This implies that although instructors perceived that the college creates favorable working condition, and they are satisfied with their job, these factors did not help instructors to boost their OCB to a higher level, and they found them merely limited to performing what is formally required by their job description rather than exhibiting further willingness to perform jobs beyond their roles. This seems possible in the context of most employees in Ethiopia because employees with clearly defined duties and responsibilities may be reluctant to go beyond the officially stated job requirements. In other words, although instructors have significant JS and commitment, as the mean value dictates, it does not necessarily guarantee the instructors to display OCBs in an extraordinary manner for the better improvement of college performance.

Conclusion and Recommendations

This study attempted to examine the role of the major antecedents that impact instructors' OCB in BCTE. Accordingly, the findings of the current study about the relationships among the antecedents and the dimensions of OCB demonstrated mixed results. Thus, the association between the antecedents and dimensions of OCB is context dependent because the relationship is embedded within and moderated by demographic, personal and cultural aspects of the staff and their organization. An antecedent that predicted OCB or its dimensions independently in one organization may not predict alike or equivalently in another organization. This in turn implies that the development of OCB in an organization is subject to understanding what factors determine it in that specific organizational culture. Hence it is very important to examine the contextual characteristic of the interdependent variables thoroughly before getting into an intervention to empower OCB among employees.

On the basis of the results of the study, recommendations are forwarded. Since OC and OS predicted OCB and its dimensions, the college under study shall give emphasis for these two factors to optimize the OCB of the staff and the effectiveness of the college.

Additionally, in principle and empirically, too, the more satisfied an employee is the more s/he performs extra roles in her/his work place. JS, however, did not predict any of the three OCB dimensions in the context of BCTE despite its significant correlations with three of them.

Hence, it is very important to examine the role of JS as a function of staff OCB and college effectiveness in BCTE, particularly by incorporating ~~data~~ from in-depth interview to resolve the fallacy between the principle and the current finding.

Finally, the role of demographic and personality factors as well as of organizational culture on OCB shall be examined in future studies to understand more about the factors that affect the OCB of the staff and the effectiveness of BCTE.

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