

FULL-LENGTH ARTICLE**Predictors of Organizational Citizenship Behavior in Selected First Generation Universities in Ethiopia**

Tesfaye Gebeyehu Tessema

Jimma University, College of Social Sciences and Humanities, Department of Media and Communication Studies, Jimma, Ethiopia

Email: tesgeb00@gmail.com; <https://orcid.org/0000-0002-6849-4989>**ABSTRACT**

Organizational citizenship behavior (OCB) plays an indispensable role in organizational success. First-generation universities (FGUs), the focus of this study, need such industrious workers in teaching, research, and community services. However, OCB is being eroded among many academic staff in higher education institutes (HEIs), for various reasons. Hence, it is important to find factors that promote OCB. This study aimed to identify predictors of OCB. Using a multi-stage sampling technique, the study selected 600 instructors from three FGUs: Jimma University, Hawassa University, and the University of Gonder. Quantitative data was collected using a structured questionnaire. Descriptive and parametric tests (e.g. Percentage, Independent Samples T-Test, One-Way ANOVA, and A Stepwise Regression) were used to analyse the data. The result shows that being married, Oromo, coming from the Oromiyaa region, and working at Jimma University and in the College of Natural Sciences (CNS) are associated with OCB significantly and positively. Further, collectively perceived internal university image (UI), job satisfaction (JS), intention to stay (IS), and communication source satisfaction (CS) explained 25.9 (adjusted R=25.4%) of variance on OCB, and the strongest predictor is perceived internal image (UI) (B=.222, P< .001); however, CS negatively influenced OCB. Accordingly, the study concludes that instructors' OCB differs because of their level of perception of internal UI, JS, IS, CS, and demographic characteristics (DCs). Finally, the study presented the theoretical and practical implications of the findings along with limitations and recommendations for future research.

Keywords: Communication source satisfaction, Demographic characteristics, Intent to stay, Internal university image, Job satisfaction, Organizational citizenship behavior

INTRODUCTION

OCB is defined as “voluntarily helping others with work-related problems” (Podsakoff *et al.* in Mohammed *et al.*, 2011, p.153). It is also defined as “individual and discretionary social behaviours that are not explicitly recognized by the formal reward system and that contribute to a more effective environmental management by organizations” (Boiral & Paille', 2012, p. 431). Another definition reads: “it is a form of employees' behaviour where employees go beyond their formal duties required by job description” (Đorđević, 2021, p.61). In these definitions, OCB is related to the extra accomplishment of employees and favourable behavior that contributes to co-workers' and organizations' benefits.

OCB is a required variable by different organizations including universities as it plays a significant role in transforming organizations' success. Achieving organizational vision and mission is unthinkable without OCB. For universities to achieve their vision and mission, in this competitive world, they need to excel in teaching, research, and community services, and this requires competent instructors with OCB behavior, for example. They need to also excel in leadership. Beram *et al.* (2023) reads: “The quality of education is heavily influenced by the professionalism of teachers and the effectiveness of educational leadership” (p. 1363). Put another way, more than ever before, committed instructors and leaders with OCB are important to curb the problems related to university students with poor academic backgrounds. “Ethiopia has recently experienced massive improvement in access to education..., but education quality still remains a daunting” (ETHIOPIA Policy Brief, 2012). According to the World Bank, as cited in Arega (2016), “rapid enrolment expansion is inevitably bringing progressively less qualified student[s] into the system [‘higher education in Ethiopia’]”.

Another concern is that much of the research done by the academic staff and graduates is not up to the required standards. “The quality of research at a higher level [in several developing and developed countries] is not satisfactory” (Mahmood, as quoted by Firdissa, 2023, p.3). Findings from poor studies cannot be dependable for educational policy amendments. “... there is a lack of coherence between the availability and quality of data in the Education Management Information System (EMIS) and the expectations of the data needed to monitor results for the reform” (Mesele *et al.*, 2023). Therefore, more than ever before, the quality of research conducted at HEIs has been the subject of concern (Bakioğl & Kurnaz, 2009 as cited in Firdissa, 2023).

The community service, which is given to society by students and instructors, demands valid professional intervention. This, in turn, demands the instructors to work beyond what is expected from them. That is to say, in universities, OCB or extra commitment behavior of instructors is essential. Instructors are expected to work beyond the fixed official hours: to teach a minimum of 12 Chrs, do research and publish, read a lot, attend conferences and public lectures and several meetings, advise undergraduates and postgraduate students, run offices, and engage in community services, in addition to their family-related responsibilities. Without OCB, it is difficult to accomplish all these tasks. The different forms of OCB enable employees to perform voluntarily, to exert efforts beyond the formal obligations [“task performances”] (Zhang *et al.*, 2011).

OCB comes in different types (e.g. Mahdiuona *et al.*, 2010), but the five most common are altruism (helping behavior, e.g. helping subordinates to develop required skills), civic virtue (e.g. involving in organizational activities such as attending meetings and decision-making), consciousness (relates to energetic, ambitious, industrious, and responsible workers), sportsmanship (e.g. putting extra effort on a job without too much complaint), and courtesy (“characterized by being polite, respectful, and considerate in interactions with colleagues, superiors, and subordinates”). This (courtesy) dimension plays a significant role in organizational communication, as a principle of effective communication. Other dimensions included in OCB are Organizational Loyalty (feeling loyal to the organization), Organizational Compliance (e.g. promoting the organization’s services), Individual Initiative, and Self Development (Boiral & Paille, 2012). This study considers the general OCB instead of its different dimensions.

However, these days, for various reasons, university academic staff’s working behavior beyond what is expected (extra role) from them seems to be declining from time to time, and this has become a concern for university administrators. Understanding the role OCB plays in organizational success, many studies (e.g. Foote & Li-Ping, 2008; Đorđević *et al.*, 2021; Kamel *et al.*, 2015; Saxena *et al.*, 2019; Ulndag *et al.*, 2011) investigated the factors that influence OCB in different contexts. One of these factors is job satisfaction. These studies concluded that job satisfaction positively impacts OCB. As to Karatepe (as cited in Uludağ *et al.*, 2011), without filling the void related to job satisfaction, enrolling “frontline employees” in extra-role behavior (OCB) and being successful is difficult for organizations. When organizations care for employees with extraordinary accomplishments, the staff turnover rate becomes low and OCB improves (Đorđević, 2021) implying intention to stay impacts OCB. According to the Social Exchange Theory (SET), what people give is a factor of what they get in exchange (Thibault & Kelley, 1959, as cited in Addison & Friday, 2015). That is to say, when instructors get satisfaction with the job, i.e. when reciprocated for their contribution, they will be motivated to contribute to OCB as an exchange.

The other variable that affects OCB is effective communication. Accordingly, when used effectively, internal communication helps to create and maintain relationships between employees and supervisors. Effective communication is vital for managers at different levels in an organization to coordinate, control, direct, and carry out job-related tasks (Aldridge, 2023). That is to say, effective internal communication is essential at all levels, inside and across teams, and between employees and top management. When communication/internal information source is used effectively, for example by the Public Relations (PRs) office and the university leadership, to engage employees in organizational tasks—teaching, research, and community services— instructors discharge OCB with responsibility. A study reads: “Communication is a means of engaging employees towards compliance with the principles of responsibility” (Jurišová & Ďurková, 2012, p.146). In this study communication

source refers to the management at different hierarchies (e.g. the top management, middle management, and colleagues). Effective communication source satisfaction refers to the level to which instructors are satisfied with the communication they have with these sources.

The organizational image (OI) also influences OCB. University administration in general and the office of PRs (PRs as a managerial function) in particular are expected to work a lot on the internal image of universities to enhance OCB. Academicians with a positive image of the university are more likely to work with commitment, responsibility, and a tendency of OCB (Betül & Serin, 2020). According to Manson and Wui (2022), it is also important to engage the employees in the decision-making process so that they feel positive or have a positive image of the organization. Thus, the university admin and public relations office need to consider the advice of Uludağ *et al.* (2011):

Keeping employees satisfied, motivated, committed, and long-serving in their jobs has been identified as an important task for managers. It is believed that internal motivation, emotional association of belongingness to the organization, regard for the organization's goals, and a willing 'team commitment' are instrumental in fostering the construct of "organizational citizenship (p.1).

Regarding demographic characteristics (DCs), according to the Excellence Theory (Grunig *et al.*, 2002), when organizations treat employees fairly regardless of their DCs differences, their productivity is enhanced; however, organizations that do not respect diversity, gradually lose trust, become less effective and productive, and fall finally. Empirical findings also uncovered that DCs contribute to differences in OCB (Afshar *et al.*, 2013). According to Blakely *et al.* (2005), socio-cultural factors such as nationality contribute to OCB differences. They concluded that OCB's perception can be shaped by employees' nationality. While the employees with Chinese nationality perceived OCB as in-role, those with the American nationality perceived it as an extra-role, according to their findings. Religiosity also affects OCB positively and negatively. Overall, religions promote their followers to prioritize (give their best) to God and not to employers. On the other hand, religion shapes employees to be loyal and helpful, which are the sub-construct of OCB (Astuti & Sulisty, 2017; Ivy, 2014).

The literatures reviewed in the preceding paragraphs show the role JS, OI, IS, CS, and DC play in impacting OCB. However, there is a research gap. Studies are inclined to identify the specific determinants of OCB. Betül and Serin (2020), who carried out a study on the academic staff of state universities in Istanbul, "(lecturers, research assistants, doctor lecturers, associate professors, and professors)", found a linear relationship between Organizational [university] image and OCB. Mohammad *et al.* (2011), who conducted a study in higher institutions in Malaysia, concluded that JS predicts OCB. Pongton and Suntrayuth's (2019) study, which is from higher education institutes in Thailand, indicated that communication satisfaction influences employee engagement positively. Annisa's (2023) study, conducted on employees of the human resources department of PT Semen Padang, found interpersonal communication as a positive significant predictor of OCB. Similarly, while Mohannad and Awn (2020) found an inverse relationship between turnover intention and OCB, Shanker (2018) reported a significant relationship between OCB and IS.

Significant associations were also observed between OCB and DCs such as age, vocational seniority, and working years in university (Betül and Serin, 2020) and gender (Saxena *et al.*, 2019). In another study, except ethnicity, all DCs including sex, marital status, academic qualification, type of profession, and age are significantly linked to OCB (Afshar *et al.*, 2013).

Local studies are inclined to investigating OC, JS, and factors influencing organizational commitment (OC) which is different from OCB that entails extra commitment. Endris and Dawit (2019), who assessed a case study on the academic staff of Haramaya University, Ethiopia, found that the faculty had moderate organizational commitment. Bekele (2019) conducted a Ph.D. study about the JS of academic staff in Ethiopian HEIs. His finding indicates that most academic staff members were dissatisfied with their jobs. Workineh and Shimels (2010) carried out a study on Jimma University's

academic staff reward system. According to their finding, “inefficient administration, lack of recognition and appreciation, absence of participation in decision-making, unsatisfactory financial rewards, and poor performance evaluation” were the principal factors that negatively affected the reward system (p.13) implying dissatisfaction with job. In the context of elementary school, carried out in Bonga town, Teferi *et al.* (2016) reported a positive association between primary school teachers’ JS and OC.

It is important to note that these local studies focused on investigating the role job satisfaction plays in OC. They undermined examining the relationship between OCB and its specific determinants: perception of OI, IS, and CS. Put another way, although previous studies conducted worldwide confirmed the specific link between OCB and JS, CS, IS, and OI, the knowledge about the integrated effect of internal UI, JS, CS, and IS on OCB is limited, especially in the context of FGUs in Ethiopia, to the extent of the researcher’s review. Also, they do not tell us which of these variables is (are) the strongest determinant (s) of OCB. The type of relationships between DCs and OCB of instructors is also less investigated in the study setting. So the study intends to fill these research gaps. Filling these research gaps contributes to knowledge and practice. Therefore, this study aimed to identify the determinants of OCB. It examines influential reasons why instructors differ in OCB. The study answers the following specific research questions: Are there significant relationships between OCB and some DCs? What variables are the most important predictors of OCB? The study hypothesises that internal university image, intention to stay, job satisfaction, and communication source satisfaction collectively influence OCB.

MATERIALS AND METHODS

A structured questionnaire, adapted from different sources (e.g. Downs & Hazen, 1977; Organ & Konovsky, 1989; Wang *et al.*, 2012) was distributed to 600 academic staff randomly selected from three colleges (College of Natural Sciences (CNS), College of Social Sciences and Humanities (CSSH), and the Institute of Technology (IT) which belong to three first generation universities (Jimma University, Hawassa University, and the University of Gondar). The three universities were selected from eight FGUs (Adama Sciences and Technology University, Addis Ababa University, Haramaya University, Bahr Dar University, Jimma University, Mekele University, Hawassa University, University of Gondar) (Gezahegn *et al.*, 2020) using a lottery technique. The sample size was determined using the rule of thumb which recommends a sample size of 400+ as great for a 95% C.I. for studies involving things like attitude scales, personality measures, and so forth. Further, where the questionnaire return rate is expected to be lower, taking into account 40% to 50% of contingency is important (Getinet, 2009; Gregory *et al.* as referred in Adam *et al.*, 2017). Hence, $600 (400 \text{ plus } 50\% \times 400 = 400 + 200)$ is the sample size.

Of the 600 participants who were involved in the study, 200 participants were recruited from each university. Proportionally, 92, 55, and 53 respondents came from the IT, CSSH, and CNS, in that order. Of the distributed 600 and returned 590 questionnaires, 587 were considered for analysis. During the first round of the questionnaire distribution, the return rate was low, especially with the Institute of Technology of the three universities. However, through a second round of distribution, the problem could be overcome. The data was collected from Nov 2021 to June 2022.

The content and face validity of the instrument were commented on by experts in the area. All the constructs were factor analysed using principal component analysis (Varimax Rotation Method) and cross-loading score of $> .50$ were considered; hence construct validity was established. Cronbach's alpha was used to measure the questionnaire's internal reliability, and values were found to be within an acceptable range. Accordingly, the number of items, examples, and Cronbach's alpha value are given in Table 1. The variables were measured on five-point (agree, disagree) scales. The questionnaire was piloted on 25 instructors selected from three departments belonging to the CNS of Jimma University (during the main study, these departments were excluded from participating in the study).

Table 1. Items, examples, and Cronbach's Alpha value of a questionnaire

Variable	No of items	Example	Cronbach's alpha
Overall OCB	14	I consult colleagues whenever possible	.858
Overall Job Satisfaction	19	My teaching job meets my abilities	.927
Overall Internal University Image	14	The university where I am working now is the leading public university by offering high quality education	.916
Communication source satisfaction	5	People (e.g. instructors) in this university freely exchange information and opinions	.892
Intention to stay	2	I would not leave the [this] university right now because I have a sense of obligation to the people in it.	.674

To measure the relationship between the predictor variables and OCB, the dependent variable, multiple regression analysis (stepwise) was used (at $P < 0.05$). To examine whether the study participants differ on OCB because of their DCs differences, T-test and One-Way ANOVA were applied. The assumptions of parametric tests (e.g. Normality, Multi co-linearity) were found satisfactory.

The researcher produced a formal letter (written by the research and postgraduate coordinating office of the College of Social Sciences and Humanities of Jimma University) to each university and college selected for this study. Besides, the study participants were asked for consent through their signature, without writing their names.

RESULT

Relationships between Background Characteristics and OCB

This part presents the relationship between the DCs (gender, age, ethnicity, region, religion, university, college, academic rank, and work experience) of the study participants and OCB. Table 2 presents DCs that are only significantly correlated to OCB.

A One-way ANOVA was conducted to identify DCs significantly related to OCB. Accordingly, the ANOVA test revealed a statistically significant difference in marital status ($F(2, 577) = 3.855, p = 0.022$). The Games-Howell HSD Test for multiple comparisons test detected statistically significant differences between married and unmarried instructors (*Mean difference* = .11046; $p < 0.05$, 95% C.I. = [.0157, .2052]).

Similarly, the ANOVA test uncovered that there was a statistically significant difference in OCB between instructors coming from different universities ($F(2, 584) = 16.786, p < 0.001$) and colleges ($F(2, 584) = 6.567, p = 0.002$). The Games-Howell HSD Test for multiple comparisons test detected statistically significant differences between instructors from JU and HU (*Mean difference* = .25726; $p < 0.05$; 95% C.I. = [.1531, .3614]) and JU and UG (*Mean difference* = .15644; $p < 0.05$; 95% C.I. = [.0482, .2647]) as well as instructors from CNS and Institute of Technology or IT (*Mean difference* = .15684; $p < 0.05$; 95% C.I. = [.0535, .2602]).

Table 2. Multiple comparison summary of ANOVA for DCs and OCB

Group Difference		Mean	SE	F	p
Marital status				F(2,577)	
Married	Unmarried	.11046*	.04026	3.855	.022
	Divorced	.04287	.17607		
University				F(2,584)	
Jimma (JU)	Hawassa (HU)	.25726*	.04428	16.786	.000
	Gonder (UG)	.15644*	.04600		
College				F(2,584)	
Natural Sciences	SSH	.06995	.04727	6.567	.002
	IT	.15684*	.04391		
Region				F(4,543)	
Oromiyaa	Amhara	.16424*	.04557	5.990	.000
	Tigray	.44370*	.08977		
	SNNP	.16596*	.05858		
	Other	.14987	.07105		
Ethnicity				F(3,530)	
Oromo	Amhara	.14328*	.04775	6.678	.000
	Tigre	.38474*	.09736		
	Other	.18845*	.05283		

Source: Field Survey 2021-22; *Correlation is significant at .05

Additionally, the One-way ANOVA detected a significant difference in OCB between regions ($F(4, 543) = 5.990, p < .001$). The multiple comparisons Games-Howell HSD Test detected a statistically significant difference between instructors from Oromiyaa and Amhara ($Mean\ difference = .16424, p < 0.05; 95\% C.I. = [.0393, .2892]$), Oromiyaa and Tigray ($Mean\ difference = .44370, p < 0.05; 95\% C.I. = [.1760, .7114]$), and Oromiyaa and SNNP ($Mean\ difference = .16596; p < 0.05, 95\% C.I. = [.0042, .3277]$). Likewise, the ANOVA test detected statistically significant differences between ethnic groups ($F(3, 530) = 6.678, p < 0.001$). The multiple comparisons Games-Howell HSD Test uncovered a statistically significant difference between Oromo and Amhara ($Mean\ difference = .14328; p < 0.05, 95\% C.I. = [.0199, .2666]$), Oromo and Tigre ($Mean\ difference = .38474; p < 0.05, 95\% C.I. = [.1158, .6537]$), and Oromo and Other ($Mean\ difference = .18845; p < 0.05, 95\% C.I. = [.0518, .3251]$).

Hence, one can conclude that being married, being Oromo, coming from: Jimma University, the CNS, and Oromiyaa significantly influence OCB. However, age, gender, religion, and work experience could not be related to OCB significantly. The finding implies that instructors with different age

groups, men and women, work experiences, and religions demonstrate similar OCB (the researcher omitted the table purposefully for space concern). However, since all DCs considered here could not uniquely influence the OCB, as revealed by the regression analysis, they are not included in the stepwise regression analysis (Table 3) and the conceptual model (Fig 1).

Table 3. Summary of regression results by regressing OCB on university image, job satisfaction, intention to stay in university, and source of communication

	Unstandardized coefficients		Standardized coefficients		95%CV for B		Collinearity Statistics	
	Beta	SE	B	t	LB	UB	Tolerance	VIF
Step 4 ¹								
Constant	2.644	.098		26.958	2.451	2.836		
University Image	.222	.039	.304 ***	5.623	.144	.299	.437	2.290
Job satisfaction	.143	.039	.209 ***	3.618	.065	.220	.383	2.608
Intention to stay	.084	.022	.170 ***	3.782	.040	.128	.627	1.595
Communication source satisfaction	-.063	.026	-.129 *	-2.459	-.113	-.013	.460	2.176

Source: Field Survey 2021-22; *** Correlation is significant at the .001.

Dependent variable: Organizational citizenship behaviour

Durbin-Watson= 1.833; R²= .259; Adjusted R²=.254; F (4,582) = 50.751***

Stepwise multiple regression analysis was applied to identify the strongest predictor of OCB (Table 3). Accordingly, the four variables collectively explained 25.9 (adjusted R²=25.4%) of variance in OCB. Regarding the contribution each predictor variable made, whenever the other three factors were controlled, UI 22.2% (Beta=.222, P< .0001), JS 14.3% (Beta=.143, P< .0001), IS 8.4% (Beta=.084, P< .0001), and CS - 6.3% (Beta=-.063, P=.014) contributed to the variance in OCB. However, when CS increases by one unit, OCB decreases by .063 units (6.3%), which is against the hypothesis. Hence, it can be concluded that the perceived internal UI is the strongest predictor of OCB. Based on these findings the following model has been developed.

¹ Steps 1 to 3 are deliberately omitted to save space.

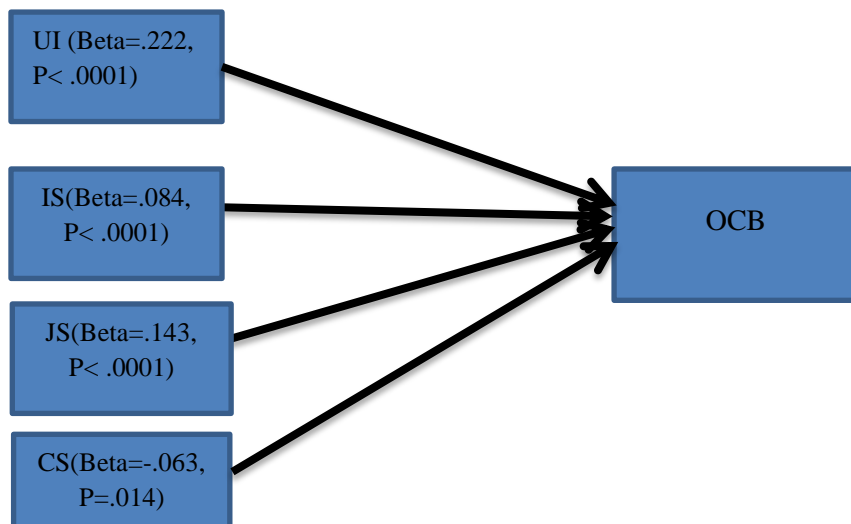


Fig 1: Determinants of OCB; Source: Field Survey 2021-22

DISCUSSION

The study aimed to identify predictors of OCB of academic staff working in FGUs. The first research question was about demographic variables that are associated with OCB. The current study revealed a significant and positive association between OCB and some DCs: being married, Oromo by ethnicity, coming from the Oromiyaa region, and working at Jimma University and the CNS.

Different explanations can be given for such relationships. Specific to marital status, Afshar et al. (2013) found a positive relationship between marital status and OCB indicating that married instructors display a higher level of commitment to OCB. Different explanations could be given. For one thing, married people intend to stay and reside in the university (get resident houses), and to get the fringe benefits they go for extra commitment. To get houses one criterion is running an office (e.g. department head, director office) which needs extra engagement.

About ethnicity and region, as compared to the other ethnic groups and regions, many offices (which demand extra engagement) might be occupied by the Oromo and those who came from the Oromiyaa region, at least in the case of Jimma University. The finding from the current study supports Blakely et al. (2005), who found a significant difference between people from different nationalities on OCB. Chinese employees influenced OCB more than American employees. Two possible explanations are given by Blakely et al. The first explanation is linked to role perception. According to them, employees “who define OCB as part of their jobs are more likely to perform OCBs on a regular basis” (p.112). This may imply that instructors who are Oromo and from Oromiyaa consider OCB as an in-role rather than an extra-role. The second explanation is related to injustice. According to the same authors, injustice discourages OCB performance, and this may imply that FGUs instructors who experienced injustice or felt denial of justice because of ethnicity and region differences were discouraged from displaying higher level OCB. However, this calls for additional studies as the explanation does not work for the University of Gonder and Hawassa University, where most offices were potentially occupied by the Amhara (in UG) and Sidama and Wolaita (in HU). A separate analysis shows that the majority of instructors from the UG were Amhara by ethnicity, and the Oromo were a few.

Regarding the CNS, a possible explanation could be that more senior staff who share their experience with younger ones and take initiatives for new assignments intend to contribute to the college (altruism OCB), compared to the Institute of Technology, which is populated by young faculty with high turnover intention. This also calls for further study.

Nevertheless, other DCs (age, gender, academic rank, work experience, and religion) were not significantly related to OCB. The finding about age is in contrast with the study of Mauritz (2012), who found a positive and significant relationship between OCB and age. The reason for the difference in the findings could be the focus on the OCB. While the current study used the overall OCB, Mauritz focused on the sub-constructs of OCB, sportsmanship and civic virtue OCBs. Also, the current finding is not supported by the study of Betül and Serin (2020), which showed a positive and significant association between OCB and age. The reason for the difference could be attributed to social distance. The finding from the current study implies that older instructors did not share their experience with the younger and less experienced academic staff (altruism OCB), which still requires further study.

An insignificant relationship between gender (males and females) and OCB was also found in the current study implying that the extra commitment behavior (OCB) of men and females is similar in FGUs. Saxena et al. (2019) also reported similar findings. However, the current finding does not support Jenaabadi et al. (2013), who claims that women teachers feel more responsible in the schools than men, and Afshar et al. (2013), who found the female gender demonstrated less OCB compared to their counterparts' men. The reason for the difference among these studies could be career type/setting: working in a school, hospital, or university. Though females are sensitive enough to help others (e.g. children at school) or subordinates (altruism OCB), those who teach at a university level may not be initiated to give extra time to help their colleagues because of burdens related to teaching, research, community service, and home related responsibilities. Males who teach at university, who are also burdened with teaching, research, and community service, may prioritise helping their families and working part-time jobs to win bread. The other explanation could be the scope of the study. Had the study examined the association between gender and the different dimensions of OCB such as altruism OCB and organizational loyalty OCB, in addition to the general dimension of OCB, a significant relationship could have been observed.

Betül and Serin (2020) reported a significant linear relationship between OCB and vocational seniority. WanneeSaepunget *et al.* (as cited in Saxena *et al.*, 2019) found education as an influencer of OCB. However, the current study did not find a significant relationship between the level of education (academic rank) and OCB implying that the extra commitment behavior (OCB) displayed by instructors with different educational levels is similar. The difference between the findings of these studies could be attributed to the setting of the study. WanneeSaepung *et al.*'s study was conducted on Retail employees in Jogjakarta, Indonesia, where the educational level difference among the study participants was significantly high because of the work's nature. While retail sales workers with lower educational backgrounds work with an extra commitment to make ends meet, retail managers with advanced education (1st to 3rd degrees) work with an extra commitment to earn more.

The underlining factor for the absence of a significant relationship between academic rank and OCB in the case of the current study could be the staff's motivation for self-development, a sub-construct of OCB, is low, because of the less value given to teaching in Ethiopia and the poor salary university teachers are paid. Consequently, to get additional income they may prioritise private work (s) that bring (s) them additional income which in turn discourages OCB. Afshar et al. (2013), whose findings agree with the current study, interpret: "Some PhD holders and specialists seem to be reluctant to learn new things, thereby not volunteer to take part in the development of the organization" (p.3327). The finding is in favour of SET which underscores that employees do not display OCB when they are not reciprocated for their contribution. That means "...when the incentive offered by the organization to the employees is less than their contribution, employees become dissatisfied with the inducement and this leads to turnover" [or low OCB] (Addison & Friday, 2015, p.30).

The current study also revealed an insignificant relationship between work experience and OCB implying that when the number of years within FGUs increases OCB does not. This finding is not congruent with Afshar et al. (2013), who found that employees with more than 31 years of work experience show the highest level of OCB. The study of Betül and Serin (2020) also showed a positive and significant association between OCB and working year in university. The reason for the difference could be that academicians in the FGUs in Ethiopia are not reciprocated for their long years of service or work experience. Salary increment does not consider work experience in Ethiopia. The finding

supports the SET which underscores that employees would be demotivated if they did not receive reciprocated payment.

Religion was not also found to be significantly related to OCB in the current study. A spiritual person is normally linked to helping others or subordinates (altruism OCB). However, this could not be confirmed by this study. The finding is not surprising because religion (Christianity and others) encourages its followers to be more dedicated to spiritual matters than to secular work. A contrasted finding was reported by Astuti and Sulisty (2017), who found religiosity positively and significantly affected OCB. One of the contributing factors for the difference could be the perception of OCB. The study participants in the study of Astuti and Sulisty, all “Moslem”, may perceive OCB as OC, because overall religions encourage their followers to be committed workers for their employers, to display OC, though not OCB. “Religiosity affects organizational commitment” (Forward, et al., 2025, as cited in Astuti and Sulisty, 2017, p.236). The perception of religion also can make a difference. In the current study participants were asked to mark the religious group they belong to. But the study of Astuti and Sulisty asks their religiosity, “the extent to which one participates in religious practices” implying that spiritually dedicated people are more likely to work hard, help others, and to be fair and loyal to their employers, which are the sub constructs of OCB. The other difference making factor is the type of religiosity (intrinsic and extrinsic). According to Ivy (2014), while “internal religiosity have [has] mostly positive effects on OCB...external religiosity mainly displayed negative effects” (p.iv).

The second research objective was to examine the relationship between OCB and the predictor variables (UI, JS, IS, and CS). Findings from the current study indicated that the perceived internal image of FGUs influences OCB. This finding is in congruent with Betül and Serin (2020), who conducted a study on the academic staff of state universities in Istanbul “(lecturers, research assistants, doctor lecturers, associate professors, and professors)”, and found a significant linear relationship between Organizational [university] image and OCB indicating that as the level of perception of internal university image improves positively, the levels of organizational citizenship behaviors of instructors increase similarly. Additionally, the finding implies that academic staffs with positive feelings towards their universities display dedicated engagements in teaching, community services, and research. More importantly, it implies that they do well with organizational compliance (e.g. promoting the university’s services), which is one aspect of OCB. The finding also implies that, overall, FGUs are appealing workplaces with talented employees with good feelings for FGUs, indicators of favourable organizational reputation (Harrison, as cited in Chibuike, 2010).

Many studies (e.g. Intaraprasong *et al.*, 2012; Schappe, 1998), which are cited in Saxena *et al.* (2019) and the study of Uludağ *et al.* (2011) found a positive and significant relationship between JS and OCB. Mohammad *et al.* (2011) and Saxena *et al.* (2019) also reported JS as an important predictor of OCB. The findings from the current study likewise revealed that JS positively influenced OCB. The finding implies that when the academic staff in FGUs is satisfied with the job, his/her commitment to work extra or beyond what is expected from him/her increases.

In this study, IS in FGUs significantly and positively influenced OCB. Similarly, Mohannad and Awn (2020) found an inverse relationship between turnover intention and OCB implying that when turnover intention falls OCB rises. Shanker (2018) also reported a significant relationship between OCB and IS. The finding points out that academic staff who are high on IS were also high on altruism, organizational compliance, sportsmanship, and loyalty, which are the dimensions of OCB. The finding indicates that IS in FGUs is related to a sense of responsibility and loyalty to the university. Put another way, academic staff who intend to stay in FGUs think about how to transform their university.

The study by Pongton and Suntrayuth (2019), conducted in higher education institutes in Thailand, indicated that communication satisfaction significantly and positively impacts employee engagement. Annisa’s (2023) study, conducted on employees of the human resources department of PT Semen Padang, found interpersonal communication as a positive significant predictor of OCB. However, the stepwise regression analysis from the current study revealed that the nature of CS (e.g. supervisory communication, communication climate, feedback, exchange information), which is one

aspect of communication satisfaction, negatively influenced OCB, which is against the hypothesis of the current study.

The implication is that the management at different hierarchies (including the Office of Public Relations) did not involve the academic staff in decision-making about the universities' affairs and used communication discouragingly. For example, as has been witnessed at different meetings, when the source of communication often carries top-down messages, is not planned and lengthy (e.g. quarterly and annual meetings), is fear-inspiring and carries propaganda messages, is not dependable, does not voice the voices of the academic staff, but that of the leadership or institution, diligent instructors will be discouraged from giving their best. Put another way, the academic staff who display this behavior do not take the initiative to contribute to the universities' well-being.

The finding also implies that industrious academic staff's accomplishments are less rewarded and communicated by PR offices. That is to say, when communication/internal information source is not used effectively by the PRs office and the university leadership, for example, to engage employees in organizational tasks—teaching, research, and community services—, instructors will be less motivated to discharge OCB with responsibility. Such ineffective communication discourages the academic staff from discharging the Sportsmanship (e.g. putting extra effort on the job) and Organizational Loyalty (feeling loyal to the university) dimensions of OCB. Hence, it is implied the importance of considering the view of Jurišová and Ďurková (2012): “Communication is a means of engaging employees towards compliance with the principles of responsibility” (p.146).

CONCLUSION

This study aimed to examine potential reasons why instructors differ in OCB. The study primarily used parametric tests such as A One-Way ANOVA and stepwise regression to answer the question. The stepwise regression analysis revealed that UI, JS, IS, and CS uniquely (strongly) influenced OCB. The T-Test and One-Way ANOVA indicated some DCs (marital status, ethnicity, region, university, and college) significantly and positively influenced OCB. Accordingly, the study concludes that instructors' OCB differs because of their perception levels, differences of internal university image, job satisfaction, intention to stay, communication source satisfaction, and DCs differences. Though previous studies attempted to assess the specific relationships between OCB and some predictor variables, i.e. the specific determinants of OCB, they did not measure the extent to which internal UI, JS, IS, and CS determine OCB collectively. Further, in the setting of FGUs, past studies did not examine the relationship between OCB and most of the DCs considered by this study, to the researcher's review extent; however, this study filled those gaps. Therefore, to improve academicians' teaching, research, and community service performance, FGUs should optimize OCB by enhancing instructors' perception level of the internal UI, JS, IS, and CS.

Implication of the Study

Theoretical Implication

Previous studies emphasised examining specific variables that determine OCB. That is to say the knowledge about the integrated effect of internal UI, JS, CS, and IS on OCB was limited. However, the current study has provided a conceptual framework that enhances our knowledge about variables that collectively determine OCB. The study also adds to our understanding of how DCs influence OCB. By extension, it indicates the importance of exploring why and how some DCs influence OCB. The finding is original in the sense that no study has investigated the combined influence of the predictor variables (considered by this study) on the OCB in the study's setting. Further, the finding supports the System Theory (Wakefield, 1996) which stipulates that an organization becomes effective when its different parts interact effectively, and Excellence Theory (Grunig et al., 2002) which claims that DCs diversity leads to organizational success provided that diversity is fairly managed. The results provide baseline data for future studies to replicate or extend the study.

Practical Implication

FGUs still have problems, concerning how to optimize OCB in teaching, research, and community services. The findings from this study, as they agree with many previous studies, help managers and decision-makers improve the level of OCB in the FGUs. Universities that want to enhance instructors'

OCB should capitalise on internal UI, JS, IS, and CS. That is to say, promoting the internal image of universities, enhancing instructors' satisfaction, minimizing turnover intention, and developing a culture of two-way communication enable them to pave the way for a better OCB. In FGUs, it is fundamental to promote extra role description, i.e. going beyond the role description to optimize OCB. So understanding the dimensions of OCB and its significant predictors, and preparing guidelines that help instructors understand OCB, enable supervisors at different positions to demonstrate their capacity for managing and encouraging OCB among instructors.

One factor that needs serious attention, by the management, in different hierarchies, and the public relations office is the quality of communication. The findings from this study indicated CS negatively influenced OCB. Such communication reduces productivity and aggravates turnover intention. Therefore, to minimise the problem, two ways of asymmetrical communication that encourage the faculty to engage in work and discharge responsibilities beyond requirement should be designed and put into practice through training. The internal communication strategies of the FGUs should be revisited. People in leadership positions should listen to the academic staff and respond to their requests before they are burned out and leave the university. The bottom-up approach ought to be part of the strategic communication. The Office of Public Relations should identify and promote the outstanding accomplishments of these industrious workers through different media as it voices the voice of the top leadership. This office should also arrange two-way communication training for the leadership in different hierarchies emphasising the courtesy dimension of OCB which focuses on polite, respectful, and considerate interactions with colleagues, superiors, and subordinates. For the academic staff, the finding encourages them to examine themselves to what extent they exert efforts beyond the formal obligations and specifically to Civic Virtue (e.g. attending meetings and participating in decision-making) and courtesy (to be considerate in interactions with colleagues, superiors, and subordinates), the sub-constructs of OCB.

The finding with DCs implies that maintaining healthier diversity among the academic staff enhances OCB. Put another way, the finding indicates that the absence of significant differences in demographic diversity does not improve organizational productivity. The practical implication for the university administration is to capitalise on promoting healthier diversity relationships among the instructors of FGUs, considering diversity when employing instructors and assigning to positions. It is important to work on all instructors', regardless of their demographic differences, perception that they feel at home, honoured, and respected. On the other hand, mitigating the factors that negatively damage the academic staff's healthy relationship is vital as such factors (for example) injustice, lead to deteriorated OCB. In this regard, demonstrating fair management improves instructors' OCB. Supervisors in different positions should work more on creating a pleasant workplace environment for instructors with diversified DCs to enhance OCB.

Limitation of the Study and Recommendation to Future Research

The study is not without limitations. For one thing, the data was collected through a self-reported questionnaire, where subjective responses could not be ruled out. Next, only the dimension of the communication source is considered in from the construct of communication satisfaction. Further, the study excluded second-, third-, and fourth-generation public universities. Furthermore, the four predictor variables collectively explained only 25.4% (adjusted) of variance on OCB implying that other variables (74.6%), which explain the dependent variable, exist and limited generalisability of the finding. Likewise, the association between the predictor variables and each dimension of OCB was not analysed by this study. This study has also not examined the relationship between the different dimensions of each predictor variable and OCB.

Hence, the PRs office or communication management office needs to carry out research regarding communication (e.g. how organizational leaders communicate with instructors, who are part of internal stakeholders of the universities), DCs, and other determining variables to have a better understanding of the instructors' OCB, address the problem, and effectively communicate the outcome to the stakeholders (e.g. universities' top management). Therefore, it is good if future studies consider a

mixed approach, the different dimensions of CS, UI, JS, IS, OCB, and different generations of universities.

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