

Fostering Organizational Citizenship Behaviour among Employees in Higher Education Institutions

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Abstract

This study delves into the intricate relationships between participative leadership, organizational support, organizational commitment, organizational culture, and organizational citizenship behavior, with quality work life acting as a mediator within higher education institutions. Employing a quantitative research approach, primary data was gathered through a survey questionnaire, with 455 surveys distributed and 366 collected, yielding a response rate of 80.4%, deemed suitable for structural equation modeling (SEM) analysis. Of these, 327 surveys were deemed appropriate for analysis. Utilizing Smartpls4 software known for SEM techniques, the study tested thirteen hypotheses, with only two being rejected. Findings underscore the pivotal role of quality work life as a mediator in shaping organizational citizenship behavior among employees in higher education settings. Specifically, the study emphasizes how factors such as participative leadership, organizational support, commitment, and culture function as essential job resources within the Job Demands-Resources model, ultimately enhancing well-being in this context. The study's implications extend beyond its findings, offering crucial insights for higher education institutions aiming to bolster both organizational effectiveness and employee well-being. Recommendations include fostering organizational citizenship behavior and quality work life through initiatives such as participative leadership, support programs, and cultivating a supportive culture. Furthermore, practical strategies are outlined, emphasizing the importance of promoting participative leadership, providing organizational support, nurturing employee commitment, and fostering a positive organizational culture. By implementing these recommendations, higher education institutions can create environments conducive to enhanced employee satisfaction, productivity, and organizational citizenship behavior.

Keywords: Participative Leadership, Organizational Support, Organizational Commitment, Organizational Culture, Quality Work Life, Organizational Citizenship Behavior

Introduction

Organizational Citizenship Behavior (OCB) in higher education institutions is witnessing several notable trends and encountering various issues. OCB refers to discretionary actions by employees that go beyond their formal job requirements, contributing to the effective functioning of the organization (Asgari et al., 2020). In academia, OCB manifests through faculty and staff voluntarily assisting colleagues, participating in institutional activities, and engaging in activities that enhance the overall academic environment (Hermanto et al., 2024). One prominent trend is the growing emphasis on collaboration and teamwork within higher education institutions. As universities strive to foster interdisciplinary research and holistic education, OCB becomes crucial in promoting cooperation among faculty members and administrative staff. However, this trend also brings challenges, such as managing diverse perspectives and conflicting interests. Another trend is the increasing reliance on technology in education (Ridwan et al., 2020). With the proliferation of online learning platforms and digital tools, OCB now extends to supporting technological advancements and adapting to new modes of instruction. Yet, issues like digital equity, data privacy, and cybersecurity pose significant concerns that require proactive engagement from faculty and staff (Budur et al., 2023). Furthermore, the globalization of higher education necessitates OCB that transcends cultural and geographical boundaries. Faculty and staff must demonstrate inclusivity, cultural sensitivity, and adaptability to accommodate diverse student populations (Hayat Bhatti et al., 2019). The importance of OCB in higher education institutions cannot be overstated. It enhances organizational effectiveness, fosters a positive work environment, and ultimately contributes to student success. By promoting collaboration, embracing technological innovation, and embracing diversity, OCB serves as a cornerstone for academic excellence in an increasingly complex and interconnected world (Tran & Choi, 2019). In Malaysian higher education institutions, Organizational Citizenship Behavior (OCB) is influenced by unique trends and issues. One notable trend is the emphasis on fostering collaboration and teamwork among faculty and staff to enhance research output and educational quality (Hong & Zainal, 2022). However, challenges such as hierarchical structures and bureaucratic processes can hinder effective collaboration. Additionally, there is a growing trend towards leveraging technology for teaching and administrative purposes (Hanaysha, 2023). While this enhances efficiency, concerns over digital literacy and accessibility must be addressed to ensure equitable access to education. Moreover, globalization has led to increased diversity in student populations, necessitating OCB that embraces inclusivity and cultural sensitivity. Challenges may arise in managing cultural differences and ensuring equal opportunities for all students (Abdulaziz et al., 2022). The significant problem with Organizational Citizenship Behavior (OCB) lies in overcoming hierarchical structures and bureaucratic barriers that hinder collaboration and proactive engagement. Faculty and staff may feel constrained by rigid organizational frameworks, limiting their willingness to go beyond their formal roles (Zawawi et al., 2024). Additionally, cultural norms emphasizing deference to authority can impede initiatives that require collective effort. Overcoming these challenges requires fostering a culture that values and rewards OCB, promoting transparency, and encouraging autonomy among employees to actively contribute to the institution's success (Abdulaziz et al., 2022). This study holds immense significance for policymakers, institutions, employees, and students alike. Policymakers benefit from understanding OCB's impact on organizational effectiveness and student outcomes, informing policy decisions to promote a conducive work environment and enhance educational quality. Higher education institutions can leverage OCB research to cultivate a positive organizational culture, foster collaboration among faculty

and staff, and improve student experiences. Employees gain insight into how their discretionary efforts contribute to institutional success, fostering a sense of ownership and motivation. For students, recognizing OCB's influence on the learning environment helps shape their educational experiences positively, promoting a supportive atmosphere conducive to growth and academic achievement. This study aims to determine the direct and indirect relationship between participative leadership, organizational support, organizational commitment, organizational culture, and organizational citizenship behavior with quality work life as a mediator in higher education institutions.

Literature Review

Underpinning Theory

The Job Demands-Resources (JD-R) model (Demerouti & Bakker, 2011) offers a comprehensive theoretical framework to examine the direct and indirect relationships between participative leadership, organizational support, organizational commitment, organizational culture, organizational citizenship behavior (OCB), and quality of work life (QWL) in higher education institutions. Within this model, participative leadership and organizational support represent job resources that contribute directly to employees' QWL by fostering a supportive and empowering work environment. These elements enable employees to experience higher levels of job satisfaction and well-being. Moreover, organizational commitment and culture are additional job resources that influence employees' attachment to the institution and its values, further enhancing their QWL. Concurrently, organizational citizenship behavior, which involves discretionary efforts beyond formal job requirements, can be both an outcome and a contributor to QWL. Employees who perceive a high quality of work life are more likely to engage in OCB, thus reinforcing the positive work environment. By incorporating QWL as a mediator within the JD-R model, this study aims to elucidate how participative leadership, organizational support, organizational commitment, organizational culture, and OCB collectively impact employees' well-being and performance in the unique context of higher education institutions.

Relationship between Participative Leadership, Quality Work Life, and Organizational Citizenship Behavior

The dynamic interaction among participative leadership, quality of work life as a mediator, and organizational citizenship behavior constitutes a significant aspect of organizational dynamics (Hayat et al., 2019). Participative Leadership, which involves engaging employees in decision-making processes and nurturing a sense of empowerment, has been linked positively to fostering a supportive workplace environment and stimulating organizational citizenship behavior among employees (Hanaysha, 2023). Under participative leadership, employees feel esteemed, acknowledged, and motivated to contribute beyond their formal job descriptions, thereby fostering organizational citizenship behavior within the organizational framework (Khan et al., 2020). Quality Work Life plays a pivotal role as a mediator in this dynamic, serving as a conduit through which participative leadership influences organizational citizenship behavior (Asgari et al., 2020). Enhanced perceptions of quality of work life, encompassing aspects such as job satisfaction, work-life balance, and supportive organizational policies, correlate with an increased likelihood of engaging in discretionary behaviors beneficial to the organization. Consequently, quality of work life acts as a catalyst, reinforcing the connection between participative leadership and organizational citizenship behavior, cultivating a positive organizational ethos where employees feel empowered to exceed their basic job

expectations (Ndjama & Van Der Westhuizen, 2023). Consequently, organizations prioritizing participative leadership and fostering a high-quality work-life environment are poised to witness heightened levels of organizational citizenship behavior among their workforce, thereby bolstering organizational effectiveness and success (Al Difa & Claudia, 2022).

Relationship between Organizational Support, Quality Work Life, and Organizational Citizenship Behavior

The interplay among organizational support, quality of work life as a mediator, and organizational citizenship behavior constitute a pivotal linkage in organizational dynamics (Handoyo & Kharismasyah, 2024). Organizational support, encapsulating perceived backing from supervisors, peers, and the organization as a whole, significantly influences employees' perceptions and actions (Firmansyah et al., 2022). Research indicates that heightened perceptions of organizational support correlate with a greater propensity for favorable organizational citizenship behavior, including supportive actions, allegiance to the organization, and constructive involvement (Pelealu, 2022). Quality Work Life serves as a crucial intermediary in this association, serving as a channel through which organizational support impacts organizational citizenship behavior. A supportive workplace environment characterized by equitable treatment, ample resources, and opportunities for personal and professional growth cultivates a heightened quality of work life among employees (Wahyuningrat et al., 2022). Consequently, individuals experiencing a positive quality of work life are more inclined to reciprocate the organizational support by engaging in discretionary behaviors that advance the organization's interests. Quality of work life acts as a catalyst, fortifying the bond between organizational support and organizational citizenship behavior (Lestari & Saputra, 2022). Organizations that prioritize furnishing adequate support and nurturing a conducive quality of work-life environment are poised to observe heightened levels of organizational citizenship behavior among their workforce, thereby enhancing overall organizational effectiveness and success (Nijhawan et al., 2023).

Relationship between Organizational Commitment, Quality Work Life, and Organizational Citizenship Behavior

The nexus among organizational commitment, quality of work life acting as a mediator, and organizational citizenship behavior stands as a pivotal aspect within organizational dynamics (Pelealu, 2022). Organizational commitment, delineated as the psychological bond an employee forms with the organization, intricately influences their propensity for engaging in organizational citizenship behaviour (Firmansyah et al., 2022). Numerous studies have consistently demonstrated that individuals demonstrating stronger organizational commitment are more inclined to exhibit behaviors transcending their formal job roles, such as aiding colleagues, volunteering for additional duties, and actively participating in organizational endeavors (Al Difa & Claudia, 2022). Quality of work life serves as a vital intermediary in this interconnection, functioning as a conduit through which organizational commitment impacts organizational citizenship behaviour (Ulfa et al., 2021). As employees perceive a heightened quality of work life, characterized by job satisfaction, work-life equilibrium, and supportive organizational practices, their commitment to the organization intensifies (Soelton, 2023). Consequently, this augmented organizational commitment propels individuals to partake in organizational citizenship behavior, viewing it as a reciprocal response to the positive work environment fostered by the organization. As a result, organizations prioritizing the cultivation of a favorable quality of work life and nurturing

robust organizational commitment are poised to witness elevated levels of organizational citizenship behavior among their personnel, thereby bolstering organizational efficacy and success (Aruldoss et al., 2021)

Relationship between Organizational Culture, Quality Work Life, and Organizational Citizenship Behavior

The interplay among organizational culture, quality of work-life functioning as a mediator, and organizational citizenship behavior are pivotal for comprehending organizational dynamics (Khan et al., 2020). Organizational culture, described as the collective values, beliefs, and norms shaping behavior within an organization, exerts a profound influence on employees' mindsets and behaviors. A nurturing and encouraging organizational culture, characterized by transparent communication, cooperation, and a focus on employee well-being, establishes an environment conducive to fostering organizational citizenship behavior (Widarko & Anwarodin, 2022). Employees who resonate with and embody the organizational culture are more inclined to partake in behaviors benefiting the organization's welfare, such as assisting colleagues, volunteering for additional duties, and actively engaging in organizational endeavors (Utami et al., 2021). Quality work life serves as a vital intermediary in this dynamic, functioning as a conduit through which organizational culture impacts organizational citizenship behavior. As employees perceive a heightened quality of work-life, defined by job satisfaction, work-life equilibrium, and supportive organizational practices aligned with the prevailing culture, they are more likely to exhibit organizational citizenship behavior as a gesture of positive reciprocity (Novitasari et al., 2022). Consequently, organizations prioritizing the cultivation of a supportive organizational culture and nurturing a high-quality work-life environment are poised to witness heightened levels of organizational citizenship behavior among their workforce, thereby enhancing organizational efficacy and success (Jehanzeb, 2020).

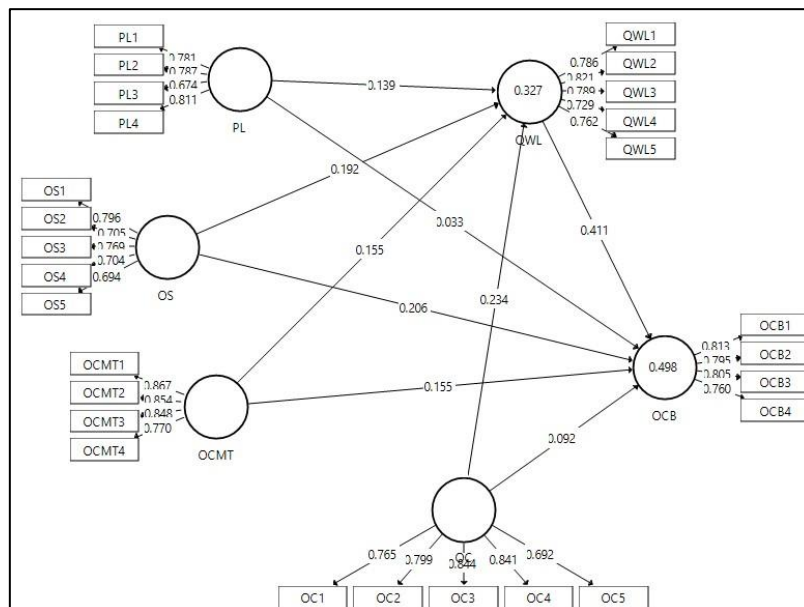


Figure 1: Research Model

Note: PL=Participative Leadership OS=Organizational Support OCMT=Organizational Commitment OC=Organizational Culture QWL=Quality Work Balance OCB=Organizational Citizenship Behavior

Methodology

This study sought to assess the direct and indirect influence of participative leadership, organizational support, organizational commitment, and organizational culture on organizational citizenship behaviour with attitude as a mediator among the employees in higher education institutions. To achieve this objective, researchers conducted a survey to collect primary data, meticulously examining previous research to select reliable and valid measurements. The survey questionnaires were then emailed to selected participants, utilizing purposive sampling due to the unavailability of a comprehensive population list. A total of 27 observed variables were scrutinized, including exogenous variables such as participative leadership, adopted from Arnold et al (2000) (4 items); organizational support, adopted from Eisenberger et al (1986) (5 items); organizational commitment adopted from Meyer et al (1993) (4 items); and organizational culture adopted from Van den Berg & Wilderom (2004) (5 items). The study's mediating factor was quality work-life, adopted from Cascio (2003) (5 items), while the dependent variable was organizational citizenship behavior, adopted from Dipaola & Tschannen-Moran (2001) (4 items). A Likert scale featuring five response choices, ranging from strongly disagree to strongly agree, was employed to gauge elements within each construct. Out of 455 surveys disseminated, 366 were collected, resulting in a response rate of 80.4%, considered satisfactory for employing structural equation modeling (SEM) in data analysis. Of the collected surveys, 327 were identified as clean and suitable for analysis. Researchers opted for Smartpls4 software, renowned for using structural equation modeling (SEM) techniques, to conduct data analysis and hypothesis testing. This decision was influenced by the software's strong assessment features and expertise in managing multivariate data analysis, following the study's goals and following the recommendations of (Ringle et al., 2022). Smartpls4 played a crucial role in meticulously evaluating the proposed hypotheses and performing extensive multivariate data analysis, enabling a comprehensive assessment of both measurement and structural models.

Data Analysis

Respondents Profile

Based on the provided frequency and percentage table, the analysis of respondent profiles across different categories unveils notable trends within the sample. In terms of gender distribution, males constitute the majority with 197 respondents (60.2%), slightly outnumbering females who make up 130 respondents (39.8%). Regarding age demographics, the largest cohort falls within the 41-50-year-old category, comprising 40.7% of the total, followed by the 31-40-year-old category with 23.2%. While the distribution is relatively balanced across other age groups, respondents under 30 years old represent the smallest proportion at 7.6%. In terms of occupational positions, academic roles dominate the sample, accounting for 76.1% of respondents, while non-academic positions represent the remaining 23.9%. This indicates a strong representation of academic professionals within the study. Additionally, the distribution across types of institutions reveals a nearly equal split between Open Online Distance Learning Institutions (ODL) and Non-Open Online Distance Learning Institutions (Non-ODL), with the latter slightly outnumbering the former by 2.2%. This suggests a balanced representation of respondents across different types of educational institutions.

Common Method Bias

Kock (2015); Kock & Lynn (2012) introduced an inclusive methodology known as the collinearity test, which addresses both vertical and horizontal collinearity aspects. The identification of pathological collinearity relies on variance inflation factors (VIFs) exceeding 3.3, indicating a notable concern for common method bias within the model (Kock & Lynn, 2012). Consequently, if the VIFs derived from the comprehensive collinearity assessment fall below 3.3, it can be deduced that the model remains unaffected by common method bias (Kock, 2015). As illustrated in Table 1, the VIFs resulting from the overall collinearity assessment were found to be below 3.3, confirming the absence of any common method bias issue within the model.

Table 1

Full Collinearity Test

	OCB	MPL	MOC	MOS	MOCMT	MQWL
OCB		1.941	1.934	1.862	1.874	1.586
MPL	1.679		1.452	1.67	1.651	1.664
MOC	2.194	1.904		1.829	2.203	2.167
MOS	1.873	1.942	1.622		1.933	1.149
MOCMT	1.291	1.315	1.338	1.324		1.332
MQWL	1.461	1.772	1.760	1.875	1.782	

Measurement Model

In this investigation, we adopted the methodology recommended by Hair et al. (2017) to assess each measurement in both the first and second order, facilitating the identification of items with loadings below the 0.7 threshold. The analyses of construct reliability and validity unveiled that the Average Variance Extracted (AVE) for all constructs ranged from 0.540 to 0.698, surpassing the 0.5 benchmark, thereby indicating well-established convergent validity (Hair et al., 2017) (Table 2). Furthermore, the composite reliability for all constructs exceeded 0.7, falling within the range of 0.849 to 0.902. Additionally, Cronbach's alpha values for all constructs were greater than 0.7, varying from 0.762 to 0.855 (Table 2). To ensure discriminant validity, the initial step involved the evaluation of cross-loadings, ensuring appropriate representation and measurement of respective constructs (Table 3). Subsequently, the Heterotrait-Monotrait (HTMT) ratio was employed for further assessment, adhering to the recommended criterion for examining discriminant validity in Variance-Based Structural Equation Modeling (VB-SEM) (Henseler, Ringle & Sarstedt, 2015). Table 4 presented the HTMT ratios, original sample, and 95% confidence intervals, affirming compliance with the HTMT threshold of 0.85.

Table 2

Construct Reliability & Validity

Constructs	CA	CR	AVE
OC	0.850 (0.810, 0.880)	0.892 (0.868, 0.911)	0.625 (0.570, 0.671)
OCB	0.804 (0.764, 0.836)	0.872 (0.849, 0.890)	0.629 (0.583, 0.671)
OCMT	0.855 (0.822, 0.881)	0.902 (0.882, 0.918)	0.698 (0.654, 0.738)
OS	0.787 (0.740, 0.825)	0.854 (0.828, 0.878)	0.540 (0.490, 0.588)
PL	0.762 (0.715, 0.806)	0.849 (0.825, 0.874)	0.585 (0.540, 0.636)
QWL	0.837 (0.797, 0.865)	0.884 (0.861, 0.903)	0.605 (0.552, 0.650)

Note: CI 95% bootstrap confidence interval CA=Cronbach Alpha CR=Composite Reliability
AVE=Average Variance Extracted

Table 3

Cross Loadings

	OC	OCB	OCMT	OS	PL	QWL
OC1	0.765	0.305	0.246	0.454	0.476	0.329
OC2	0.799	0.405	0.314	0.527	0.418	0.380
OC3	0.844	0.508	0.360	0.585	0.592	0.512
OC4	0.841	0.423	0.311	0.552	0.462	0.405
OC5	0.692	0.342	0.248	0.436	0.456	0.319
OCB1	0.485	0.813	0.362	0.495	0.410	0.572
OCB2	0.416	0.795	0.356	0.397	0.337	0.447
OCB3	0.423	0.805	0.345	0.428	0.344	0.475
OCB4	0.286	0.760	0.321	0.374	0.244	0.482
OCMT1	0.371	0.403	0.867	0.394	0.338	0.299
OCMT2	0.358	0.386	0.854	0.351	0.293	0.310
OCMT3	0.244	0.308	0.848	0.279	0.276	0.311
OCMT4	0.290	0.355	0.770	0.287	0.335	0.323
OS1	0.522	0.371	0.280	0.796	0.348	0.332
OS2	0.412	0.364	0.236	0.705	0.324	0.337
OS3	0.445	0.371	0.312	0.769	0.349	0.328
OS4	0.512	0.472	0.315	0.704	0.360	0.410
OS5	0.494	0.375	0.297	0.694	0.398	0.310
PL1	0.443	0.336	0.325	0.300	0.781	0.336
PL2	0.382	0.316	0.261	0.306	0.787	0.261
PL3	0.471	0.291	0.245	0.482	0.674	0.352
PL4	0.561	0.354	0.303	0.391	0.811	0.364
QWL1	0.435	0.553	0.326	0.425	0.393	0.786
QWL2	0.409	0.496	0.265	0.396	0.358	0.821
QWL3	0.331	0.444	0.274	0.312	0.324	0.789
QWL4	0.368	0.474	0.283	0.313	0.291	0.729
QWL5	0.403	0.458	0.294	0.380	0.307	0.762

Table 4

Hetrotrait-Monotrait (HTMT) Ratios

	Ratios	2.50%	97.50%
OCB -> OC	0.599	0.497	0.699
OCMT -> OC	0.436	0.299	0.549
OCMT -> OCB	0.523	0.400	0.650
OS -> OC	0.785	0.685	0.858
OS -> OCB	0.662	0.544	0.757
OS -> OCMT	0.475	0.351	0.600
PL -> OC	0.749	0.658	0.824
PL -> OCB	0.535	0.396	0.654
PL -> OCMT	0.458	0.304	0.581
PL -> OS	0.623	0.506	0.723
QWL -> OC	0.580	0.466	0.676
QWL -> OCB	0.755	0.644	0.828
QWL -> OCMT	0.438	0.314	0.552
QWL -> OS	0.571	0.460	0.668
QWL -> PL	0.534	0.404	0.642

Note: CI 95% bootstrap confidence interval

Structural Model

In this study, the evaluation of the structural model followed the methodology outlined by Hair et al (2017), which involved scrutinizing pathway coefficients (β) and coefficients of determination (R^2). The Partial Least Squares (PLS) method was utilized, employing 5000 sub-samples to ascertain the significance level of path coefficients. The findings from hypothesis testing for confidence intervals, covering path coefficients (beta), corresponding t-statistics, and p-values, are presented in Table 3. This rigorous examination offers valuable insights into the significance and robustness of the relationships among the variables within the structural model. The detailed hypotheses testing results in Table 5 provide a nuanced analysis of each hypothesis, with a focus on Beta coefficients, T-statistics, P-values, and the final decisions regarding hypothesis support.

For *H1*, the hypothesis examining the direct relationship between participative leadership and organizational citizenship behavior (OCB), and the beta coefficient was found to be 0.033. However, the t-statistic was 0.636, with a corresponding p-value of 0.525, leading to the decision to reject the hypothesis. These results suggest that participative leadership does not significantly predict OCB. For *H2*, the hypothesis assessing the impact of participative leadership on quality work life yielded a beta coefficient of 0.139. This indicates a moderate positive influence. Supported by a t-statistic of 2.347 and a significant p-value of 0.019, the hypothesis is accepted. Thus, participative leadership significantly affects the quality of work life. *H3* suggests that participative leadership indirectly influences OCB through its effect on the quality of work life. The beta coefficient for this relationship is 0.057, with a t-statistic of 2.13 and a p-value of 0.034. Consequently, the hypothesis is accepted, indicating an indirect relationship between participative leadership, quality of work life, and OCB. *H4* examining the direct effect of organizational support on OCB, the beta coefficient was found to be 0.206. This suggests a significant positive relationship. Supported by a t-statistic of 3.129 and a low

p-value of 0.002, the hypothesis is accepted. Therefore, organizational support significantly predicts OCB.

H5 assessing the influence of organizational support on quality work life yielded a beta coefficient of 0.192. This indicates a significant positive relationship. Supported by a t-statistic of 2.878 and a low p-value of 0.004, the hypothesis is accepted. Hence, organizational support significantly affects the quality of work life. *H6* suggests that organizational support indirectly affects OCB through its influence on the quality of work life. The beta coefficient for this relationship is 0.079, with a t-statistic of 2.931 and a p-value of 0.004. Consequently, the hypothesis is accepted, indicating an indirect relationship between organizational support, quality of work life, and OCB. *H7* examining the direct impact of organizational commitment on OCB yielded a beta coefficient of 0.155. This suggests a significant positive relationship. Supported by a t-statistic of 2.801 and a low p-value of 0.005, the hypothesis is accepted. Therefore, organizational commitment significantly predicts OCB. *H8* assessing the influence of organizational commitment on quality work life yielded a beta coefficient of 0.155. This indicates a significant positive relationship. Supported by a t-statistic of 3.003 and a low p-value of 0.003, the hypothesis is accepted. Hence, organizational commitment significantly affects the quality of work life. *H9* suggests that organizational commitment indirectly affects OCB through its influence on the quality of work life. The beta coefficient for this relationship is 0.064, with a t-statistic of 2.793 and a p-value of 0.005. Consequently, the hypothesis is accepted, indicating an indirect relationship between organizational commitment, quality of work life, and OCB.

H10 examining the direct influence of organizational commitment on OCB yielded a beta coefficient of 0.092. However, with a t-statistic of 1.340 and a p-value of 0.181, the hypothesis is rejected. Despite the moderate beta coefficient, the evidence suggests that organizational commitment does not significantly predict OCB. *H11* assessing the influence of organizational commitment on quality work life yielded a beta coefficient of 0.234. This indicates a significant positive relationship. Supported by a t-statistic of 3.285 and a very low p-value of 0.001, the hypothesis is accepted. Hence, organizational commitment significantly affects the quality of work life. *H12* examining the direct impact of quality work life on OCB yielded a beta coefficient of 0.411. This indicates a strong positive relationship. Supported by a high t-statistic of 7.976 and a very low p-value of 0.000, the hypothesis is accepted. Therefore, quality work life significantly predicts OCB. *H13* suggests that organizational commitment indirectly affects OCB through its influence on the quality of work life. The beta coefficient for this relationship is 0.096, with a t-statistic of 2.814 and a p-value of 0.005. Consequently, the hypothesis is accepted, indicating an indirect relationship between organizational commitment, quality of work life, and OCB.

Table 6 provides a comprehensive summary of effect sizes, evaluated independently of sample size, based on Cohen's criteria (1992): small (0.020 to 0.150), medium (0.150 to 0.350), or large (0.350 or greater). The observed effect sizes in the study ranged from small (0.001) to large (0.226). Intrinsic Value Inflation Factor (VIF) values, detailed in Table 6, remained below the more lenient threshold of 5, with the highest value recorded at 2.279. This level of collinearity facilitates meaningful comparisons of sizes and interpretation of coefficients within the structural model. A noteworthy degree of explained variance for the endogenous construct is evident, with an R^2 value of 0.498 (Figure 1). Regarding the mediator, the model

elucidated approximately 32.7% of the variance in the structure, as indicated by an R^2 value of 0.327.

The assessment of the model's inference and managerial recommendations was conducted through out-of-sample predictive analysis utilizing the PLSpredict method (Shmueli et al., 2016, 2019). Table 7 demonstrates that PLS-SEM yielded superior Q^2 predictions (>0) compared to naive mean predictions, while consistently displaying lower RMSE values than linear model (LM) benchmarks, indicating its predictive strength. Furthermore, the RMSE values for PLS-SEM predictions were consistently lower than those of the linear model (LM) prediction benchmark in nine out of nine instances, highlighting the predictive capability of the proposed model as depicted in Table 7. The introduction of the Cross-Validated Predictive Ability Test (CVPAT) by Hair et al (2022) [3], and its utilization in combination with PLSpredict analysis by Liengaard et al (2021) [4], are noteworthy. Table 8 reaffirms the superior predictive capabilities of PLS-SEM, with lower average loss values compared to indicator averages and LM benchmarks, providing further evidence of its enhanced predictive performance.

Ringle and Sarstedt (2016) [1] and Hair et al (2018) proposed Importance Performance Map Analysis (IPMA) to assess latent variable significance and effectiveness in explaining acceptance, as detailed in Table 8. The overall impact on organizational citizenship behaviour was most pronounced for quality work life (0.411), followed by organizational support (0.285), organizational commitment (0.219), organizational culture (0.188), and participative leadership (0.090), indicating their relative importance in organizational citizenship behaviour. Organizational commitment scored highest (67.155), while quality work-life had the lowest score (60.421) on a 0-100 scale, reflecting better performance by organizational commitment and lower achievement for quality work-life. Despite ranking first in organizational citizenship behaviour importance, the quality of work-life displayed the lowest performance. These results suggest prioritizing activities to improve quality work-life among the employees, potentially enhancing overall organizational citizenship behaviour.

Table 5
Hypotheses Testing Results

Hypotheses	Beta	T- Statistics	P- Values	2.50%	97.50%	Decision
H1: PL -> OCB	0.033	0.636	0.525	-0.061	0.133	Rejected
H2: PL -> QWL	0.139	2.347	0.019	0.015	0.247	<i>Accepted</i>
H3: PL -> QWL -> OCB	0.057	2.13	0.034	0.005	0.111	<i>Accepted</i>
H4: OS -> OCB	0.206	3.129	0.002	0.079	0.333	<i>Accepted</i>
H5: OS -> QWL	0.192	2.878	0.004	0.057	0.327	<i>Accepted</i>
H6: OS -> QWL -> OCB	0.079	2.931	0.004	0.023	0.134	<i>Accepted</i>
H7: OCMT -> OCB	0.155	2.801	0.005	0.042	0.257	<i>Accepted</i>
H8: OCMT -> QWL	0.155	3.003	0.003	0.053	0.262	<i>Accepted</i>
H9: OCMT -> QWL -> OCB	0.064	2.793	0.005	0.017	0.111	<i>Accepted</i>
H10: OC -> OCB	0.092	1.340	0.181	-0.032	0.221	Rejected
H11: OC -> QWL	0.234	3.285	0.001	0.083	0.366	<i>Accepted</i>
H12: QWL -> OCB	0.411	7.976	0.000	0.309	0.507	<i>Accepted</i>
H13: OC -> QWL -> OCB	0.096	2.814	0.005	0.037	0.165	<i>Accepted</i>

Table 6

Effect Sizes(f^2) & Variance Inflation Factor (VIF)

	f ²			VIF	
	OCB	QWL		OCB	QWL
OC	0.007	0.037	OC	2.279	2.198
OCMT	0.037	0.028	OCMT	1.294	1.258
OS	0.044	0.03	OS	1.900	1.845
PL	0.001	0.017	PL	1.711	1.682
QWL	0.226		QWL	1.485	

Table 7

PLSpredicts

	PLS-RMSE	LM-RMSE	PLS - LM	Q ² _predict
OCB1	0.607	0.617	-0.010	0.297
OCB2	0.614	0.631	-0.017	0.217
OCB3	0.666	0.687	-0.021	0.230
OCB4	0.717	0.735	-0.018	0.146
QWL1	0.617	0.622	-0.005	0.237
QWL2	0.627	0.647	-0.020	0.196
QWL3	0.669	0.676	-0.007	0.137
QWL4	0.683	0.710	-0.027	0.149
QWL5	0.616	0.633	-0.017	0.186

Table 8

Cross-Validated Predictive Ability Test (CVPAT)

	Average loss difference	t-value	p-value
OCB	-0.119		5.698
QWL	-0.089		4.327
Overall	-0.103		5.692

Table 9

Importance-Performance Map Analysis

	Total Effect	Performance
OC	0.188	66.273
OCMT	0.219	67.155
OS	0.285	65.622
PL	0.090	66.418
QWL	0.411	60.421

Discussion

In the dynamic landscape of higher education institutions, nurturing organizational citizenship behavior through a harmonious balance of quality work-life for employees necessitates strategic interventions spanning multiple organizational dimensions. Participative leadership emerges as a cornerstone, characterized by its proactive engagement of employees in decision-making processes and genuine valuation of their insights. Such leadership fosters a collaborative and supportive work environment, wherein individuals feel empowered and motivated to transcend their prescribed roles. Through channels of open communication and

collaboration, participative leadership instills a profound sense of ownership and belonging among employees, thereby amplifying their commitment to organizational objectives while concurrently augmenting their satisfaction with the equilibrium between work and personal life. Complementary to participative leadership, organizational support assumes a pivotal role in nurturing organizational citizenship behaviour by furnishing indispensable resources, acknowledging contributions, and furnishing avenues for continuous professional growth. A palpable demonstration of organizational support not only validates employees' endeavors but also incentivizes discretionary behaviours that enrich the institution's collective welfare. Bolstering employee commitment stands as another linchpin, cultivated through the amalgamation of effective leadership practices, a supportive organizational culture, and avenues for individual advancement. This commitment, stemming from a sense of loyalty and dedication, serves to further fortify organizational citizenship behaviour, perpetuating a virtuous cycle of engagement and productivity. Furthermore, organizational culture emerges as the bedrock, permeating the institution with shared values, norms, and beliefs that set the tone for employee conduct and outlook. A positive and inclusive culture that prioritizes employee well-being and duly acknowledges and rewards contributions serves as a potent catalyst in fostering organizational citizenship behaviour. By strategically aligning participative leadership, organizational support, employee commitment, and a conducive organizational culture with the promotion of quality work-life, higher education institutions can forge a holistic and synergistic approach to nurturing organizational citizenship behavior among their workforce. Such an integrated strategy not only elevates individual job satisfaction and well-being but also cultivates a culture of collaboration, innovation, and continuous improvement, thereby propelling the institution toward sustained excellence and success.

Theoretical Implications

The findings of the study hold significant theoretical implications within the framework of the Job Demands-Resources (JD-R) model proposed by Demerouti and Bakker (2011). The JD-R model posits that job characteristics can be categorized into two broad categories: job demands and job resources. Job demands are aspects of the job that require physical, psychological, or emotional effort and may lead to strain if not properly managed. Job resources, on the other hand, are factors that help individuals cope with job demands and achieve their work goals effectively. In the context of the study on organizational citizenship behaviour and quality work-life in higher education institutions, participative leadership, organizational support, employee commitment, and organizational culture can all be conceptualized as job resources. Participative leadership, by involving employees in decision-making processes and valuing their input, provides a psychological resource that enhances employees' sense of control and autonomy, thus reducing job demands. Similarly, organizational support, employee commitment, and organizational culture serve as resources that help employees cope with job demands and navigate the complexities of their work environment more effectively. By recognizing and addressing the interplay between these job resources and their impact on organizational citizenship behaviour and quality work-life, the study contributes to the JD-R model by highlighting the importance of fostering supportive work environments that provide employees with the necessary resources to thrive. Additionally, the study underscores the dynamic nature of job demands and resources, emphasizing the need for ongoing assessment and adaptation to ensure employee well-being

and organizational effectiveness in the ever-evolving landscape of higher education institutions.

Contextual Implications

The study findings carry significant contextual implications, particularly for higher education institutions striving to enhance organizational effectiveness and employee well-being. Given the unique challenges and dynamics within academia, such as high workload, pressure to publish, and the importance of collaboration, the study's emphasis on fostering organizational citizenship behavior and quality work-life is highly relevant. By highlighting the role of participative leadership, organizational support, employee commitment, and organizational culture in shaping these outcomes, the study provides actionable insights for academic leaders and administrators. For instance, promoting participative leadership can empower faculty and staff to actively contribute to decision-making processes, fostering a sense of ownership and engagement. Similarly, investing in organizational support initiatives, such as professional development opportunities and recognition programs, can enhance morale and job satisfaction among employees. Furthermore, cultivating a supportive organizational culture that values collaboration, innovation, and work-life balance can help alleviate stress and improve overall well-being. By aligning strategies with the study's findings, higher education institutions can create environments that not only promote employee flourishing but also facilitate academic excellence and institutional success.

Practical Implications

The study offers valuable practical implications for higher education institutions seeking to optimize organizational citizenship behavior and quality work-life among their employees. Firstly, it underscores the importance of fostering participative leadership, emphasizing the need for leaders to involve employees in decision-making processes and value their contributions. Institutions can implement training programs for leaders to develop participative leadership skills and promote a culture of collaboration. Secondly, the study highlights the significance of providing organizational support, such as resources, recognition, and professional development opportunities. Institutions can establish support systems, such as mentorship programs and wellness initiatives, to enhance employee satisfaction and engagement. Thirdly, promoting employee commitment through effective leadership and a supportive organizational culture is crucial. Institutions can nurture commitment by communicating organizational goals, values, and expectations clearly and providing avenues for growth and advancement. Finally, creating a positive organizational culture that prioritizes employee well-being and recognizes contributions can be achieved through policies and practices that promote work-life balance, diversity, equity, and inclusion. By implementing these practical strategies informed by the study's findings, higher education institutions can cultivate environments that foster organizational citizenship behavior and quality work-life, ultimately enhancing employee satisfaction, productivity, and retention.

Suggestions for Future Study

Future research should longitudinally examine the sustainability of leadership styles, organizational support, and employee commitment's effects on organizational citizenship behavior (OCB) and quality work-life in higher education. Exploring individual and contextual moderators, such as personality traits and institutional characteristics, can provide a nuanced understanding of these relationships. Investigating mediating pathways and the impact of

external factors, like educational policies, on organizational dynamics, can offer actionable insights for optimizing outcomes. By addressing these areas, scholars can contribute to a comprehensive understanding of organizational behavior in higher education and inform evidence-based practices to enhance institutional effectiveness and employee well-being.

Conclusion

This study sheds light on the multifaceted interplay between participative leadership, organizational support, employee commitment, organizational culture, organizational citizenship behavior, and quality work-life in higher education institutions. The findings underscore the pivotal role of supportive leadership, organizational resources, and a positive work environment in fostering employee engagement, satisfaction, and well-being. Moreover, the study highlights the importance of aligning organizational strategies with the promotion of organizational citizenship behavior and quality work-life to enhance institutional effectiveness and employee outcomes. Moving forward, longitudinal research, exploration of moderating and mediating factors, and consideration of external influences are recommended to deepen our understanding of these relationships and inform evidence-based practices. By addressing these avenues for future research, scholars can contribute to the ongoing discourse on organizational behavior in higher education and offer practical insights for organizational leaders and policymakers striving to create environments conducive to employee flourishing and institutional success. Ultimately, fostering a culture of collaboration, support, and commitment is essential for cultivating thriving higher education communities that prioritize both organizational excellence and employee well-being.

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