

Overview of University Student Organizational Citizenship Behaviour in X University

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Abstract—Most studies regarding organizational citizenship behaviour (OCB) are focused in the industrial and organizational settings. Khalid [1], in his study regarding lecturer OCB, stated that there is a scarcity of research towards students' OCB. By understanding OCB, the university could improve students' performance and other areas which integrated to higher education [2]. This study aims to describe the OCB of university students by using three demographic variables (gender, year-in-university, and faculty) and a theory of OCB by Organ, et al. [3]. Quantitative method and purposive sampling are used in this study. Measurement tools included are adapted version of Podsakoff, et al. [4] and Allison, et al. [5] OCB questionnaire. The participants are 446 undergraduate students from a private university. The results of the data analysis show significant differences of OCB based on faculty ($p = 0.011 < 0.05$). Meanwhile, OCB based on gender ($p = 0.363 > 0.05$) and year-in-university ($p = 0.938 > 0.05$). (Abstract)

Keywords: *organizational citizenship behaviour, students, university*

I. INTRODUCTION

The main goal of a university student is to graduate and obtain a degree according to his/her study program. While in university, a student learns some knowledge in order to prepare him/herself for the future. Some students wanted more than just knowledge and insight from his/her study program. Students wanted to be active in non- academic activities, such as in the field of arts, sports, language and culture, as well as religion.

Organizational citizenship behavior or OCB is a working behaviour for the better of the organization, but without the reward by the organization [6]. Early research of OCB were influenced by theories and studies of social psychology towards pro-social behaviour. Internal and external factors influence OCB.

Internal factors that influence OCB are organizational commitment, personality, moral, and motivation. While external factors includes, leadership styles and organizational cultures [3]. In university, OCB could happen and be done by all parties that are part of the university. It is because the university itself is an organization and could be beneficial if all students, faculties, and staff commit OCB [2]. In this study, the authors will focus on student as a subject. Besides helping other students, students who commits OCB are also active on everything that's happening in the organization, tries to be punctual when attending meetings, and open to changes in the organization [3].

Most studies regarding organizational citizenship behaviour (OCB) are focused on workers and it's issues in the industrial and organizational settings. LeBlanc [2] stated that studies on university as an organization is limited. But there are studies of OCB that focuses on faculties [7], [8]. Even though faculties are important in university, students and staffs also played a major role [2]. Khalid [1] stated that there is a scarcity of studies of student OCB. He stated that in his study of lecturer OCB and student achievement.

The purpose of university is to prepare students' future careers. A student who has taken a business major is preparing him/herself to be a leader in the future. By understanding OCB, the university could improve students' performance and other areas which integrated to higher education [2].

According to LeBlanc [2], the purpose of making students realizing and developing OCB does not limit to it's role. Astin [9] stated that quality and intensity of students' experience in university can be seen by their involvements in the university. Different involvements in the university could help students to grow.

This study aims to describe the OCB of

university students by using three demographic variables (gender, year- in-university, and faculty). By understanding the factor which leads to OCB, university could identify and encourage this behaviour to benefit the students and community in university.

II. LITERATURE REVIEW

A. *Definitions of OCB*

According to The American Psychological Association [10], OCB is a behaviour taken by an employee to benefit the organization that doesn't required by the job. Organ et al. [3] states that OCB is a discretionary behaviour that doesn't explicitly recognize by the formal reward system yet increases the organization as a whole. The meaning of discretionary behaviour is the behaviour that is committed outside of the job description [3]. The theory of OCB in organization is referred to as extra role behaviour (ERB), ERB is a behaviour outside of the formal job that has been given.

B. *Dimensions of OCB*

In the year of 1990, Podsakoff, MacKenzie, Moorman, and Fetter [4] identified five dimensions of OCB (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue). Some researchers tried to propose other dimensions for this variable, but those five dimensions are the widely used in the business settings [11].

Altruism is identified as a voluntary behaviour that helps other people in working issues [12]. This behaviour is shown by spending time to help others in need. Altruism in students can be shown as helping other students running a software, studying for an exam, or finishing homework [5].

Civic virtue is characterized as a behaviour that shows employee concerns and interest towards life in the organization [13]. This behaviour includes attending meetings and keeping up to date with the organization. A student can show conscientiousness by supporting the university or participating in an extracurricular activities.

Conscientiousness is a behaviour that exceeds the minimum role requirement within the organization [13]. This behaviour includes work attendance, working time, and upholding the rules above the minimum standard [14]. A conscientious person will take more responsibilities, prioritizing quality and details on task, and punctual. A conscientious student will always be attend and be punctual in class, working on the task once it has been given, and voluntarily take extra classes to improve learning [5].

Courtesy is defined as a voluntary behaviour that prevent work problems with other people [13].

Courteous behaviour can be shown by being attentive or giving information when an action could have it's impact toward others [14]. Courteous behaviour can be seen as communicating to a co- worker if something doesn't go as planned . A student that shows courteous behaviour by informing the lecturer or other students if a student won't attend in class and informing other students before making changes to group work [5].

Sportsmanship involves the will to tolerate inconveniences and work load without complaining [14]. Sportsmanship behaviour includes keeping a positive outlook when an advise was rejected and going through the inconveniences caused by other people. A student with high sportsmanship doesn't complain much when other students doesn't contribute fully to a group task [5].

C. *Factors of OCB*

According to Organ et al. [3], there are two factors of OCB, internal and external factors. Internal factors includes organizational commitment, personality, moral, and motivation. While external factors includes leadership styles and organization culture.

The first internal factor is organizational commitment. University as in organization is more than just a classroom. A student who is committed to the university will have an attachment to the university. The attachment to the university will trigger the willingness of the student to be a part of the alma mater [2].

The second internal factor is personality. Agreeableness is one of the Big Five factor that includes friendliness and easiness to get along with other people. A person whoscored high on this factor tends to think highly of the customers, co- workers, and colleagues. Therefore, this factor has a relationship to courtesy and sportsmanship [3]. Student who offers help if the situation allows or if the student anticipate the needs of others. The second factor of The Big Five is conscientiousness, which includes being reliable, forward thinker, discipline, and diligent. Those attitudes belongs to the civic virtue dimension of OCB [3]. For example, a student who is punctual, has good attendance, and obeys the rules.

The third internal factor is moral. Moral came from a latin word called *mo res* which means character. In 1997, Organ reanalyze the study of Organ & Ryan in 1995. He found a causal model which moral affects OCB, especially on helping and compliance dimensions [3].

The fourth internal factor is motivation. OCB, like other human behaviour, appeared by different or overlapping motivations. However, OCB does not recognize by the formal reward system within the

organization [3]. Therefore, a student who are motivated to tutor other student so that he/she gets an extra credit doesn't make it an OCB.

The first external factor is leadership style. Schnake, Cochran, and Dumler [15], states that an instrumental and supportive leader behaviour can affect OCB. It was caused by the perception of subordinates that think of OCB as a behaviour that helps, so they try to return the favour. In the educational settings, a lecturer who commits OCB can affect the OCB of the students.

The second external factor is organization culture. Members that perceives social values as an important part of the organization culture will bound to the organization and commit OCB [16]. Every university has its own values. Students who wants to be a part of the university is expected to uphold those values. If those values were perceive to be an important part of the university culture, the students tends to commit OCB.

III. RESEARCH METHOD

A. Participants

The participants are the students of X University. The students is an active students of the university. Other characteristics such as age, religion, and race are not limited by the author. The number of participants that fits the criteria are 11.164 students. Based on the Krejcie Table [17], the participants in this study must be at least 375 participants. In this study, there are 446 students as the participants.

TABLE I. PARTICIPANTS BASED ON GENDER

Gender	Amount	Percentage
Male	211	47.3%
Female	235	52.7%
Total	446	100%

^a Participants based on Gender

TABLE II. PARTICIPANTS BASED ON YEAR-IN-UNIVERSITY

Year-In-University (Batch)	Amount	Percentage
2015	75	16.3%
2016	113	24.6%
2017	111	24.2%
2018	147	32%
Total	446	100%

^b Participants based on Year-In-University

TABLE III. PARTICIPANTS BASED ON FACULTY

Faculty	Amount	Percentage
Economics	143	32.1%
Law	38	8.5%
Engineering	91	20.4%
Medicine	30	6.7%
Psychology	39	8.7%
Arts and Design	43	9.6%
Information Technology	24	5.4%
Communication	38	8.5%
Total	446	100%

^c Participants based on Faculty

B. Methods

Quantitative method is used on this study. Quantitative method is a method that measures variables with numerical system, analyzing the variable measurements with different statistics models, and yields the report between the variables which it studied. This study is a descriptive research. A descriptive research is a study to describe the characteristics of a situation, subject, behaviour or phenomenon. Descriptive research is used to observe and describe the subject or phenomenon without affecting or manipulating the variable by any means [18]. This study is also a comparative research. Comparative research is a study that compares one variable or more to two or more different samples [19]. This study aims to describe the OCB by using the demographic variables such as gender, year-in-university, and faculty.

C. Measurements

The measurement for this study includes a 24-item questionnaire by Podsakoff, MacKenzie, Moorman, and Fetter (1990) [4] and two additional items from Allison, Voss, and Dryer (2001) [5]. This measurement was adapted for the context of students

and translated to Bahasa Indonesia. This questionnaire measures five dimensions of OCB by Organ (2006) [3], such as altruism, courtesy, conscientiousness, civic virtue, and sportsmanship. In the scale used for this study, participants were asked to indicate their agreement or disagreement using a 7-point Likert scale ranging from “strongly disagree” through “strongly agree”. A total of 23 out of 26 items was used for the measurement in order to increase the reliability of the questionnaire.

D. Procedure

This study is non-experimental, therefore the procedure of the study includes literature study, finding the measurement, adapting the measurement, and measurement try-out. Literature study was conducted by searching for previous studies that supports this study. The measurement used was adapted for university student.

This study was implemented by the distribution of questionnaire to all active students of X University. The questionnaire is started with an informed consent and personal form that must be filled by the participants. After completing the questionnaire, the author will gather to be analyze. The data will be analyze by using SPSS 24. SPSS was used to processed and analyzed statistical data. The data analyzing technique being used are T-Test and One-Way ANOVA.

IV. RESEARCH RESULTS AND DISCUSSION

A. Results based on Gender

The first demographic variable is gender. Gender is negatively related to actual engagement/professed willingness to perform OCBs. Analysis of general statistics and t-test resulted in an OCB Total means (out of a potential high score of 7) for males 4,8360, females 4,8755, and significance at 0,428.

TABLE IV. MALE AND FEMALE OCB - GROUP STATISTICS

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	211	4,8360	,5267	,03624
Female	235	4,8755	,52371	,03416

^d Group Statistics of Student OCB based on Gender

TABLE V. MALE AND FEMALE OCB - T-TEST

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	,027	,869	-,794	444	,428
Equal variances not assumed			-,793	438,395	,428

^a t-test of Student OCB based on Gender

B. Results based on Year-In-University

The second demographic variable is year-in-university. Year-in-university is negatively related to actual engagement/professed willingness to perform OCBs. Analysis of general statistics and one-way anova resulted in batch 2015 as the highest batch to perform OCBs (4,9009) and batch 2017 as the lowest batch to perform OCBs (4,8261) with the significance of 0,715.

TABLE VI. OCB BASED ON YEAR-IN-UNIVERSITY - GENERAL STATISTICS

Year-In-University (Batch)	N	Mean	Std. Deviation	Std. Error Mean
2015	75	4,9009	,56754	,06553
2016	113	4,8823	,50352	,04737
2017	111	4,8261	,52174	,04952
2018	147	4,8379	,52334	,04316
Total	446	4,8568	,52475	,02485

^d General Statistics of Student OCB based on Year-In-University

TABLE VII. OCB BASED ON YEAR-IN-UNIVERSITY - ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,376	3	,125	,454	,715
Within Groups	122,162	442	,276		
Total	122,538	445			

^b Anova of Student OCB based on Year-In-University

C. Results based on Faculty

The third demographic variable is faculty. Faculty is positively related to actual engagement/professed willingness to perform OCBs. Analysis of general statistics and one-way anova resulted in Information Technology as the highest faculty to perform OCBs (5,1159) and Engineering as the lowest faculty to perform OCBs (4,7582) with the significance of 0,010.

TABLE VIII. OCB BASED ON FACULTY - GENERAL STATISTICS

Faculty	N	Mean	Std. Deviation	Std. Error Mean
Economics	143	4,7872	,50824	,04250
Law	38	4,9073	,54466	,08835
Engineering	91	4,7582	,54363	,05699
Medicine	30	4,8623	,41011	,07487
Psychology	39	4,9922	,49330	,07899
Arts and Design	43	4,8372	,63781	,09726
Information Technology	24	5,1159	,37284	,07611
Communication	38	5,0195	,48916	,07935
Total	446	4,8568	,52475	,02485

that gender influenced the willingness to engage in OCBs. The data provided by Table V shows that there are no significant differences between male student OCB and female student OCB.

Based on year-in-university, the result is different than the previous study [2]. As shown in Table VII, there are no significant differences of OCB between students from batch 2015-2018. We argue that the difference in culture influenced the result of this study. The study by LeBlanc (2014) was conducted at the United States of America meanwhile this study was conducted at a private university in Indonesia.

Based on faculty, this study show the same result as the previous study conducted by LeBlanc [2]. However, the highest OCB was committed by the students from the arts, social, and humanities majors. In this study, the Faculty of Information Technology scores the highest OCB, followed by Faculty of Communication, Faculty of Psychology, Faculty of Law, Faculty of Medicine, Faculty of Arts and Design, Faculty of Economy, and Faculty of Engineering. The authors argue that the distribution of the questionnaire affects the results of the study. One of them was distributed at the Information Technology Student Secretariat, therefore most of the students there were members of the student organization which resulted in higher OCB.

c.

TABLE IX. OCB BASED ON FACULTY - ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,024	7	,718	2,675	,010
Within Groups	117,514	438	,268		
Total	122,538	445			

ⁱ Anova of Student OCB based on Faculty

ii.

D. Discussion

In this study, there is no significant differences of OCB based on gender and year-in-university. The study by LeBlanc [2] shows that gender positively related to the willingness to commit OCB but the study by Diefendorff [20] tells otherwise. Meanwhile, this study also does not university. LeBlanc [2] argue that the longer the students' been in the university, the higher the OCB. However, the result of his study shows the opposite. In his study, freshman (batch 2018) has more willingness to commit OCB than the university seniors (in this study, batch 2015). He study argued that seniors are more focused on life after university, leaving less time for OCB [2]. On the other hand, this study supports LeBlanc's initial hypothesis that the longer the students' been in the university, the higher the OCB. The authors argue that the university juniors (2016- 2018) has willingness to commit OCBs as much as the seniors (2015) even though the OCBs are not as high as the seniors.

V. CONCLUSION

Based on gender, this study show a different result than the previous study conducted by LeBlanc [2]. The study of university student OCB by LeBlanc [2] shows.

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