



**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE EFFECT OF ORGANIZATIONAL CITIZENSHIP  
BEHAVIOR ON ORGANIZATIONAL PERFORMANCE: THE  
CASE OF ST. MARY'S UNIVERSITY**

**BY  
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(SGS/0619/2012A)**

**JUNE, 2021  
ADDIS ABABA, ETHIOPIA**

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## DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Solomon Markos (PhD). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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St. Mary's University, Addis Ababa

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Signature

June, 2021

## **ENDORSEMENT**

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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Advisor

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Signature & Date

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## **ABBREVIATIONS AND ACRONYMS**

SMU	St. Mary's University
OCB	Organizational Citizenship Behavior
SPSS	Statistical packaging for social sciences
OUT	Open University of Tanzania
IGNOU	Indri Gandhi National Open University
VIF	Variance Inflation Factor
ANOVA	Analysis of Variance

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## *Abstract*

*The purpose of this research is to analyze the effect of Organizational Citizenship Behavior towards on organizational performances in St. Mary's University. The target populations of this research are academic staffs of the university. A thorough review of literature of the two concepts of Organizational Citizenship Behavior and performance were conducted with a view to get a good insight of contributions of authorities on the two variables. Descriptive and Explanatory research approaches were used during the study. Questionnaires and interviews were used to gather information. Sample sizes of 151 academic staff were used during the study, and 15 department and faculty deans were interviewed. Probability sampling techniques was used from probability sampling techniques stratified sampling technique used to stratify the total population in to two strata. The Data was analyzed through descriptive statics (percent, frequency, mean and standard deviation) correlation and linear regressions using SPSS (Statistical Package for Social Sciences) version 20 software. The research findings revealed that the effect of OCB in the performance of St. Mary's university is positive and considered good, there are five variables of OCB which affect the performance of the university namely Altruism, conscientiousness, sportsmanship, courtesy and civic virtue and the level of impact is high in the three OCB variables Altruism, Courtesy and Civic virtue but the university performance was affected less by conscientiousness and sportsmanship. Correlation analysis shows that organizational performance has a strong positive relationship with OCB variable, the adjusted  $R^2 = 0.680$  and the ANOVA model shows a significant result. Thus, the study suggest that the university should periodically organize training programs that will teach staffs how to exhibit organizational citizenship behavior as well as draw their attention to the relationship between such OCB behaviors and organizational performance and the university may encourage voluntary activities which are go beyond the formal obligations of employees such as participating on research and development, functioning without payment, weekend unpaid working practices and others that affect the efficiency of the entire organization.*

*Key words: organizational citizenship behavior, altruism, conscientiousness, sportsmanship, courtesy, civic virtue, organizational performance*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background to the study, statement of the problem, basic research questions, objective of the study, significance of the study, scope of the study and organization of the research report. The details are presented below.

### **1.1 Background of the Study**

Human beings live in different changes and face challenges in the past centuries. Both World history and human behavior are variable. Every era laments about daunting challenges. However, even previous generations would probably agree that effectively managing today's organizations is very difficult. A turbulent economy and dangerous geopolitics preoccupy everyone's concerns.

In sight of the organizational level, understanding global competition and diversity, and trying to solve ethical problems and dilemmas come to the fore. These are unquestionably major issues facing contemporary organizations.

However, the basic assumptions of the field of organizational behavior in general, and in particular, are that managing the people - the human resources of an organization - have been, are, and will continue to be, the major challenge and critical competitive advantage.

Globalization, diversity, and ethics serve as very important environmental or contextual dimensions for organizational behavior. Most professionals agreed that for successful organizations—"People are the key!" The technology can be purchased and copied; it levels the playing field. The people, on the other hand, cannot be copied. Although it may be possible to clone human bodies, their ideas, personalities, motivation, and organization cultural values cannot be copied.

In recognizing the above facts, the idea of Organizational Citizenship Behavior /OCB/ has generated a considerable scholar attention over the years. The concept was first introduced in

the mid1980s by Dennis Organ and theory on in this area has expanded rapidly in the following years. According to (Organ, 1988), the definition of organizational citizenship behaviors (OCB) is "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". Organ also noted that defining OCB as behaviors that are not formally rewarded is equally too broad, as few "in-role" behaviors actually guarantee a formal reward.

Nowadays, OCB performance has been becoming a very essential issue due to the current situation in the world. Organizations have to go with changing environment. The organizations should pay attention for every activity surrounding them. OCB is referred as set of discretionary workplace behaviors that exceed ones basic job requirements. Successful organizations have employees who go beyond their formal job responsibilities which means go extra miles and freely give of their time and energy to succeed at their assigned job.

The success of an organization depends on its members not only do their main tasks, but also want to do extra tasks, such as the willingness to cooperate, help each other, provide input, play an active role, provide extra services, and want to utilize their work time effectively (Kernodle T. A., 2013). Furthermore, (Turnipseed D. L., 2012) revealed that OCB is an extra behavior from someone who is beneficial to the organization. OCB is also a unique aspect of individual activities at work (Hui, Lam, & Law, 2000) and is a habit or behavior that is done voluntarily, is not part of formal work, and is indirectly recognized by the reward system.

Therefore, OCB is known to increase the effectiveness, efficiency, and performance of an organization (Podsakoff, MacKenzie, Paine, & Bachrah, 2000).

St. Mary's University (SMU) has evolved from St. Mary's Language School, which started operation in 1991. Upon establishment, the College had its Head Office in Hawassa, which moved to Addis Ababa with the same year and has established as a college in 1998.

Today, it runs accredited undergraduate and graduate programs in diverse fields; more than twenty fields of study in the regular, extension and distance education divisions. Additionally,

in partnership with Indira Gandhi National Open University of India (IGNOU), it runs graduate programs in distance learning for eight areas of studies.

SMU is one of the founding members of the Ethiopian Private Higher Education Institution Association, and also a member of the Association of African Universities (AAU) and the institute of International Education (IIE). It is also an associate member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), an associate member of African Quality Assurance Network (AfriQAN), and that of the International Council for open and Distance Education (ICDE).

Currently, it has 565 permanent employees, out of which 212 are academic staffs and 353 are administrative staffs. Its student population is 6,000 in the undergraduate in regular program and 1,100 in the post graduate. The university also has 7,500 students in the undergraduate distance program and on the international programs it has 150 students, which has given by SMU collaborated with Open University of Tanzania (OUT), Indria Gandhi National open university (IGNOU) and University of Catholica Del Sacro Core.

## **1.2 Statement of the Problem**

Organizational citizenship behavior has been studied extensively as it is very important for organizational functioning. Employee's extra role behavior enables managers to devote more time on strategic activities, better utilization of organizational resources, making organizations a better place to work and there by resulting in smooth running of the business. In fact, employee retention, increased job satisfaction and lower absenteeism are some of the contributors of organizational citizenship behavior (OCB) towards organizational performance and effectiveness (Chahal, 2010.)

According to Organ, OCB has composed of five factors such as civil virtue, courtesy, altruism, conscientiousness and altruism (Farh, 1990.) On the other hand (Smith, Organ, & Near, 1983) summarized the foreign OCB into seven parts such as helping behavior, sportsmanship, organizational loyalty, and organizational compliance of individual initiative, civic virtue, and self-development. In addition, it continuously improves organizational performance (Organ, D. W., 1988).



As everyone knows, universities are centers for excellence and generating educated manpower. Individuals who work in different sectors in a country are fruits of universities. Qualities of services rendered by private universities are highly influenced by their employees' commitment and sense of ownership. For quality and effectiveness of universities, individuals must take initiation to go beyond their normal roles and job description.

In summary, organizational citizenship behavior is a person's voluntary commitment within an organization or company that is not part of his or her contractual tasks. Employees are the means by which the organization's goals are achieved; they drive a company's success or failure. Employees have the strongest effect on the organization's efficiency and service quality for organizational performance. So, good organizational citizenship behavior would be critically important.

Just like any higher institutions, St. Mary University's students also have differentiated culture, language and behavior. To manage these differentiated culture and behavior, applying good management style on behalf of the academic staff is a must.

Based on preliminary observation in the university and informal interview with the students, more of them have no detail information about the university's service, pre-joining. Because of this, in the post- joining time, they have faced different problems in related with the learning process. Few students have complained about the service giving by the university's academic staffs, which are lack of willingness to understand students' problems, to help and solve when problems occur, and lack of tolerance to deal with any question raised by the students.

As the researcher mentioned above, organizational citizenship is critical for organizations' effectiveness. So, the above listed basic problems lead the researcher to give its emphasis and take her study on organizational behavior in St. Mary University's academic staff. This has attempted to see the relationship between organization performances and organizational citizenship behavior.

Specifically, research on OCBs has largely taken place with individuals working in non-academic fields such as manufacturing, retail, and service industries. (Deckop, 1993) Examined

levels of OCBs among university faculty and how unionization of that faculty might affect their OCBs. Other studies have looked at OCBs within the educational context, albeit in primary and secondary education (DiPaola & Hoy, 2005; Bragger, Rodriguez-Srednicki, Kutcher, Indovino, & Rosner, 2005).

Even though, the researches on this topic have done in the bank and hospital area, the researcher believes that the idea is vital for all service sectors. No local study as such has incorporated such variables in a single framework to analyze the effect of organizational citizenship behavior on the performance of the organization in St. Mary's University. Nonetheless, we have some researches done in the foreign country and they have outstanding result about the topic. This has encourage researchers like me and other researchers to do more on OCB related to organization performance on the other service sector and find out new knowledge and findings.

### **1.3 Research Questions**

- What is the perceived effect of organizational citizenship behavior of the academic staff on the performance of St. Mary's University?
- What are the basic organizational citizenship behaviors which affect the organizational Performance of St. Mary's University?
- Which organizational citizenship behavior variables have more or less effect on the university's performance?

### **1.4 Objective of the Study**

In accomplishing this research thesis, it has both general and specific objectives.

#### **1.4.1 General objective**

The general objective of this research is to examine the effect of organizational citizenship behavior on organizational performance of St. Mary's university.

#### **1.4.2 Specific objectives**

The specific objectives of the research are:

- To assess the effect of organizational citizenship behavior of academic staff on the performance of St. Mary's university.

- To assess the basic organizational citizenship behaviors which affect the organizational Performance of St. Mary's University.
- To identify the organizational citizenship behavior variables those have more or less effect on the university's performance.

## **1.5 Significance of the Study**

Organizational citizenship behavior is important especially where service is the main product for the company it delivers. Organizational citizenship behavior can be extremely valuable to organizations and can contribute to performance and competitive advantage of organizational performance. This research is important for any businesses which want to create competence and organizational effectiveness. To improve OCB is lowest cost and best way for businesses to reach organizational effectiveness.

The St. Mary's university management will gain more knowledge of the effects of Organizational Citizenship Behavior on organizational performance. Upon awareness of the extra- effort by academic staffs, management may recognize and appreciate the staff. Members of staff will benefit from positive appraisals by management for their voluntary initiatives that improves organizational performance. Management may decide to reward staff members by considering certain positive actions which benefit members of staff. Being aware of what other members are doing in terms of OCB may act as a motivator to staff members who might engage in similar activities and improve their individual profiles in the process.

It also identifies the knowledge gap and creates awareness on the organization and employees. It will also help the St. Mary's university to fill the gap and create a convenient environment between the organization and employees need in order to have satisfied and motivated employees which in turn results on high performance. Last but not list it will encourage other researchers for further investigation.

## **1.6 Scope of the study**

### **1.6.1 Geographical**

The scope of this study is limited to investigating the effect of organizational citizenship behavior on organizational performance the case of St. Mary's University only in the capital city of Ethiopia, Addis Ababa. This study focused on St. Mary's University.

### **1.6.2 Conceptual**

The concepts which have covered under this study are the effects of organizational citizenship behavior on the organizational performance of St. Mary's University generally and specifically it tries to see the effect of OCB variables namely Altruism, conscientious, sportsmanship and civic virtue on the organizational performance. The researcher included only the above listed variables which determined by the literatures.

### **1.6.3 Methodological (Time)**

Despite the importance of, including all governmental and private University; resource limitation coupled with large population size forced the study to focus on one of the largest private university in the country especially in Addis Ababa, namely St. Mary's University. The study is delimited to effects of organizational citizenship behavior on organizational performance. The study has explored specifically employees working on academic staff. The researcher actually chose to descriptive and explanatory research design to analyzing the research. The study is conducted at St. Mary's University which was delimited to 151 respondents of questioner. The study has also tried to examine effects of organizational citizenship behavior of academic staff of St. Mary's university that affect the performance and made recommendations for further improvement.

## 1.8 Limitation of the Study

The university has administrative, academic and technical staffs. This research has limited to academic staff of the university. This is why the topic has mostly related with academic staff services.

In college of Open and Distance Learning Program the university has more than 20 main branches in different part of Ethiopia. Hence, it is difficult to conduct the research at this limited time on all area of coverage. The study has delimited on Addis Ababa Branch. Since the majority employees are located at Addis Ababa branch it is assumed that it has represented the population of the research. Because of its vast geographical coverage this paper cannot address all employees working in different parts of Ethiopia. It takes financial efficiency and ability to travel long distance to address all so it is delaminated to be worked only on Addis Ababa.

## 1.9 Definition of Terms

- **Organizational Citizenship Behaviors' (OCBs)** - employee behaviors that are not subject to a formal system of obligations but that have a positive impact on the functioning of the organization (Piercy, 2012)
- **Organizational Performance** - organizational performance is an overall structure referring to the organizational operation (Sadeghi, 2016)
- **Conscientiousness:** Castro et al (2009) define conscientiousness as “behavior that goes beyond the requirements established by the organization in the workplace.
- **Altruism:** (Ehtiyar, 2010) Define altruism as helping partners at work without demanding anything from them to achieve the objectives of organization while at the same time enhancing the organization performance.
- **Civic Virtue:** Civic virtue is characterized by behaviors that indicate an employee’s deep concerns and active interest in the life of the organization (Emami, 2012)
- **Sportsmanship:** (Swaminathan, 2013) Define sportsmanship as “the behaviors of warmly tolerating irritations that are an unavoidable part of nearly every organizational setting

- **Courtesy:** (Campbell Pickford, 2016) Argues that courtesy behaviors (e.g., advance notice of non-routine demands) enable co-workers to efficiently order and distribute their efforts, thereby reducing the chance of wasting resources and experiencing anger or frustration

## **1.10 Organization of the Study**

This research has five chapters. The first chapter of the paper deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study. The second chapter has based on the related literature written before, which reviews theoretical and empirical literature on the key variables of the study. This literature review sought to find possible answers to the research objectives by exploring literature by previous authors and scholars who have made their contributions on both Organizational Citizenship Behavior and Organizational performance. The third chapter has discussed on the design and methodology of the research study. It includes methods of data collection determining the target population sampling design and data analysis methods. The fourth chapter has presented the study's research findings. It has described, analyzed and also interpreted. In this chapter statistical data has presented in the form of tables. It has answered the questions raised in chapter one which gave birth to the research project. In the fifth and the end chapter, the research findings has summarized appropriately. These includes summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

In this part of the study, relevant literatures on organizational citizenship behavior on organizational performance were reviewed. This chapter includes theoretical review of organizational citizenship behavior, definitions of organizational citizenship behavior dimensions, followed by concepts and issues of organizational citizenship behavior and organizational performance such as, empirical review from previous related works and finally conceptual framework has been formulated.

#### **2.1 Theoretical Literature**

Affective events theory (AET) demonstrates that employees react emotionally to things that happen to them at work and this reaction influence their job performance and satisfaction. Emotions influence a number of performance and satisfaction variables, such as organizational citizenship behavior, organizational commitment, level of effort, intention to quit, and workplace deviance (Ashkanasy, 2002). In addition, agency theory, also known as principal agent theory, states that in most firms there is a separation between the owners (the principals) and the agents (the managers). Further, perceived organizational support (POS) is the degree to which employees believe the organization values their contribution and cares about their well-being. Employees with strong POS perceptions have been found more likely to have higher levels of organizational citizenship behaviors, lower levels of tardiness, and better customer (Miao, 2011).

##### **2.1.1 Definition of Organizational Citizenship Behavior**

Organizational citizenship behavior is set of behaviors that are not part of the formal requirements of the job, but helps the effectiveness of work and organizations. Employees often consider these behaviors optional. Therefore, they cannot be officially recognized. The definition of organizational citizenship behavior represents the fact that these behaviors have a certain impact on the effectiveness of the organization through adding social frame work to the workplace. There are several reasons to justify why organizational citizenship behavior affects

the effectiveness of the organization: increasing management productivity, reducing the need to extend scarce resources, creating an environment that increases employee morale (Organ, 1995). The concept of organizational citizenship behavior was first proposed by Batman and Organ in the early 1980s. Most of initial researches on organizational citizenship behavior were to identify responsibility or behaviors of employees in the organization, but they were often ignored. Although these behaviors were partially measured for the traditional evaluation of job performance and sometimes were neglected, they were effective in improving organizational effectiveness (Tabatabaei, 2015). The actions that occur in the workplace are defined as follows: a set of voluntary behaviors that are not part of the official duties of the individual, but improve the organizational roles (Sun, 2007).

A definition and brief explanation about OCB was given by Organ (1988), and (Organ 2006). “It is an individual behavior that is discretionary and not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization”. We will get three key points that they thought very important in the definition of OCB. Firstly, they took the discretionary nature of OCB and described it as a behavior which is done beyond the normal job activities and this is done by employees of their personal interest. They continue defining what discretionary mean, “the specific behavior in a specific context is not an absolute requirement of the job description (that is the literal or clearly specifiable terms of the person’s employment contract with the organization)” (Asgari, 2008). The behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable. The second important term in their definition of OCB is that about the reward system, that is, OCB reward is not direct or formal. An employee who works beyond the contractual obligation may also nominated for extra payment for his contribution to the organization. Finally, the positive contributions of OCB to overall organizational effectiveness were also mentioned. For an efficient operation, to have a good financial performance and to satisfy customer, all employees in the organization should employ OCB this defiantly leads to service quality of the organization. This is because individual’s works or only some employee’s work cannot bring alone the organizational effectiveness (Asgari A. S., 2008).



Studies by Organ et al (1988) saw the development of five distinct dimensions of Organizational Citizenship Behavior being developed. (Organ D. W., 1999). defined the organizational citizenship behavior as the employee behavior in which the purpose is to increase the efficiency of company performances by accommodating the purpose of individual employee productivity and he identify five dimension based on OCB that the researchers identified the following variables namely Altruism, Conscientiousness, Civic virtue, Courtesy and Sportsmanship (Taylor 2013). Conscientiousness is described as “dedication to the job, which exceeds formal requirements”. Cited examples are working long hours and volunteering to do jobs besides duties (Budiman, 2014). Altruism is given as a situation where employees, assist colleagues with a particular problem to complete his/her task under unusual circumstances at the workplace (Yildirim, 2014). Civic Virtue refers to members of staff participating in organizational political life of the organization. Sportsmanship is best described by Swaminathan & Jawahar (2013) who defined it as “the behavior of warmly tolerating irritations that are an unavoidable part of nearly every organizational setting”. These authors (Swaminathan, 2013) also narrow the five dimensions by bundling together Altruism, Conscientiousness, and Civic Virtue labeling those (Helping behaviors) while Sportsmanship and Courtesy made up (sportsmanship Behaviors).

### **2.1.2 Dimensions of Organizational Citizenship Behavior**

This research used the five dimensions in examining their relationship with organizational performance. These are:

#### **A. Altruism**

Altruism is the attitude of caring about others and doing acts that help them although you do not get anything by doing that acts. The behavior that aims to help the workmates to solve their problems within difficult situation faced both in terms of job responsibility cases and individual personal cases. Its ethical doctrine that claims individuals are morally obliged to benefit others. This dimension refers to kind of helping behavior that exceeding his / her responsibility as workmate. Kelly & Hoffman (2010) describe altruism as “volunteering to help colleagues in the performance of their tasks”. Sommer and Kulkarni (2011) add that altruism includes helping internal (e.g. co-workers) and external (e.g. customers) stakeholders with organizationally

relevant tasks. ”. (Ehtiyar, 2010) Define altruism as helping partners at work without demanding anything from them to achieve the objectives of organization while at the same time enhancing the organization performance.

### **B. Conscientiousness**

Conscientiousness implies a desire to do task well and take obligation to others seriously. Its behavior that aims to deliver performances that could over the company target or expectation. This dimension refers to kind of behavior that exceeding his /her main job descriptions as the employee. Castro et al (2009) define conscientiousness as “behavior that goes beyond the requirements established by the organization in the workplace.” This is supported by (Swaminathan, 2013) who describe conscientiousness as “dedication to the job, which exceed formal requirements”. Loetal (2009) concludes that the behavior indicates that a particular individual is organized, accountable and hardworking. Examples such as, working before or after normal hours and volunteering to perform other tasks without expecting payment have been cited Ghosh et al (2012). Organ defined, it as dedication to the job which exceeds formal requirements such as working long hours, and volunteer to perform jobs besides duties. In other words, conscientiousness means the thorough adherence to organizational rules and procedures, even when no one is watching. Conscientiousness can be expressed in the form of certain role behaviors, e.g. displaying certain behavior above what is expected, devotion to work and organization, low absenteeism levels, being careful deadlines, respecting and obeying procedures, rules, regulations even when there is no check and balance and a lot more

### **C. Sportsmanship**

Sportsmanship defines as ethical, appropriate, polite and fair behavior while participating in the company. The behavior that aims to tolerate the non-ideal situation within the organization without giving any complains or rejections. The high level of this dimension will increase the positive working atmosphere among employees and will create conducive working environment. (Swaminathan, 2013) Define sportsmanship as “the behavior of warmly tolerating irritations that are an unavoidable part of nearly every organizational setting”. This is in support of Organ (2010) who defined sportsmanship as “the employees” goodwill in tolerating less than ideal circumstances, without complaining and making a federal case out of small potatoes”.

(Ehtiyar, 2010) Describe sportsmanship as tolerating any negative thing such as impositions. Perhaps Sommer & Kulkarni (2011) gave a clear description of sportsmanship when the authors noted that “it is defined by the absence of destructive behavior, including petty grievances for real or imagined slights”. Podsakoff (2009) described sportsmanship as behavior that encourages minimization of conflicts at the workplace.

#### **D. Courtesy**

Courtesy attitude covers up all behaviors for helping others in avoiding problems to occur. Examples of this attitude include trying to prevent other people from suffering as a result of a certain event, informing fellow workmen on work schedule about the points which must be taken into consideration in advance (Polat, 2009). Courtesy refers to “such actions as “touching base” with fellow employees, whose work could be affected by one’s decisions or commitments. Advance notice, reminders, passing along information, consultation, and briefing all suggest the intrinsic quality of courtesy”. (Campbell Pickford, 2016) Argues that courtesy behaviors (e.g., advance notice of non-routine demands) enable co-workers to efficiently order and distribute their efforts, thereby reducing the chance of wasting resources and experiencing anger or frustration. This type of behavior can be seen as intended to prevent chaos or conflict among employees and serving to maintain social order and group harmony. Since collectivists value social order (Chan, 1994; Schwartz, 1994), security (Arthaud-Day, 2012) and group harmony (Wang, 2013), it can be expected that they will be motivated to engage in courtesy behaviors in order to prevent chaos or conflict from happening. Such courtesy behaviors could be encouraged more in a high power distance culture, which emphasizes authority (Lam, 1999) and conformity.

#### **E. Civic Virtue**

The behavior that aims to express the good working attitudes such as taking the initiative in contributing the development of the working system or procedures, adapting with the changing within organization, preserving the company assets, etc. This dimension refers to the authority assigned to someone to increase the quality of his/ her job division performances. Civic virtue is characterized by behaviors that indicate an employee’s deep concerns and active interest in the life of the organization (Emami, 2012). In general, this OCB dimension represents a macro-

level interest in the organization as evidenced by positive involvement in the concerns of the organization.

Civic virtue represents an employee's feeling of being part of the organizational whole in the same way a citizen feels a part of his or her country. An employee displaying civic virtue behaviors embraces the responsibilities of being a „citizen“ of the organization (ego, 2008) Employees exhibiting civic virtue behaviors are responsible members of the organization who actively engage in constructive involvement in the policies and governance of the organization (adav, 2013).

Protecting the organization is defined by George and Jones as “voluntary acts organizational members engage in to protect or save life and property ranging from reporting hazards, securely locking doors, and reporting suspicious or dangerous activities, to taking the initiative to halt a production process when there is the potential for human injury” (Paine, 2000) This is especially appropriate for the company like the air line where safety is the first priority.

Based on Stamper and Dyne (2004), OCB is the intangible employee behavior, indirectly, and implicitly known by the reward system that in aggregate will influence the effectively of some managerial functions within the organization. The focus of this topic is to investigate the effect of OCB on the service quality of the organization. (ohammad, 2011) Expressed OCB as behavior used to “lubricate the social machinery of the organization”. If the organization wants to have service quality, one of the important things that they thought is that participants or members of the organization should have a willing to perform further than their expected job Performance.

### **2.1.3 Organizational Performance**

Performance is considered as an important construct in achieving the goals of any organizational activities. Some see performance as synonymous with success (Olusola, 2011) and another see it as goal-directed activities (Godlovitch, 1993).

Universities nowadays are subject to similar pressures of the marketplace. Significant modifications in the competition have made colleges and universities adopt the thought process

of a corporate business to the extent that students are currently being treated as customers (Hilman & Abubakar, 2017; Zwain, Teong, & Othman, 2012).

Moreover, the stakeholder demands are getting more and more complex, which must be attended to whether the educational organization must keep up its competitive advantage (Zwain et al., 2012).

The universities must ensure and provide the students with high-quality service. They have an obligation of producing graduates who can suit the developing societal difficulties, for example, graduates producing high-quality profile and competence in their respective profession (Suryadi, 2007).

The universities must ensure and provide the students with high-quality service. They have an obligation of producing graduates who can suit the developing societal difficulties, for example, graduates producing high-quality profile and competence in their respective profession (Suryadi, 2007). Hazelkorn (2015) stated most of higher education institutions used peer review and accreditation as their performance assessment. However, the outcomes of these instruments were really difficult to understand by layperson and this leads to break down in trust among stakeholders (Hilman & Abubakar, 2017). Previously, quality improvement practices were used by several higher education institutions as a yardstick (Widrick, Mergen, & Grant, 2002). There were some mixed opinions about performance measurement where some scholars' said performance evaluation must consider student's related academic achievement only; meanwhile some scholars said it is important to measure student's-related academic achievement and nonstudents-related academic achievement (Ball & Wilkinson, 1994; Higgins, 1989; Hilman & Abubakar, 2017; Johnes & Taylor, 1990).

## **2.2 Empirical Studies Review**

### **2.2.1 Relationship between Organizational Citizenship Behavior and Organizational Performance**

There are many studies carried out in this area, researchers found that citizenship behaviors are associated with high performance (Magliocca & Christakis, 2001). They found that employees who work in organizational units with high-performance pay attention to citizenship behaviors more than those who work in organizational units with low performance (Sadeghi G. A., 2016). In a survey of fast food restaurants, they concluded that various citizenship behaviors are at least associated with some indicators of organizational performance. After along study (in a sample of 28 restaurants), they found that there is a significant relationship between citizenship behaviors and organizational effectiveness (Moorman, 1995) .

Another issue that some researchers such as (Podsakoff P. M., Organizational citizenship behaviors, 2000), consider as a result of organizational citizenship behaviors is increasing the organization's ability to attract and retain qualified and efficient forces (Winer, 2001). A high level of organizational citizenship behaviors in an organization causes it to become an attractive environment to work. Therefore, organizations having a high level of citizenship behaviors will have a better performance with effective recruitment (Schappe, 1998).

According to Organ's definition to organizational citizenship behavior, Organizational citizenship behavior can overall improve organizational performance. After that, a number of scholars from different angles show the reasons that organizational citizenship behavior can improve organizational performance. Podsakoff and others (2000) summarize organizational citizenship behavior's effects on organizational performance into seven areas: a. to improve the efficiency of colleagues and managers; b. release resources for more productive activities and objectives; c. reduce the scarce resources needed for the maintenance of the normal operation of the organization; d. assist in the coordination between workgroups and groups within ; e. strengthen the ability for the organization to attract and retain talented employees; f. enhance the stability of the organization; g. make organizations more responsive to change in the environment. Later, Bolino, and others further suggested that OCB can also increase the Organization's social capital.

In Organ's (1988) original theoretical construct, he proposed that OCBs, when considered overtime, impact organizational success. However, the bulk of empirical research on the topic of OCBs has focused on their predictors and correlates rather than their consequences (Yildirim O. , 2014). As the OCB concept has become well-understood, recent inquiry has attempted to examine correlations between OCBs and organizational performance. For example, (Podsakoff P. M., 1997) postulated that OCBs enhance organizational productivity by:

- Reducing the need to devote resources to maintenance functions and freeing up these resources for more productive purposes;
- Enhancing coworker or managerial productivity;
- Serving as a way to coordinate activities between team members and groups;
- Enhancing the organization's employee retention by making it a more attractive place to work.

### **2.1.2 Effect of Organizational Citizenship Behavior on Organizational Performance**

Messersmith, Patel, and Lepak (2011) conducted a study examining the effects of high performance work systems on organizational performance. The sample included 1,755 subjects working in governmental offices in the United Kingdom. Included in this study were measures of OCB. Their findings indicated that work systems “enhanced citizenship-related behavior that in turn work to enhance performance” (Rose, 2016). While the correlation coefficient for OCBs and performance in this study was fairly weak ( $r=.318$ ), it still indicated a positive relationship between OCBs and organizational performance outcomes.

Other researchers have attempted to clarify this relationship. (Ozer, 2011) tested the relationship between OCBs and performance by positing that the quality of team members' social exchanges (called TMX) mediated the relationship between OCBs and performance. He also hypothesized that autonomy would moderate the relationships between OCBs and team member exchange. His findings indicated that team member exchanges mediated the relationship between OCBs and performance but not OCBOs and performance (Ozer, 2011).

This study provided further evidence that OCBs indeed impact organizational performance outcomes.

Another meta-analysis conducted by (Whitman, 2010) looked at the relationship between job satisfaction, OCBs, and organizational performance. The analysis included 60 studies for a total of 5,849 work units that were surveyed. The authors found that “OCB significantly predicted performance even after controlling for job satisfaction” (Whitman, 2010). However, contrary to other research, little evidence was found that OCBs had a mediating effect on the relationship between job satisfaction and performance. Again, evidence shows that the positive relationship between OCBs and organizational performance may be more than intuitive.

Organizations measure effectiveness and success in different ways. In the service industry, performance can be measured by levels of customer satisfaction. To test the relationship between customer satisfaction and OCBs, Nishii, Lepak, and Schneider (2008) surveyed 4,208 employees in 95 supermarket stores (all from the same company). Although their study divided OCBs into somewhat different constructs as other studies (OCB-helping and OCB-conscientiousness), they found a significant, positive relationship ( $r = .54$ ) between OCB-helping behaviors and customer satisfaction. The relationship between OCB-conscientiousness and customer satisfaction was non-significant. This supports the notion that OCBs may impact organizational effectiveness as measured by customer satisfaction levels.

Several studies have narrowed the scope of their research to specific work contexts. For example, (Podsakoff P. M., 1997) surveyed 218 employees in a paper mill regarding their helping behavior, sportsmanship, and civic virtue. They then compared these ratings to the quality and quantity of work groups' production output. Their results showed positive and significant relationships between the OCB dimensions of sportsmanship and helping behavior and the performance indicator of quantity of paper produced. The helping behavior dimension was negatively and significantly correlated with the amount of paper rejected because of defects. The civic virtue dimension was not significantly related to either quantity or quality of production. Finally, a recent meta-analysis of research on the consequences of OCBs looked at the relationship between citizenship behaviors and individual as well as organizational

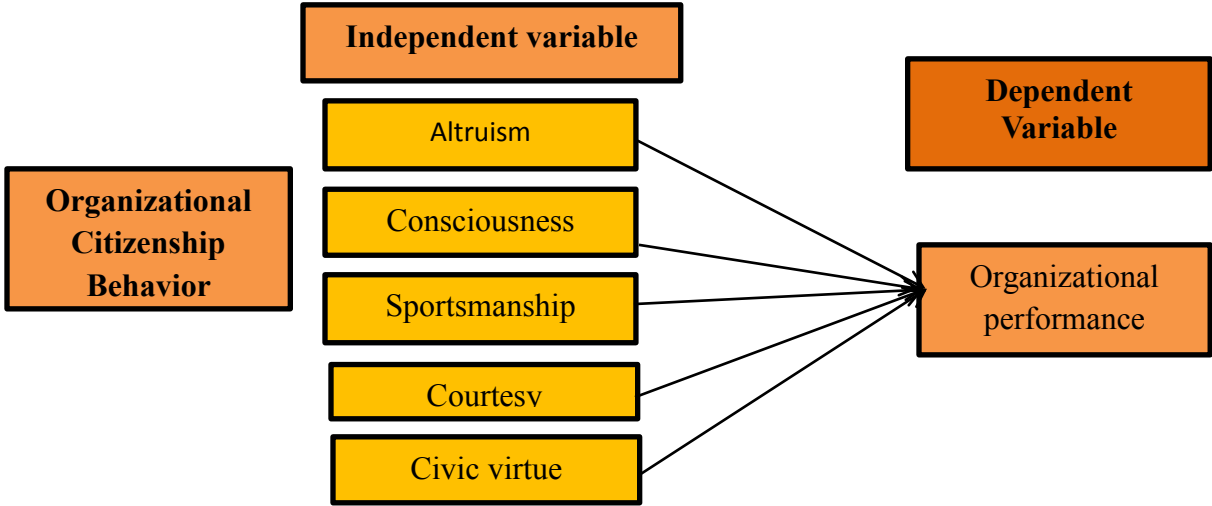


performance outcomes. Most of the research included in the analysis focused on individual-level performance outcomes (168 samples). Unit-level outcomes received slightly less attention with 38 samples included (Podsakoff N. P., 2009). They hypothesized that OCBs were related to both individual performance indicators and organizational performance indicators. Overall, support was found for the notion that OCBs are related to both individual and organizational outcomes. Further, as the authors noted, “Thus, it appears that one concrete way for managers to enhance organizational performance is by encouraging employees to exhibit (Kusumajati, 2014).

### 2.3 Conceptual Framework

The conceptual framework indicates the crucial process, which is useful to show the direction of the study. In this study, organizational citizenship behavior was considered as independent variable. Organization performance was considered as dependent variables. Altruism, consciousness, sportsmanship, Courtesy and civic virtue were latent variables and Organization Performance dependent variables were measured by Factor Analysis technique and as observed variables by questionnaire. Then, by Path Analysis technique (structural models) relationship of OCB and organization performance was analyzed. The figure below is the reflection of this description.

**Figure 2.1: Conceptual Framework of the Study**



Source: Adapted from Harun *et al.*, (2014) and dependent variable from Meyer *et al.* (2002).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This part describes the research methods and procedures in the whole process of data collection. It also shows the techniques used and the reasons for using them. In particular, this chapter consists of the research design, sample population, sample size determination, sampling techniques, research instruments, validity and reliability of research instruments and methods of data analysis.

#### **3.1 Research Approaches**

Research can be approached as qualitative, quantitative or mixed when approach to research has been considered as the criterion of classification. Qualitative research is more subjective in nature than quantitative research, involves examining, and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions. Whereas, the emphasis of quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency etc. of phenomena (Marczyk, 2005). In addition, mixed method integrates quantitative and qualitative data collection and analysis in a single study or a program of enquiry (Creswell, 2009).

This study collected and analyzed numerical data; concentrates on measuring the scale, range, frequency, etc. of phenomena. The study is highly detailed and structured, and results can be easily collected and presented statistically. On the other hand, this study depends on careful definition of the meaning of organizational citizenship behavior and performance with their associated factors. It also properly develops the concepts and variables of employees' behavior and the plotting of interrelationships between these. So, this study has employed both quantitative and qualitative analysis. It's a mixed research approach.

## **3.2 Research Design**

The research design can be classified using a variety of ways, such as the methods of data collection, time dimension, researcher participation and the purpose of the study. Then again, the most widely used classification is the one based on the purpose of the study. There are three types of research design based on the study's purpose: exploratory, descriptive and causal (Creswell, 2009). The exploratory study provides more insight and ideas to discover the real nature of the issue under investigation. Descriptive study stems from prior knowledge and is concerned with describing specific phenomena; it is a means to an end rather than an end, since it encourages future explanation. Causal or explanatory research explains causal relationships between variables. These three basic designs are interrelated. So, this study applied explanatory and descriptive research design.

## **3.3 Sampling Design**

### **3.3.1 Target Population**

The target populations of the study are 242 academic staffs and it is composed of 137 undergraduate and 105 Post Graduate academic staff of the university.

### **3.3.2 Sampling Frame**

A sampling frame is a list of components in the population from which a sample is drawn (Saunders, 2012). In this research the sample framework obtained from the Human Resource Department of St. Mary's University.

### **3.3.3 Sampling Techniques**

Sampling techniques provide a number of methods techniques to select a subset of population that really represents the whole population to most extent. There are two major types of sampling designs: probability and non-probability sampling. In probability sampling, the elements in the population have some known chance or probability of being selected as sample subjects and in non-probability sampling the elements do not have a known or predetermined chance of being selected as subjects (Meirini, 2019). Non-Probability sampling provides a range of alternative techniques based on research subjective judgment (Saunders et al. 2003).

In this research, probability sampling techniques was used. From probability sampling technique; stratified sampling was made to stratify the total population of 242 into two strata as Graduate Studies Green Campus (105) and under graduate Studies Shebelle Campus (137). Then, simple random sampling technique was be used to select the representative sample from each stratum. In order to collect the data from the target population, the research instruments were first developed. After the validity and reliability of the research instruments were tested, questionnaires were distributed in person to the participants of the study. In addition, interview session was scheduled with selected faculty deans

### 3.3.4 Sample Size

The university has 242 academic staff members. The researcher has chosen Yemanne formula to calculate the sample size (n) given the population size (N) and a margin of error (e) for our target groups by assuming a 95 percent confidence level.

- It is computed as  $n = \frac{N}{1+N(e)^2}$

Whereas: N = total population

e = error margin / margin of error Confidence level of 95% (which will give us a margin of Error 5%)

$$n \text{ (sample size)} = \frac{242}{1+212(0.05)^2}$$

$$n = 242/1.605$$

$$n = \underline{151} \text{ samples from academic staffs}$$

Therefore, out of 242 the target population, 151 academic staff were selected in the survey. On the other hand, interview sessions have been scheduled with selected department heads and faculty deans. For interview sampling, the study used Guest, Bunce and Johnson (2006), recommendation for the minimum sample size for interview. They cited Bertaux (1981) and they said that the minimum sample size for interview has fifteen. Accordingly, the interview sample size of this study is fifteen as per the smallest acceptable sample size (adapted from Guest *et al.*, 2006).

**Table 3.1 Sample Size determination**

No.	Name of Campus	No of Employees (Academic Staff)	$N_i=(n*S)/N$
1	Undergraduate Program (Shebelle Campus)	137	$\frac{137*151}{242}= 85$
2	SGS Graduate Program ( Green Campus)	105	$\frac{105 *151}{242}= 65$
<b>Total</b>		<b>242</b>	<b>151</b>

### **3.4 Data Sources**

Both primary and secondary sources have used to generate data for the study. As primary data the study use self-administered questionnaire and interview in order to collect relevant data from the target population. The questionnaire and personal interview has been designed to get primary data from academic staff of the university.

According to (Borge, 1996) questionnaire has used extensively in research to collect information that is not directly observable. It helps to require detail information. Open and close-ended self-administered questionnaires were designed and distributed to the sample population. The questionnaire has embraced more closed-ended and a few open-ended questions, to provide more diverse detail. In the open-ended questions, the subjects require to respond in writing, whereas closed-ended questions have options which are determined by the researcher. Open-ended questions are included because they allow subjects to respond for questions in their own words and provide their responses in more detailed manner. Closed-ended questions are included because it is easier to administer and to analyze. It is also more efficient in the sense that a respondent has able to complete more closed-ended items than open-ended items in a given period of time. The questioners are prepared in English.

As secondary sources of data; published journal articles, different reference books, publications, books, websites and other different related data have issued or reviewed.

### **3.5 Data Collection Methods**

In this study, data were collected from the target population using two research instruments: Questionnaires and interviews.

#### **3.5.1 Questionnaire**

Questionnaire is a type of data gathering techniques where respondents write answers to questions posed by the researcher on a question form. A number of respondents were asked identical questions, in order to gain information that can be analyzed. The types of questionnaires can be open and closed ended questions.

The study uses self-administered questionnaire. The questionnaire is comprised of two sections: respondents 'demographic profile and main (citizenship behavior and performance) questions. The questionnaire which was designed and distributed to academic staff focused on the elements of OCB and organizational performance as well. The OCB questionnaire was adopted from (Dinka, 2018) and with minor modifications from one that was used by (Swaminathan & Jawahar 2013). On the other hand a questionnaire developed by (Abubakar, 2018) was also adapted again to measure organizational performance. The questions are designed to be answered in a five-point Likert scale format for the citizenship behavior and organizational performance scale and multiple choices for questions relating to respondent profile. The main part of the questionnaire is designed in a 5-point Likert scale ranging from 1= strongly disagree to 5= strongly agree.

#### **3.5.2 Interview**

In addition to the questionnaire, structured interview conducted with department heads and faculty deans. It is supposed as a useful data collection instrument and more helpful to obtain detailed information about personal feelings, perceptions and opinions. It uses more clarified questions to be asked, and it achieves a high response rate. Structured interviews were conducted for the purpose of investigating employees' understanding about the concepts.

## **3.6 Validity and Reliability**

### **3.6.1 Validity**

Kumar (2005) defines validity as the extent to which a difference is found with measuring instrument reflecting true differences among those being tested. To ensure the quality of the research design, content and construct validity of the research were checked. Construct validity establishing correct operational measures for the concepts being studied. It was checked by professionals in the field and reviewed by the researcher's advisor. All comments were incorporated to outlook the validity of the instrument.

To test the researches' validity, the researcher conducted used the pilot study. It promotes efficiency in testing and verifying the survey questionnaire before executing a large-scale survey. Thirteen respondents will be participated in the pilot study prior to administer the questionnaire. It was conducted to check if the questionnaire is clear, easy to understand and straightforward to ensure that the respondents could answer the questions with no difficulty. Based on the feedback from the pilot survey study, necessary changes were carefully made on the questionnaire.

### **3.6.2 Reliability Test**

After coding and entry of data into SPSS version 20, the first analysis conducted was to check the reliabilities of the scales used in the data collection instrument. Reliability analysis is to test whether a group of items (i.e. items measuring a construct generated from factor analysis) consistently reflected the construct it is measuring (Field, 2005). The most common measure of reliability is internal'consistency of the scale (Hair et al., 2006). According to Malhotra & Birks (2007), reliability is the extent to which a measurement reproduces consistent results if the process of measurement were to be repeated. The Cronbach's alpha coefficient is a statistical tool that evaluates the confidentiality through the inner consistency of a questionnaire. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Cronbach's alpha close to 1.0 indicates that the item is considered to have a high internal consistency reliability, above 0.8 is considered good, 0.7 is considered acceptable and less than 0.6 is considered to be poor (Sekaran, 2003). The

Cronbach's alpha values shown in table below were found to be above the lower limit. Thus, the reliability of each item is in the acceptable range.

**Table 3.2 Results of Reliability Statistics**

<b>The study Variables</b>	<b>No of items</b>	<b>Cronbach's alpha</b>	<b>Reliability of Range</b>
Organizational performance	5	0.832	GOOD
Altruism	6	0.763	ACCEPTABLE
Conscientious	6	0.792	ACCEPTABLE
Sportsmanship	6	0.711	ACCEPTABLE
Courtesy	6	0.721	ACCEPTABLE
Civic virtue	6	0.753	ACCEPTABLE
<b>Overall</b>	<b>35</b>	<b>0.762</b>	

*Source: SPSS Output*

As shown from the above tables for Cronbach's alpha coefficients for each item test, the dependent variable are good and the rest five of independent variables are at the acceptable range. To describe the variables in detail the dependent variable Organizational performance is good, the rest five independent variables; Altruism, conciseness, Sportsmanship, Courtesy and Civic virtue are at acceptable range.

### **3.7 Data Analysis Techniques**

The collected data has analyzed and interpreted by qualitative and quantitative techniques. The data that has collected by open ended and interview questions and analyzed qualitatively. Closed-ended questions have analyzed quantitatively using descriptive statics. Cooper and Schindler (2008) describe data analysis as the process where collected data is reduced to a more controllable and convenient size. According to Malhotra and Birks (2006) describe data analysis as the editing, coding, transcription and verification of data. The data was analyzed using



inferential statistics (correlation, regression) and descriptive statistics (percentages, frequency, mean and standard deviation) by using statistical package for social sciences (SPSS) version 20

### **3.8 Ethical Considerations**

The purpose of this study in general is to study on the effect of OCB on organizational performance of St. Mary's University as a partial requirement for the Masters' Degree in Business Administration. The sampled respondents were given prior information regarding the purpose of the study and required time complete and return questionnaire before starting the research. Respondents were given the privilege of not writing their names and other identifications to assure that the information they provide will be kept as confidential and so no respondent was forced to fill the questionnaire unwillingly without his/her consent.

The researcher pledges respondents' data and information were kept confidential. The filled questionnaires and recorded interviews shall not be used for any other purpose than the intended purpose.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRIETATION

This chapter of the study presents the data analysis, interpretation and discussion of the outcomes obtained from the data collected on the research topic. The raw data collected using the structured questionnaire (Appendix-A) was sorted, edited, coded and reviewed so as to have the required quality, accuracy, consistency and completeness.

#### 4.1 Survey Response Rate

For this research, a total of 151 questionnaires were administered and a total of 145 questionnaires were collected. Because of their unwillingness of the respondents, 6 questionnaires had returned.

According to (Mugenda, 2003 - 1999) the statistically significant response rate for analysis should be at least 50%. Thus, for this research, 145 questionnaires i.e 87.66 % response rate were subject for the analysis, which is acceptable. Also for the interview the researcher communicates with 15 department heads and faculty deans.

**Table 4.1 Response Rate of the Study**

	No. of Questionnaires	Percent
Completed	145	96.02%
Not Completed	6	3.98%
Total	151	100%

*Source; Respondents Survey Test, 2021*

The questionnaires were developed in five scales ranging from five to one; where 5 represents strongly agree, 4 represents agree, 3 represents neither agree nor disagree, 2 represents disagree, and 1 represents strongly disagree.

To make easy interpretation, the following ranges of values were reassigned to each scale: mean scored value greater than 3 is considered as “Agree”, mean scored value less than 3 is considered as “Disagree” and the mean scored value equal to 3 considered is “Neutral” (cited in Yonas, 2013).

## 4.2 Demographic Profile of Respondents’

Demographic profile of respondents’ for this research includes gender, age, educational background, service year and contractual status with St. Mary’s university. This has been summarized in table 4.2 below.

**Table: 4.2 Demographic Profile of Respondents’**

Variable	Category	Frequency	Percent
Gender	Male	107	73.8
	Female	38	26.2
	Total	145	100.0
Age	20-30 years	30	20.7
	31-40 years	47	32.4
	41-50 years	42	29.0
	Above 50 years	26	17.9
	Total	145	100.0
Educational Level	Diploma	11	7.6
	BA/BSc Degree	45	31.0
	MA/MSc	67	46.2
	PhD and above	22	15.2
	Total	145	100.0
Service year in the university	1-5 years	28	19.3
	6-10 years	58	40.0
	11-15 years	50	34.5
	Total	145	100.0
Contractual status within the university	Permanent	66	45.5
	Regular Contract	79	54.5
	Total	145	100.0

*Source; Respondents Survey Test, 2021*

The result has shown that, the sample has taken from both male and female. Out of the total 145 respondents, 107 are male (74%) and 38 are female (26%). It indicates that male respondents are greater than female respondents.

The age group of respondent's participation in the study was categorized as between age 20-30, 31-40, 41-50 and above 50. A large pool of respondents giving a percentage of 32.4% falls in the age group between 31-40 years old followed by the age group 41-50 (29.0%) and trailed by 20-30 (20.7%) the lowest percentage of the respondent's age group is above 50 which represents by 17.9% percentage. The respondent age demographic show that the youngest group age academic staff more than the oldest group of age.

The educational levels of the respondents classify the group of their educational level in to 4 categories named Diploma, BA/BSc degree, MA/MSc degree and PhD and above. The majority (46.2%) of respondents is MA/MSc holders, first degree followed by 31.0%, those who had PhD and above, 15.2% of the respondents and the lowest percentage of the respondent's educational level group is Diploma which represents by 7.6% percentage. This indicates that the respondents are well qualified to give better responses.

As we show the above table 4.2 service years in the institution of the respondent in percentile and frequency, we classify the group of their experience in to 3 categories named 1-5 year experience, 6-10 year experience, 11-15 year experience. As it shown in the result 6-10 year of experience take the highest percentage which is (45.5) followed by 11-15 (35.2.2%) than 1-5 year (19.3%). This explained to as most of the academic staff year of experience with St. Mary's University is 6-10 years.

When we see contractual status in the university of the respondent in percentile and frequency, we classify the group of their contractual status with the university in to 2 categories named permanent academic staff, regular contract academic staff as it shown in the result regular contract academic staff take the highest percentage which is (54.5) followed by permanent academic staff (45.5%). This explained to the most academic staff contractual status is regular contract.

Generally, the demographic profile of sample respondents exhibited that the study employed experienced and knowledgeable academic staff from composed from various age, gender and educational background. This is because a long experienced various respondents group can provide appropriate data, as they have been familiar with the organizational culture. In addition, it also indicates that most of the respondents were well educated and responded effectively to the questionnaire.

### **4.3 Descriptive Analysis**

Descriptive statistics such as percent, frequency, mean and standard deviation has used to present various characteristics for data sets. This study enabled to present the data in a more meaningful and simplest interpretation way by using descriptive statistics. Allen (2006) said measurement was used as a benchmark for responses. As he said, mean scores from 4.51-5.00 were rated as excellent or very good, 3.51-4.50 as good, 2.51-3.50 as average or moderate, 1.51-2.50 as fair and 1.00-1.50 is poor. Here, the response of respondents towards each variable would be discussed in detail. The variables are; Organization performance, Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic virtue.

**Table 4.3 Respondents Opinion on Organizational Performance**

Statements	Frequency (Percentage)						
	S.D	Disagree	Neutral	Agree	S.A	Mean	S. D
Our institutions have infrastructures with adequate basic facilities	0(0%)	23(15.9%)	68(46.9%)	44(30.3%)	10(6.9%)	3.282	.8139
Our institution produces the best graduates for employment	0(0%)	3(2.1%)	45(31.0%)	76(52.4%)	21(14.5%)	3.793	.7060
Our institution believes in research impact and produced publications that attract citations	0(0%)	10(6.9%)	61(42.1%)	60(41.4%)	14(9.7%)	3.537	.7639
Our institution committed to improve the quality of education regularly	0(0%)	4(2.8%)	42(29.0%)	84(57.9%)	15(10.3%)	3.758	.6695
Believe the best work is currently taking place in research and teaching within the field of expertise for academic reputations	0(0%)	15(10.3%)	65(44.8%)	49(33.8%)	16(11.0%)	3.455	.8247
<b>Aggregate Mean</b>						<b>3.565</b>	

*Source; Respondents Survey Test, 2021*

In this research, organizational performance is dependent variable and there were five questions raised for this specific variable. The first item shows that 15.9% (23) of respondents' disagreed on the question about "the university has infrastructures with adequate basic facilities", however 46.9% (68) of the respondents neither agreed nor disagreed and the rest 30.3 % (44) and 6.9% (10) have agreed and strongly agreed, respectively. This indicates that, majority of the respondents i.e. 46.9% are neither agreed nor disagreed on the issue that is raised about the university have infrastructures with adequate basic facilities.

In analyzing question 2, 2.1% (3) of the respondents have disagreed on that the university produces the best graduates for employment, 31.0% (45) of the respondents have neither agreed nor disagreed, 52.4% (56) of the respondents have agreed and the rest 14.5% (21) have strongly agreed. It indicates that, majority of the respondents have trust over the university on producing best graduates for employment.

In analyzing the third question, on the university belief in research impact and produced publications that attract citations, the disagreeable level of respondents is 6.9% (10), 42.1% (61) of the respondents were neither agreed nor disagreed, 41.4% (60) of the respondents agreed and 9.7% (14) of the respondents strongly agreed. It indicates that majority of respondents are neither agreed nor disagreed on university's belief in research impact and produced publications.

In analyzing the question“ does the university has committed to improve the quality of education regularly”, 2.8% (4) of the respondents have disagreed, 29.0% (42) of the respondents have neither agreed nor disagreed, 57.9% (84) of the respondents have agreed and 10.3% (15) of the respondents have strongly agreed. It indicates that majority of respondents have agreed on university's commitment in improving the quality of education regularly.

In analyzing the question “does the university believe that best work is currently taking place in research and teaching within the field of expertise for academic reputations”, 10.3% (15) of the respondents have disagreed, 44.8% (65) of the respondents have neither agreed nor disagreed, 33.8% (49) of the respondents have agreed and 11.0% (16) of the respondents have strongly agreed. It indicates that majority of respondents, have neither agreed nor disagreed on the university's belief that best work is currently taking place in research and teaching within the field of expertise for academic reputations.

In recognizing the mean, “our institution produces the best graduates for employment” is the item with highest mean (3.7931), followed by mean value of 3.7586 which is “our institution committed to improve the quality of education regularly”. The third highest mean is 3.5379 which is “our institution believes in research impact and produced publications that attract citations”. While others “believe the best work is currently taking place in research and teaching within the

field of expertise for academic reputations” and “our institutions have infrastructures with adequate basic facilities” have lowest mean of (3.4552) and (3.2828), respectively.

In recognizing the standard deviation, the item “believe the best work is currently taking place in research and teaching within the field of expertise for academic reputations.” has the highest standard deviation, which is (0.82478). The item with second highest standard deviation is “Our institutions have infrastructures with adequate basic facilities” which is 0.81397). The point “our institution has committed to improve the quality of education regularly” has lowest standard deviation which is (0.66953).The aggregate mean of organizational performance is 3.56552. This indicates that organizational performances of St. Mary’s university are considered good performance.

**Table 4.4 Respondents Opinion on Altruism**

Statements	Frequency (Percentage)						
	S.D	Disagree	Neutral	Agree	S.A	Mean	S. D
I give my time to help employees with work- related problems	0(0%)	31(21.4%)	82(56.6%)	31(21.4%)	1(.7%)	3.313	.6768
I talk to other employees before taking actions that might affect them	1(.7%)	38(26.2%)	87(60.0%)	18(12.4%)	1(.7%)	3.012	.6521
I take time out of my day to train and assist new employees	0(0%)	15(10.3%)	99(68.3%)	30(20.7%)	1(.7%)	2.962	.6374
I help out other team-mates if someone falls behind once own practice	0(0%)	24(16.6%)	69(47.6%)	44(30.3%)	8(%)5.5	3.248	.7952
I feel a strong sense of belonging to my institution	3(2.1%)	13(9.0%)	50(34.5%)	69(47.6%)	10(6.9%)	3.482	.8341
I fill the gap when others are absent from their jobs	3(2.1%)	20(9.0%)	52(34.5%)	59(47.6%)	11(6.9%)	3.379	.8902
<b>Aggregate Mean</b>						<b>3.233</b>	

Source; Respondents Survey Test, 2021



The Above table 4.4 shows the respondents' of responses of Altruism variable. The first item shows that 21.4% (34) of the respondents disagreed on that he /she gives time to help employees with work- related problems, 66.6% (82) of the respondents neither agreed nor disagreed, 21.4 % (31) of the respondents were agreed and 0.7% (1) strongly agreed on this question. This indicates that, majority of the respondents have neither agreed nor disagreed on giving time to help employees with work- related problems.

In recognizing the question “does the respondent talk to other employees before taking actions that might affect them” only 0.7% (1) of the respondents have strongly disagreed, 26.2% (38) of the respondents have disagreed, 60.0%(87) of the respondents have neither agreed nor disagreed, 12.4% (18) of the respondents have agreed and 0.7% (1) of the respondents have strongly agreed. It indicates that, majority of respondents have neither agreed nor disagreed on giving time to help employees with work- related problems.

In analyzing the question “does the academic staffs help out other team-mates if someone falls behind once own practice”, 16.6% (24) of the respondents have disagreed, 47.6% (69) of the respondents have neither agreed nor disagreed, 30.3% (44) of the respondents have agreed and only 5.5% (8) of the respondents have strongly agreed. It indicates that, majority of respondents have neither agreed nor disagreed on this question.

In analyzing the question “he/she takes time out of their day to train and assist new employees”, 10.3% (15) of the respondents have disagreed, 68.3% (99) of the respondents have neither agreed nor disagreed, 20.7% (30) of the respondents have agreed and the rest 0.7% (1) of the respondents have strongly agreed. It indicates that, majority of respondents have neither agreed nor disagreed on this point.

In analyzing feeling of academic staffs on a strong sense of belonging to their institution, 2.1% (3) of the respondents have strongly disagreed, 9.0% (13) of the respondents have disagreed, 34.5% (50) have neither agreed nor disagreed, 47.6% (69) of the respondents have agreed and 6.9% (10) of the respondents have strongly agreed. It indicates that, majority of respondents have felt on a strong sense of belonging to their institution.

Finally, 2.1% (3) of the respondents have strongly disagreed on the point that respondents have at filling the gap when others are absent from their jobs, 9.0%(20) of the respondents have disagreed, 34.5% (52) of the respondents have neither agreed nor disagreed, 47.6% (59) of the respondents have agreed and 6.9% (11) of the respondents have strongly agreed. It indicates that, majority of respondents agreed that they have willing to fill the gap when others are absent from their jobs.

In analyzing mean value of altruism, “I feel a strong sense of belonging to my institution” is the item which has the highest mean (3.4828), followed by “I fill the gap when others are absent from their jobs” with (3.3793). The item with third highest mean is “I help out other team-mates if someone falls behind once own practice” (3.2483). While “I take time out of my day to train and assist new employees” and “I talk to other employees before taking actions that might affect them” have the item lowest mean of (2.7621) and (2.8621), respectively.

The item “I fill the gap when others are absent from their jobs.” has the highest standard deviation, which is (.89029). The item with second highest standard deviation is “I feel a strong sense of belonging to my institution” (.83429) followed by “I help out other team-mates if someone falls behind once own practice” (.79522), while “I talk to other employees before taking actions that might affect them” Has the lowest standard deviation from the items which is (.65214).

The aggregate mean of Altruism variable is 3.233067. This result indicates that academic staff of the university on altruism behavior is considered as good.

**Table 4.5 Respondents Opinion on Conscientious**

Statements	Frequency (Percentage)						
	S.D	Disagree	Neutral	Agree	S.A	Me an	S. D
I attend activities that are not normally required of me but help the institution's image	1(.7%)	19(13.1%)	64(44.1%)	50(34.5%)	11(7.6%)	3.210	.8294
I often arrives early and starts to work immediately	0(0%)	61(42.1%)	77(53.1%)	6(4.1%)	1(.7%)	2.124	.5987
I obey the institution's rules and procedures even when no one is watching and no evidence can be traced	0(0%)	.7(4.8%)	77(53.1%)	53(36.6%)	8(5.5%)	3.427	.6743
I believe in giving a honest day for an honest day's pay	0(0%)	22(15.2%)	55(37.9%)	53(36.6%)	15(10.3%)	3.210	.8713
My attendance at work is above the expected	0(0%)	0(0%)	48(33.1%)	76(52.4%)	21(14.5%)	3.413	.6665
I do not take extra breaks	0(0%)	55(37.9%)	62(42.8%)	25(17.2%)	3(2.1%)	2.434	.7818
<b>Aggregate Mean</b>						<b>2.986</b>	

*Source; Respondents Survey Test, 2021*

The respondents responses of the first item on conscientious shows that 0.7% (1) of the respondents have strongly disagreed that they attend activities that are not normally required of them but help the institution's image, 13.1% (19) of the respondents have disagreed, 44.1% (64) have neither agreed nor disagreed, 34.5 % (50) of the respondents have agreed and 7.6% (11) have strongly agreed on this question. This indicates that, majority of the respondents have neither agreed nor disagreed with this specific point.

The second item, show that respondents often arrives early and starts to work immediately has 42.1% (61), other 53.1% (77) of the respondents have neither agreed nor disagreed, 4.1%(6) of

the respondents have agreed and .7% (1) of the respondents have strongly agree. It indicates that, majority of respondents have neither agreed nor disagreed on this point.

Of the total respondents, 4.8% (7) have disagreed on the item that they obey for the institution's rules and procedures even when no one is watching and no evidence can be traced, 53.1% (77) of the respondents have neither agreed nor disagreed, 36.6% (53) of the respondents have agreed and 5.5% (8) of the respondents have strongly agreed on this point. It indicates that, majority of the respondents have neither agreed nor disagreed.

In recognizing the fourth item, 15.2% (22) of the respondents have disagreed that they believe in giving a honest day for an honest day's pay, 37.9% (55) of the respondents have neither agreed nor disagreed, 36.6% (53) of the respondents have agreed and the rest 10.3% (15) of the respondents have strongly agreed. This means majority of respondents have neither agreed nor disagreed that he/she believes in giving an honest day for an honest day's pay.

33.1% (3) of the respondents have neither agreed nor disagreed on the point "my attendance at work is above the expected", 52.4% (76) and 14.5% (21) of the respondents have agreed and strongly agreed, respectively. This indicates that, majority of the respondents have agreed with the point.

Finally, 37.9% (55) of the respondents have disagreed that they do not take extra breaks, 9.0%(20) of the respondents have disagreed, 42.8% (62) of the respondents have neither agreed nor disagreed, 17.2% (25) of the respondents have agreed and 2.1% (3) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

"I obey the institution's rules and procedures even when no one is watching and no evidence can be traced" is the item with highest mean with (3.4276) followed by "My attendance at work is above the expected" (3.4138). The item with third highest mean is "I believe in giving an honest day for an honest day's pay" (3.2107). While "I often arrive early and start to work immediately" and "I do not take extra breaks" have the item lowest mean of (.21245) and (2.4345), respectively. This indicates that there is less individual initiative and employees are under minimally required levels of effort. Podsako et al. (2000) stated that individual initiative as OCB dimension refers to going well beyond minimally required levels of effort.

The item “I believe in giving an honest day for an honest day’s pay” has the highest standard deviation, which is (.87137), the item with second highest standard deviation is “I attend activities that are not normally required of me but help the institution’s image” (.82942), followed by “I do not take extra breaks” (.78186) and I often arrives early and starts to work immediately” has the lowest standard deviation from the items which is (.59877).

The aggregate mean of conscientious variable is 2.986867, this result indicates that academic staff of the university on conscientious behavior is considered as average.

**Table 4.6 Respondents Opinion on Sportsmanship**

Statements	Frequency (Percentage)						
	S.D	Disagree	Neutral	Agree	S.A	Me an	S. D
I create healthy and cheerful atmosphere at workplace	0(0%)	10(6.9%)	66(45.5%)	58(40.0%)	11(7.6%)	3.355	.7553
I provide extra support to students	0(0%)	15(10.3%)	78(53.8%)	49(33.8%)	3(2.1%)	3.012	.6716
I put extra efforts on my job.	0(0%)	11(7.6%)	73(50.3%)	48(33.1%)	13(9.0%)	3.122	.7620
I am so tolerable to any question raised by students without complaining or giving no for an answer	3(2.1%)	21(14.5%)	77(53.1%)	33(22.8%)	11(7.6%)	3.013	.8522
I am willing to go extra mile to help the students request without complaining or giving no for an answer	0(0%)	26(17.%)	85(58.6%)	32(22.1%)	2(1.4%)	2.701	.6734
I do not complaint about insignificant things at workplace.	2(1.4%)	17(11.7%)	86(59.3%)	32(22.1%)	8(5.5%)	2.821	.7636
<b>Aggregate Mean</b>						<b>3.004</b>	

Source; Respondents Survey Test, 2021

The respondents responses of sportsmanship on the first item shows that 6.9% (10) of the respondents have disagreed that he/she create healthy and cheerful atmosphere at workplace, 45.5% (66) of the respondents have neither agreed nor disagreed, 40.0 % (58) of the respondents have agreed and 7.6% (11) have strongly agreed on this question. This indicates that, majority of the respondents have neither agreed nor disagreed.

In the second item, 10.3% (15) of the respondents have disagreed that they provide extra support to students, 53.8% (78) of the respondents have neither agreed nor disagreed, 33.8%(49) of the respondents have agreed and 2.1% (3) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

In the third item, 7.6% (11) of the respondents have disagreed that they provide extra efforts on their job, 50.3% (73) of the respondents have neither agreed nor disagreed, 33.1% (48) of the respondents have agreed and 9.0% (13) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed on providing extra efforts on their job.

In the fourth item, 2.1% (3) of the respondents strongly disagreed that he/she are so tolerable to any question raised by students without complaining or giving no for an answer, 14.5% (21) of the respondents disagreed, 53.1% (77) of the respondents were neither agreed nor disagreed, 22.8% (33) of the respondents agree and 7.6% (11) of the respondents strongly agreed. It indicates that the majority of respondents neither agreed nor disagreed that he/she are so tolerable to any question raised by students without complaining or giving no for an answer.

In recognizing respondents willingness to go extra mile to help the students request without complaining or giving no for an answer, 17.9% (26) have disagreed, 58.6% (85) of the respondents have neither agreed nor disagreed, 22.1% (32) of the respondents have agreed and 1.4% (2) of the respondents have strongly agreed. This indicates that, majority of the respondents have neither agreed nor disagreed.

Finally, 1.4% (2) of the respondents have strongly disagreed on the question “he/she do not complaint about insignificant things at workplace”, 11.7%(17) of the respondents have disagreed, 59.3% (86) of the respondents have neither agreed nor disagreed, 22.1% (32) of the respondents

have agreed and 5.5% (8) of the respondents have strongly agreed. This indicates that, majority of respondents have disagreed.

“I create healthy and cheerful atmosphere at workplace” is the item with highest mean (3.3559), followed by “I put extra efforts on my job” (3.1221). The item with third highest mean is “I am so tolerable to any question raised by students without complaining or giving no for an answer” with (3.0131). While “I am willing to go extra mile to help the students request without complaining or giving no for an answer” is the item lowest mean (2.5012) followed by “I provide extra support to students” (3.0121) and “I do not complaint about insignificant things at workplace” (3.0210). A citizen-like stance of uncomplainingly tolerating the inevitable inconveniences and impositions of work explained this dimension (Rabindra, *et al.*, 2016).

The item “I am so tolerable to any question raised by students without complaining or giving no for an answer.” has the highest standard deviation, which is (.85226). The item with second highest standard deviation is “I do not complaint about insignificant things at workplace” (.7664) followed by “I create healthy and cheerful atmosphere at workplace” (.75538) and I provide extra support to students” Has the lowest standard deviation from the items which is (.67168).

The aggregate mean of sportsmanship variable is 3.004233, this result indicates that academic staff of the university on sportsmanship behavior is considered as average.

**Table 4.7 Respondents Opinion on Courtesy**

Statements	Frequency (Percentage)						
	S.D	Disagree	Neutral	Agree	S.A	Mean	S. D
I show genuine concern and courtesy for all students	0(0%)	0(0%)	63(43.4%)	82(56.6%)	0(0%)	3.565	.4974
I lend a compassionate ear when someone has a personal problem	0(0%)	3(2.1%)	88(60.7%)	54(37.2%)	0(0%)	3.451	.5208
I discuss with students of the institution before initiating actions that might affect them	0(0%)	5(3.4%)	103(71.0%)	36(24.8%)	1(.7%)	3.227	.5102
I take a step to try to solve problems between students and employees	0(0%)	26(17.9%)	69(47.6%)	48(33.1%)	2(1.4%)	3.179	.7328
I try to act like a peacemaker when other coworker have Disagreements	0(0%)	24(16.6%)	79(54.5%)	42(29.0%)	0(0%)	3.124	.6654
I avoid taking action that hurt others	0(0%)	0(0%)	85(58.6%)	47(32.4%)	13(9.0%)	3.503	.5139
<b>Aggregate Mean</b>						<b>3.004</b>	

*Source; Respondents' Survey Test, 2021*

The respondents' responses of Courtesy on the first item shows that he/she shows genuine concern and courtesy for all students 43.4% (63) of the respondents neither were agreed nor disagreed, 56.6% (82) of the respondents, agreed on this question. This indicates that, majority of the respondents have agreed.

In the second item, 2.1% (3) of the respondents have disagreed that they lend a compassionate ear when someone has a personal problem, 60.7% (88) of the respondents have neither agreed nor disagreed, 37.2% (54) of the respondents have agreed on this question. It indicates that, majority of respondents have neither agreed nor disagreed on this point.



In the third item, 3.4% (5) of the respondents have disagreed that they discuss with students of the institution before initiating actions that might affect them, 71.0% (103) of the respondents have neither agreed nor disagreed, 24.8% (36) of the respondents have agreed and 0.7% (1) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

In the fourth item, 17.9% (26) of the respondents have disagreed that they take a step to try to solve problems between students and employees, 47.6% (69) of the respondents have neither agreed nor disagreed, 33.1% (48) of the respondents have agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

In the fifth item, 16.6% (24) of the respondents have disagreed that they are tried to act like a peacemaker when other coworker have disagreements, 54.5% (79) of the respondents have neither agreed nor disagreed, 29.0% (42) of the respondents have agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

Finally, 58.6% (85) of the respondents have neither agreed nor disagreed that he/she avoid taking action that hurt others, 32.4% (47) of the respondents have agreed and 9.0 % (13) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

“I show genuine concern and courtesy for all students” is the item with highest mean (3.5655), followed by “I avoid taking action that hurt others” with (3.5034). The item with third highest mean is “I lend a compassionate ear when someone has a personal problem” (3.4517). While “I try to act like a peacemaker when other coworkers have disagreements” and “I take a step to try to solve problems between students and employees” have the item lowest mean of (3.1241) and (3.1793), respectively.

The item “I take a step to try to solve problems between students and employees.” has the highest standard deviation, which is (.73285). The item with second highest standard deviation is “I try to act like a peacemaker when other coworkers have disagreements” (.66544) followed by “I lend

a compassionate ear when someone has a personal problem” (.52083) and I show genuine concern and courtesy for all students” Has the lowest standard deviation from the items which is (.49741).

The aggregate mean of Courtesy variable is 3.341933, this result indicates that academic staff of the university on Courtesy behavior is considered as good

**Table 4.8 Respondents Opinion on Civic Virtue**

Statements	Frequency (Percentage)						
	S.D	Disagree	Neutral	Agree	S.A	Me an	S. D
I really feel as if this institution’s problems are my own problems	0(0%)	22(15.2%)	67(46.2%)	41(28.3%)	15(10.3%)	3.337	.8597
I am eager to tell outsiders about the good of the institution	0(0%)	10(6.9%)	64(44.1%)	55(37.9%)	16(11.0%)	3.531	.7822
I am willing to stand up to protect the reputation of the institution	0(0%)	9(6.2%)	81(55.9%)	46(31.7%)	9(6.2%)	3.379	.6979
I actively attend the institution’s meetings	0(0%)	59(40.7%)	49(33.8%)	28(19.3%)	9(6.2%)	2.910	.9198
I do not mind taking on new challenging assignments	0(0%)	8(5.5%)	93(64.1%)	34(23.4%)	10(6.9%)	3.517	.6841
I make constructive suggestions that improve the university’s operations	0(0%)	6(4.1%)	84(57.9%)	45(31.0%)	10(6.9%)	3.406	.6820
<b>Aggregate Mean</b>						<b>3.3471</b>	

*Source; Respondents Survey Test, 2021*

The last but not the list of OCBs variable used by this study is civic virtue. The respondents’ responses of civic virtue on the first item shows that he/she really feel as if this institution’s problems are my own problems 15.2% (22) of the respondents have disagreed, 46.2% (67) of

the respondents have neither agreed nor disagreed, 28.3% (41) of the respondents have agreed, 10.3% (15) of the respondents have strongly agreed on this question. This indicates that, majority of the respondents have neither agreed nor disagreed.

In the second item, 6.9% (10) of the respondents have disagreed that he/she are eager to tell outsiders about the good of the institution, 44.1% (64) of the respondents have neither agreed nor disagreed, 37.9% (55) of the respondents have agreed and 11.0% (16) of the respondents have strongly agreed on this question. This indicates that, majority of respondents have neither agreed nor disagreed.

In the third item, 6.2% (9) of the respondents have disagreed that he/she is willing to stand up to protect the reputation of the institution, 47.6% (69) of the respondents have disagreed, 55.9%(81) of the respondents have neither agreed nor disagreed, 31.7% (46) of the respondents have agreed, 6.2% (9) have strongly agreed. It indicates that, majority of respondents have neither agreed nor disagreed.

In the fourth item, 40.7% (59) of the respondents have disagreed that he/she actively attends the institution's meetings, 33.8% (49) of the respondents have neither agreed nor disagreed, 19.3% (28) of the respondents have agreed and 6.2% (9) of the respondents have strongly agreed. This indicates that, majority of respondents have disagreed.

In the fifth item, 5.5% (8) of the respondents have disagreed that he/she does not mind taking on new challenging assignments, 64.1% (93) of the respondents have neither agreed nor disagreed, 23.4% (34) of the respondents have agreed and 6.9% (10) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

Finally, 4.1% (6) of the respondents have disagreed, that he/she makes constructive suggestions that improve the university's operations, 57.9% (84) of the respondents have neither agreed nor disagreed, 31.0%(45) of the respondents have agreed and 6.9 % (10) of the respondents have strongly agreed. This indicates that, majority of respondents have neither agreed nor disagreed.

“I am eager to tell outsiders about the good of the institution” is the item with highest mean (3.5310), followed by “I make constructive suggestions that improve the university's operations”

with (3.4069). The item with third highest mean is “I am willing to stand up to protect the reputation of the institution” (3.3793). While “I actively attend the institution’s meetings” is the item lowest mean (2.9103) followed by “I do not mind taking on new challenging assignments” (3.3172) and “I really feel as if this institution’s problems are my own problems” (3.3379).

The item “I actively attend the institution’s meetings” has the highest standard deviation, which is (.91982). The item with second highest standard deviation is “I really feel as if this institution’s problems are my own problems” (.85975) followed by “I am eager to tell outsiders about the good of the institution” (.78223) and I make constructive suggestions that improve the university’s operations.” Has the lowest standard deviation from the items which is (.68208).

Finally In comparing the dimensions of OCBs Variables, Civic Virtue & Courtesy have the highest aggregate mean value (3.347) and (3.341) followed by Altruism (3.233). However, conscientious and sportsmanship (2.986) and (3.004), respectively. This result indicates that Civic Virtue and courtesy have the highest aggregate mean from all the variables. And also altruism also has a positive response from the academic staffs. This result shows that academic staffs of St. Mary’s university doing well in these three OCB variables.

On the other hand conscientious and sportsmanship are respectively have the lowest aggregate mean from all variables, this is shows that negative response than the rest variable. The result indicates that the university should work on these two variables.

#### **4.4 Correlation Analysis**

First, Pearson correlation co-efficient established the relationships that exist between the independent and dependent variables. It is a simple bi-variant relationship analysis between the dependent and independent variables. The Pearson correlation coefficient values can vary from -1.00 to +1.00. A correlation value of +1.00 indicates a perfect positive correlation, while a value of -1.00 represents a perfect negative correlation, and a value of 0.00 indicates no linear relationship between the X and Y variables or between two variables (Tabachnick & Fidell, 2007; Pallant, 2007). The Pearson’s correlation coefficient ( $r$ ) was used to conduct the correlation analysis to find the level and direction of the relationships between organizational

performance as dependent variable and Altruism, Conscientiousness, sportsmanship, Courtesy, and civic virtue as independent variable.

**Table 4.9 Relationship between Organizational performance and OCB**

		Organization performance	Altruism	Conscientiousness	sportsmanship	Courtesy	civic virtue
Organization performance	Pearson Correlation	1					
	Sig. (2-tailed)	.000					
Altruism	Pearson Correlation	.764**	1				
	Sig. (2-tailed)	.000					
Conscientiousness	Pearson Correlation	.540**	.430**	1			
	Sig. (2-tailed)	.000	.000				
Sportsmanship	Pearson Correlation	.406**	.415**	.320**	1		
	Sig. (2-tailed)	.000	.000	.000			
Courtesy	Pearson Correlation	.482**	.416**	.319**	.408**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
civic virtue	Pearson Correlation	.515**	.445**	.286**	.207*	.297**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

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

*Source; Respondents Survey Test, 2021*

The classification of the correlation coefficient (r) is as follows: 0.1 – 0.29 is weak; 0.3 – 0.49 is moderate; and > 0.5 is strong (Field, 2005). As we can see from table 4.9 the correlation between the dependent and independent variable has strong and moderate correlation. We can describe the table as follow. The dependent variable Organizational performance has strong correlation with Altruism by (r=0.764, P=0.000), Conscientiousness by (r=0.540, P=0.000), civic virtue by (r=0.515, P=0.000) and moderate correlation with the rest two variables, sportsmanship by (r=0.406, P=0.000) and Courtesy by (r=0.482, P=0.000).

#### **4.5 Assumptions of Multiple Linear Regressions**

Five major assumptions for multiple linear regressions were tested. Test result including multi-co-linearity, independence of residuals linearity, Homoscedasticity and normality test are found below. And show that multicollinearity, independence of residuals, linearity, homoscedasticity and normality test were met the assumptions of multiple linear regression analysis.

### 4.5.1 Multi-co-linearity of the independent variables

Multi-co-linearity appears “when any single independent variable is highly correlated with a set of other independent variables” (Hair et al., 2006, p. 170). Multi-co-linearity was examined by inspection of the Tolerance and VIF values. Hair et al. (2006) suggested a Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables in the model. If this value is very small (less than 0.10), it indicates that the multiple correlation with other variables is high, suggesting the possibility of multi-co-linearity. If the tolerance value is greater than 0.1 and the variation inflation factor (VIF) value smaller than 10 shows no multi-co-linearity. This study applied VIF (Variance Inflation Factor) and resulted below 5 or 10 and it was confirmed as no co-linearity was observed on this data.

**Table 4.10 Multi-co-linearity Test using VIF and Tolerance**

Model	Multi-co-linearity Statistics	
	Tolerance	VIF
Altruism	.648	1.544
Conscientiousness	.765	1.308
Sportsmanship	.791	1.265
Courtesy	.722	1.385
civic virtue	.779	1.284

*Source; Respondents Survey Test, 2021*

### 4.5.2 Independence of Residuals

To determine the autocorrelation between observations Durbin –Watson test was used. Durbin –Watson test presents arithmetical support to conclude the independent of error terms (Hair et al 2010), the Durbin –Watson test generates output values between 0 and 4 values close to 2 autocorrelation thus independent of error terms. This regression model has a Durbin –Watson value of 1.829 which is closed to 2 than 0. So it can be confirmed that the assumption of independent error has almost certainly been met.

**Table 4.11 Test of Independence of Residuals**

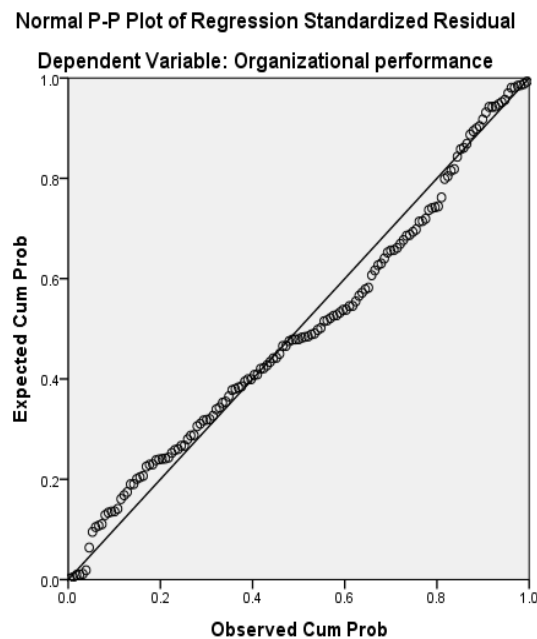
<b>Durbin-Watson</b>
<b>1.829</b>

*Source; Survey Test, 2021*

### 4.5.3 Linearity Relationship

Organizational performance is assumed to be linearly related with the organizational citizenship behavior; meaning the dependent variable Organizational performance is assumed to be impacted with changes OCB. We can assess the assumption that the residuals are normally distributed by producing a normal probability plot (sometimes called a quantile-quantile or q-q plot). For this plot, the ordered values of the standardized residuals are plotted against the expected values from the standard normal distribution. If the residuals are normally distributed, they should lie, approximately, on the diagonal. As we can see from the graph below we can say the residuals are normally distributed because the residuals lie approximately on the diagonal. The plot that shows the linear relationship of each independent variable with the dependent one is shown below

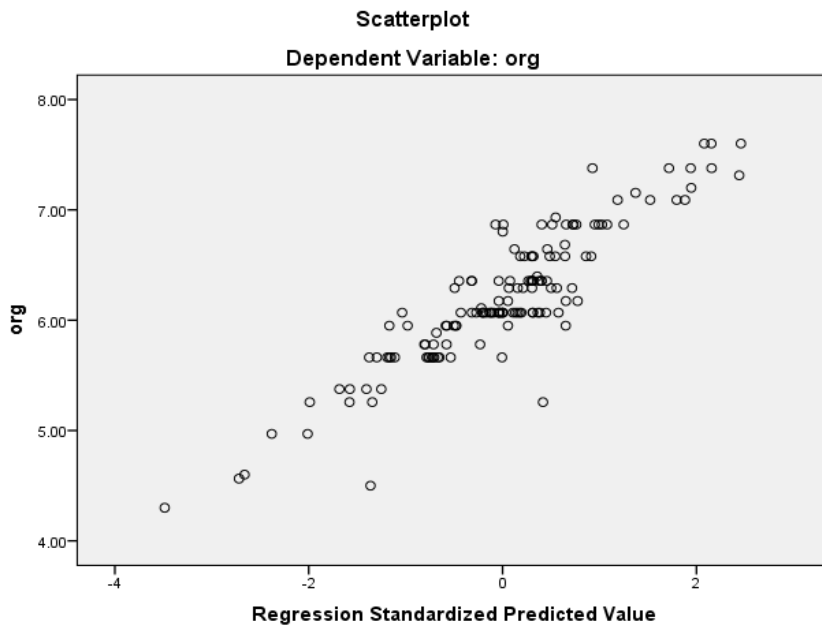
**Graph 4.1 Linearity Graph**



#### 4.5.4 Homoscedasticity (Equal Variance)

The homogeneity of the variance (equal variance) is an assumption for computing multiple regressions in which the model errors are generally assumed to have an unknown but finite variance that is constant across all levels of the predictor variables. This assumption can be checked by visual examination of a plot of the standardized residuals (the errors) by the regressions standardized predicted value. By using the least squares method (a procedure that minimizes the vertical deviations of plotted points surrounding a straight line), it is able to construct a best fitting straight line to the scatter diagram points as indicated below.

Fig. 4.2 homoscedasticity graph



#### 4.5.5 Normality Distribution

The below table shows the descriptive statistic of Kurtosis and Skewness statistics calculation demonstrates that the distribution is normal because Kurtosis and Skewness are in between -2 and +2, thus data is normally distributed and had a reasonable variance to use subsequent analysis. In addition, the study used a histogram plot indicating normality of residuals. It produced a bell-shaped curve that shows the normal distribution of the series. In this study, the figure above shows a bell-shaped distribution of the residuals.

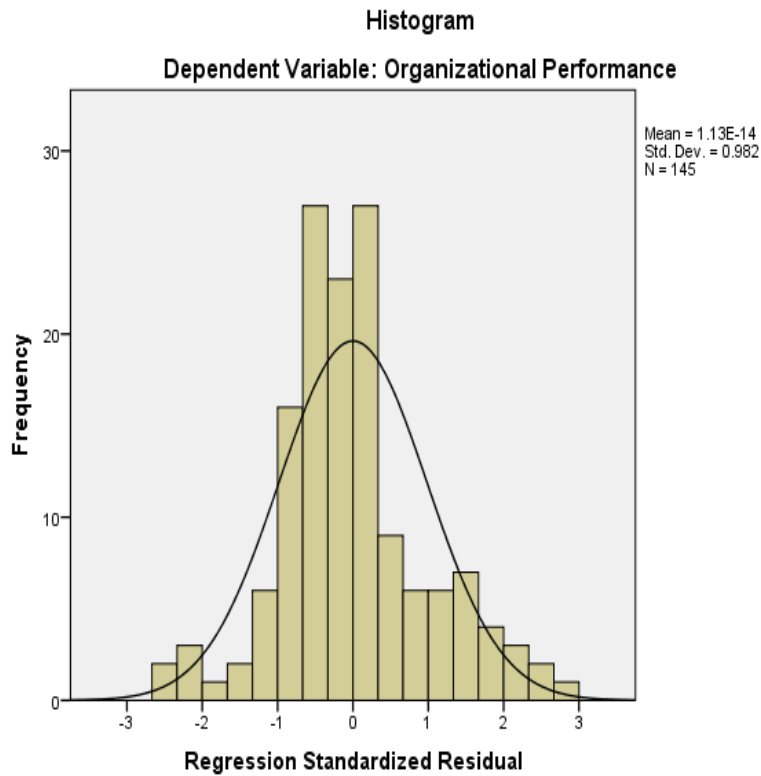


**Table 4.12 Normality Test (N=151)**

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Organizational performance	-.196	.201	-.689	.400
Altruism	-.691	.201	-2.272	.400
Conscientious	-.868	.201	2.380	.400
Sportsmanship	-.750	.201	.585	.400
Courtesy	-.354	.201	.669	.400
Civic virtue	-.751	.201	-2.086	.400

*Source; Survey result, 2021*

**Graph 4.3 Normality Graph**



## 4.6 Multiple Linear Regression Analysis

Multiple linear regressions are a statistical technique that permits the researcher to examine the relationship between a single dependent variable and several independent variables (Tabachnick & Fidell, 2007; Hair et al., 2006). Before conducting the multiple regression analysis, several main assumptions were considered and examined in order to ensure that the multiple regression analysis was appropriate (Hair et al., 2006). First the researcher checks the assumptions of Multiple Regressions and the researcher assumes multicollinearity, normality, linearity and the like were meet the assumptions.

### 4.6.1 R square of the Study

**Table 4.13 R square Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.831 <sup>a</sup>	.691	.680	.34841	.691	62.271	5	139	.000

a. Predictors: (Constant), civic Virtue, Sportsmanship, Conscientious, courtesy, Alts  
b. Dependent Variable: organization performance

*Source; Survey Test, 2021*

Table 4.13 showed the R or coefficient of correlation of the model is 0.831 or 83.1% and adjusted R-Square or coefficient of determination of the model is 0.680 or 68%. These indicates the proportionate amount of variation in the response variable (organization performance) explained by the independent variables (altruism, conciseness, sportsmanship, Courtesy and civic virtue) in the linear regression model.

The larger the R-squared is the more variability is explained by the linear regression model. As shown from the table above adjusted R-square value is 0.680 which accounts 68%, the remaining (32 %) of variability could be explained by the other variables that are not included in this study. In this study, linear regression was employed to establish a set of independent variables which is Altruism, Conscientiousness, sportsmanship, courtesy and civic virtue explains a proportion of the variance in a dependent variable of organization performance at a significant level.

## 4.6.2 ANOVA Model Fit

**Table 4.14 ANOVA Model**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.795	5	7.559	62.271	.000 <sup>b</sup>
	Residual	16.873	139	.121		
	Total	54.668	144			

*Source: Survey Test, 2021*

a. Dependent Variable: organization performance

b. Predictors: (Constant), civic virtue, Sportsmanship, Conscientious, courtesy, Altruism

The ANOVA tells us whether the model, overall, results in a significantly good degree of prediction of the outcome variable (Field, 2005). As we can see from the table below the ANOVA sig is 0.000 so we can say that the model is significant. Since the significance result on the ANOVA table is 0.000 which is  $p < 0.05$ , the regression analysis proved the presence of a good degree of prediction. The contribution of each variable can be seen from the results of multiple regressions in the coefficient table above.

## 4.6.3 Regression Coefficient Analysis

Regression is a method of estimating or predicting a value on some dependent variable given the values of one or more independent variables. Like correlations, statistical regression examines the association or relationship between variables. Unlike with correlations, however, the primary purpose of regression is prediction (Marczyk, DeMatteo and Festinger, 2005). Since we have five independent variables, linear regression models were used as a measure for their relationship.

Eventually, the prediction equation then is calculated as:  $Y(x) = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5$  where Y is the predicted dependent variable,  $\beta_0$  is the constant term, B is the beta coefficient of each independent variables and X is the value of each independent variable. In any regression model, the +ve or -ve sign of beta ( $\beta$ ) shows the effect (increase or decrease) of the independent variables coefficients over the dependent variable.

**Table 4.15 Coefficient of the Variables**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.989	0.303		-3.265	0.072
Altruism	0.580	0.062	0.537	9.330	0.000
Conscientiousness	0.100	0.050	0.090	1.986	0.000
Sportsmanship	0.097	0.042	0.100	2.321	0.045
Courtesy	0.212	0.057	0.201	3.689	0.059
Civic virtue	0.144	0.054	0.136	2.667	0.002
a. Dependent Variable: Organization performance					

*Source; Respondents Survey Test, 2021*

Thus, as we can see on table 4.14 it shows that, finding for coefficient of multiple regression analysis. The Standardized beta value on the coefficient table indicates level of effect of each variable has on the dependent variable organizational performance, Overall results revealed that four out of five variables are significant towards OCB ( $P < 0.05$ ). These include altruism ( $\beta = 0.537$  at the significant value of 0.000,  $p < 0.05$ ), Conscientiousness ( $\beta = 0.090$  at the significant value of 0.000,  $p < 0.05$ ), sportsmanship ( $\beta = 0.100$  at the significant value of 0.045,  $p < 0.05$ ) and civic virtue ( $\beta = 0.136$  at the significant value of 0.002,  $p < 0.05$ ). Meanwhile from the five variable of OCB courtesy is considered to be insignificant because the P-value is 0.059 which is more than 0.05. It indicates that courtesy have no effect on organizational performance. In relation to this, there is no study that directly addressed this finding.

Hence, the finding discovered that Altruism is the most significant factor influencing OCBs in St. Mary's University with the highest Beta value ( $\beta = 0.537$ ) at the significance value of 0.000 ( $p < 0.05$ ).

Y = Organizational citizenship behavior (dependent variable)

A = Constant, X1 = Altruism, X2 = Conscientiousness, X3 = sportsmanship, X4 = courtesy, X5 = civic virtue

For this case: organizational performance =  $-0.989 + 0.580 X1 + 0.100 X2 + 0.097 X3 + 0.144 X4$ .

From this result, one can deduce that, Altruism variable are the major predictor of organizational performance followed by civic virtue, sportsmanship and Conscientiousness.

## **CHAPTER FIVE**

### **SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This is the fifth and last chapter. It presents summary of findings, conclusion and recommendations of the study in detail. By reviewing the past chapters it tried to summarize, conclude and give significant recommendations for the university and further researchers.

#### **5.1 Summary of Major Findings**

This study has provided practical contribution to business administration researches, envisaged to support the university and encourage students in providing various means and recommendations. It also gives a path to further studies. In view of this, it aimed to assess the influence or effect of organizational citizenship behaviors on organizational performance of academic staffs in St. Mary University. The key independent variables which affect the organizational performance are altruism, conciseness, courtesy, sportsmanship and civic virtue.

A review of related literature and empirical studies informed the formulation of the research instrument used to obtain the research data. A sample of 151 academic staffs has participated in this study. These were selected using stratified sampling techniques, through random sampling. The sample probability is proportional to the size of population; it is calculated based on Yemane formula. For analysis, the researcher used explanatory research design. Both primary and secondary sources were used to generate data for the study. The study has used descriptive statistics such as (percent, frequency, mean and standard deviation) and also used inferential analysis (correlation and regression). Accordingly, the study found that

- According to the comparison made among the mean values of all of the organizational performance questions that indicates the university has more performance in producing best graduates for employment and the university committed to improve the quality of education regularly the area that scored the highest mean value among others but less organization performance in providing the institutional infrastructures with adequate basic facilities.

- Compare and contrast of mean value of all altruism variables questions indicates that the item have the highest mean value among others are academic staffs are feel a strong sense of belonging to their institution and the staffs fill the gap when others are absent from their jobs. However to take time out of their day to train and assist new employees have less mean value among others. From the interview the altruism variable are highly supported by department heads and faculty deans as well they confirmed that there is altruism behavior in the university, the academic staff member are cooperative, fill gaps is the absence of their subordinates, the team spirit is good.
- The mean value of all conscientious variables questions responses shown that most employees obey for the institution's rules and procedures but most of them said they don't often arrive early and starts to work immediately. This indicates that there is less individual initiative and employees are under minimally required levels of effort. From the interview respondent it is difficult to engage the academic staffs out of the normal time without over time payment, most of the staff members are not punctual, and also they are not voluntary to perform other tasks without expecting payment.
- The mean value of all sportsmanship questions responses shown that employees have create healthy and cheerful atmosphere at workplace and those have less willingness to go extra mile to help the students' request without complaining or giving no for an answer. It indicates that some respondents have limited only on their regular responsibilities. From the interview respondents' the academic staff still need sportsmanship behavior few staff members tolerate the ideal situations, but most members don't tolerate at all less than ideal situation, some staff member not willing to help students and also some academic staff are complaining on the trivial matters.
- The mean value of all courtesy questions responses shown that, respondents have given genuine concern and courtesy for all students. However, the result shown that some of them have discussed with their students before initiating actions is less. From the interview department heads and faculty deans as well they confirmed that complain by the students is very seldom many of the students appreciate staff member and many of the staff members show a genuine concern and courtesy for all students.

- The mean value of civic virtue responses shown that, academic staffs are eager to tell outsiders about goodwill of the institution but more of them haven't actively attend the institution's meetings. The university department heads and faculty deans as well they confirmed that there is Civic Virtue in the university, The staffs are willing to stand up to protect the reputation of the institution and also the academic staffs are fell the institution problems are their own problems.
- The aggregate mean of organizational performance is 3.565 this indicates that organizational performances of St. Mary's university are considered good performance.
- Compare and contrast overall Organizational citizenship behavior variables, Civic Virtue & Courtesy have the highest aggregate mean value (3.347) and (3.341) followed by Altruism (3.233). However, conscientious and sportsmanship (2.986) and (3.004), respectively have less aggregate mean value compared to the other OCB variables.
- From correlation analysis finding, Altruism has the highest positive correlation ( $r=.764^{**}$ ,  $p<0.01$ ) with overall organizational citizenship behavior variable and conscientiousness indicating the second highest positive correlation ( $r=.540^{**}$ ,  $P<0.01$ ) with overall organizational citizenship behavior variables followed by civic virtue ( $r= .515^{**}$ ,  $p<0.01$ ).
- In the assumptions of multiple liner regression five assumptions are tested. Test result including multi-co-linearity, independence of residuals linearity, Homoscedasticity and normality test were met the assumptions of multiple linear regression analysis.
- The value of adjusted  $R^2 = 680$ . This point out that variability's in organizational performance can be explained by organizational citizenship behavior variables which accounts 68%, the remaining (32 %) of variability could be explained by the other variables.
- The researcher used **ANOVA** to proof the model is significant so, it indicates a significant result.
- Looking the standardized coefficients helps to determine the relative importance of the significant predictors. From this point altruism variable have the highest standardized coefficient ( $\beta=0.537$  and at the lowest significant level 0.000,  $p<0.05$ ) which means Altruism variable, are the best predictor.

## 5.2 Conclusions

Organizational Citizenship Behaviors are undertakings, which are voluntary, go beyond the formal obligations of employees, and significantly affect the performance of the entire organization. Based on the findings, there are some conclusions that can be taken as follow; Firstly, in general the effect of Organizational Citizenship Behavior of the academic staff on the performances of St. Mary's university is positive and considered good. That is why the university is one of the leading and preferred private Universities in Ethiopia. Secondly, the finding indicated that the five variables of OCB which affect the organizational performance, namely, altruism, conscientiousness, sportsmanship, courtesy and civic virtue positively affect organizational performance. Thirdly, the level of impact is high in the three variables, i.e., altruism, courtesy and civic virtue. , But the University's performance was affected less by conscientiousness and sportsmanship since there is less willingness among the academic staff to support students and address their problems. Therefore, based on the overall findings of the study, it is possible to conclude that OCB leads to high organizational performance.

Over all, the research has shown that the significance and the vital effect of the OCB variables influence the organizational performance of the university. However, it gave so much attention for those variables which had so much negative effect. So, the researches' final conclusion is that the university has to be conscious regarding those behaviors.



## **5.3 Recommendations**

There are some recommendations for both the management of the university and for further researchers.

### **5.3.1. For Management**

- For management of the university, since OCB of the academic staff has positive and significant influence towards the organizational performances then the management should pay more attention to the variables that have a strong effect on the University's performance, i.e. altruism, courtesy and civic virtue, and more intervention is required in the areas of conscientiousness and sportsmanship to enhance their impact on performance and delivery of excellent service to the students.
  
- The university should encourage voluntary activities which are go beyond the formal obligations of employees such as participating on research and development, functioning without payment, weekend unpaid working practices and others that significantly affect the efficiency of the entire university and also create know how on how to solve problems within difficult situations faced both in terms of job responsibility cases and individual personal cases and work under intractable conditions without complaints, with tolerance and patience in dealing with others, acceptance and absorption of unpleasant circumstances that might occur in the work environment.
  
- The university should periodically organize training programs that will teach staffs how to exhibit organizational citizenship behavior as well as draw their attention to the relationship between such OCB behaviors and organizational performance. Because employees are the means by which the organization's goals are achieved; they drive a company's success or failure. So, the university should create deep image about university's vision and mission both on students and academic staffs. This will score strongest effect on the organization's efficiency and service quality for organizational performance.

- In addition, literatures indicate that employees' training can improve level of OCB, and encourage academic staff to involve in extra activities or to help students to act like a good citizen. Therefore, training can be seen as one way to encourage citizenship behavior of academic staffs or newly hired employees. The management must also measure academic staffs' performance based on their achievement from the perspective of OCB. The main problem here is not how good results were achieved; it is who the responsible people for the success were.

In general, the university officials should pay more attention to their academic staff employees' work behavior. This will lead to some level of certainty those employees with high citizenship behavior. So that such behaviors could be constantly reinforced as a way to retain the behavior in the system.

### **5.3.2. For Further Research**

Finally for further research, since this research is done by taking St. Mary University as case the findings might be different if other government universities and service giving organizations in Ethiopia are considered. . Next the research can also be done in different universities, service sectors, locally or abroad in order to compare the findings. Finally, no local study as such has incorporated such variables in a single framework to analyze the effect of OCB on the performance of the organization in academic institutions like St. Mary's University. Therefore, it will open a door for more research.

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## Annex I- Questionnaire

### ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES MBA PROGRAM

#### Survey Questionnaire Designed for Academic Staff

Dear Respondents,

I would like to thank you in advance for showing willingness to fill this research questionnaire. This questionnaire is designed to gather primary data on the research topic "The Effect of Organizational Citizenship Behavior on Organizational Performance: Case of St. Mary's University". Since the data collected is for academic purposes only, the confidentiality of the information you provide is fully guaranteed. And hence, I would appreciate the genuine response you give to the questions.

Thank you very much for your cooperation and timely completion of the questionnaire.

For further information, I can be reached at +251- 0910223351  
Email [mery\\_bezabih@yahoo.com](mailto:mery_bezabih@yahoo.com)

Instructions:

Not required to write your name

Put a tick mark —√ in the space provided in front of each item

The questionnaire has two parts. Please try to fill all the items.

Please put a —√ mark to all your responses in the box provided beside each statement.

Best Regards,

## Section I: Background Information

Direction: This section of the questionnaire refers to the general information about the respondent.

Please tick in the box in front of the appropriate choice.

1. Gender

Male

Female

2. Age

20-30 years

31-40 Years

41-50 Years

> 50 Years

3. Education level

BA/BSc Degree

MA/MSc

PhD and above

4. Service year in the organization

1-5 years

6-10 years

11-15 years

5. Contractual status within the University

Short term contract

Regular Contract

Permanent



Section II. Questions related to the effect of Organizational Citizenship Behavior on Organizational Performance of St. Mary's University.

Direction - Please indicate the extent to which you agree or disagree with each statement and tick (✓) in a box to the correspondent number. Where (1=strongly disagree (SD); 2=Disagree (D); 3=Neutral (N)); 4=Agree (A); and 5=strongly agree (SA)

No	Measurement Items	Measurement Scale				
		SD	D	N	A	SA
	<b>Organizational Performance</b>	1	2	3	4	5
1	Our institutions have infrastructures with adequate basic facilities					
2	Our institution produces the best graduates for employment					
3	Our institution believes in research impact and produced publications that attract citations					
4	Our institution committed to improve the quality of education regularly					
5	Believe the best work is currently taking place in research and teaching within the field of expertise for academic reputations					
	<b>Altruism</b>	1	2	3	4	5
6	I give my time to help employees with work- related problems					
7	I talk to other employees before taking actions that might affect them					
8	I take time out of my day to train and assist new employees					
9	I help out other team-mates if someone falls behind once own practice					
10	I feel a strong sense of belonging to my institution					
11	I fill the gap when others are absent from their jobs					
	<b>Conscientious</b>	1	2	3	4	5
12	I attend activities that are not normally required of me but help the institution's image					
13	I often arrives early and starts to work immediately					
14	I obey the institution's rules and procedures even when no one is watching and no evidence can be traced					
15	I believe in giving a honest day for an honest day's pay					
16	My attendance at work is above the expected					
17	I do not take extra breaks					

<b>Sportsmanship</b>		1	2	3	4	5
18	I create healthy and cheerful atmosphere at workplace.					
19	I provide extra support to students					
20	I put extra efforts on my job.					
21	I am so tolerable to any question raised by students without complaining or giving no for an answer					
22	I am willing to go extra mile to help the students request without complaining or giving no for an answer.					
23	I do not complaint about insignificant things at workplace.					
<b>Courtesy</b>		1	2	3	4	5
24	I show genuine concern and courtesy for all students					
25	I lend a compassionate ear when someone has a personal problem					
26	I discuss with other team-mates before initiating actions that might affect them					
27	I take a step to try to solve problems between students and employees					
28	I try to act like a peacemaker when other coworker have Disagreements.					
29	I avoid taking action that hurt other					
<b>Civic Virtue</b>		1	2	3	4	5
30	I really feel as if this institution's problems are my own problems					
31	I am eager to tell outsiders about the good of the institution					
32	I am willing to stand up to protect the reputation of the institution					
33	I actively attend the institution's meetings					
34	I do not mind taking on new challenging assignments					
35	I make constructive suggestions that improve the university's operations					

## Appendix II

Section III. Interview guide for Faculty Deans, Student Support affairs Directors and Chief Registrar officer on the effect of Organizational Citizenship Behavior on Organizational Performance at St. Mary's University.

1. In your opinion to what extent do staffs under your department are willing and voluntarily to help as well to assist each other in the execution of their duties?
2. How often have staffs performed their duties before or after normal working hours without expecting recognition or reward?
3. Do you think that staffs under you tolerate less than the ideal situations such that they do not constantly make trivial complaints?
4. How often have students complained about the misbehaviors of your staff as well as how often students appreciate your staff because of their polite manner?