

ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG UNIVERSITY
TEACHERS: A DEMOGRAPHIC ANALYSIS OF PUBLIC SECTOR
UNIVERSITIES IN SINDH

¹*Mehwish Ajmal
²Dr. Farah Deebea
³Quratulain Imran

¹*M. Phil. Scholar, Department of Education, Bahauddin Zakariya University Multan, Punjab, Pakistan (Corresponding Author)

²Assistant Professor, Department of Education, Bahauddin Zakariya University Multan, Punjab, Pakistan

³PhD Scholar, Department of Education, Iqra University Karachi, Sindh, Pakistan

¹*m_ajmal08@yahoo.com, ²farahgillani@bzu.edu.pk
³quratimran.qi@gmail.com

Abstract

The aim of this research was to determine the variability in Organizational Citizenship Behavior (OCB) in teachers of different demographic groups at public sector universities in province of Sindh, Pakistan. The research employed a quantitative correlational research design using questionnaire to find out how gender and qualification, designation and university affiliate have effects in the participation of faculty members in OCB. The target sample was around 600 of the faculty in seven Universities of the in province of Sindh, Pakistan, and the measurements were done by a structured questionnaire with an OCB scale (Voice, Employee Sustainability, Civic Virtue, Helping, and Social Participation). Two hundred and twenty-five valid answers were considered and analyzed in SPSS. Results of the descriptive statistics indicated that there was high level of OCB, especially in domains of Helping and Voice. Good internal consistency was found to be acceptable across all dimensions (0.67-0.83) by reliability analysis. The results of inferential statistics pointed at the severe difference in OCB according to gender, as female teachers turned out to be more active in Helping and Social Participation behaviors ($p < 0.01$). Nevertheless, no significant variations were created with regards to university attachment, educational degree, or professional credentials but descriptive tendencies showed that those with doctorate degrees and faculty seniority slightly demonstrated a greater measure of Civic Virtue and Voice. This indicates that OCB is overall high among the faculty members of the universities in Sindh, but gender is an influential factor, and the organizational culture might have contributed to the development of the same behavioral pattern in different demographical population. The paper highlights the need to promote OCB using inclusive policies, a leader and institutional development programs as a way of improving the organizational performance level in the higher educational sector.

Keywords: Organizational Citizenship Behavior (OCB), University Teachers, Demographic Analysis, Faculty Engagement, Institutional Support

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Corresponding Authors*:

INTRODUCTION

These days, academia has become a highly dynamic field, and as a result, higher education schools have gradually begun relying heavily upon their faculty members not only to meet specific teaching and research demands but also to perform behaviors that fall outside of the job scope. Such non-contractual yet discretionary behaviors are the so-called Organizational Citizenship Behavior (OCB), without which higher education institutions will not operate and succeed so well (Organ, 1988). Helping colleagues, volunteering to conduct some institutional duties, attending non-obligatory meetings, mentoring students are some of the activities that can be classified as OCB, and that can positively influence the collaborative, effective academic atmosphere (Jadoon, Sohail, & Khalil, 2023; Eyupoglu, 2016).

University education and most importantly in universities of the government sector is very important in knowledge creation, innovation and service to the community through research and outreach services. Such expectations cannot be fulfilled based on a contractual basis; instead, they require the faculties who exude initiative, collegiality, and dedication to the wellbeing of the institution as these are the hallmarks of OCB (Ozaslan, 2019; Kamoga et al., 2022). Citizenship behaviors of teachers not only have a benefit to the institution, but also to the student, administrators and the community at large, and at times promote emotional well-being and job satisfaction (Ali et al, 2023; Manzoor & Ghafoor, 2024).

In the context of Sindh, Pakistan, especially its northern region, public universities face several institutional and environmental challenges, such as resource constraints, increasing workloads, and limited promotion opportunities. These factors can affect faculty motivation and restrict their willingness to engage in extra-role behaviors (Shah, 2019). Nonetheless, many teachers in these universities continue to display strong citizenship behaviors, driven either by professional commitment or intrinsic motivation.

Despite its importance, there is limited empirical research examining OCB among university teachers in Sindh, particularly with regard to how it varies across demographic variables such as gender, university, qualification, and designation. Globally, literature has shown that demographic factors can influence OCB: women tend to exhibit higher levels of helping behavior, while senior faculty may be more inclined toward civic engagement (Podsakoff et al., 2000; Sajid & Akhtar, 2020). However, the relevance of such patterns in the Sindh context remains underexplored.

By focusing on updated dimensions of OCB—Voice, Employee Sustainability, Civic Virtue, Helping, and Social Participation (da Silva et al., 2024)—this study departs from older models and reflects the realities of academic work more accurately. The results will help university administrators, HR departments, and policymakers design targeted interventions to nurture positive behaviors, enhance productivity, and strengthen institutional culture.

LITERATURE REVIEW

DEFINITION AND DIMENSION OF ORGANIZATION CITIZENSHIP BEHAVIOR (OCB)

Organizational Citizenship Behavior (OCB) is defined as a volunteer extra-role behavior displayed by the employees through which the employees make no formal reward, but help the organizations to achieve organizational performance (Organ, 1988). OCB describes voluntary discretionary ways in which workers perform actions above and beyond their formal job requirements which enhance organizational productivity (Rizaie et al., 2023;

Prasad et al., 2024). These voluntary behaviors which involve helping colleagues and punctuality and rule compliance help both increase task performance and establish improved social procedures and psychological atmospheres within the organization (Prasad et al., 2024). According to WeLearn (2023), OCB may be defined as a set of behaviors which are not officially prescribed in an employee's job description but which are done willingly in order to improve organizational roles and tasks. They are useful in increasing co-ordination, promoting effective culture, increasing productivity, and promoting respect of diversity and creativity. Different scholars have over time forwarded different dimensional constructs of OCB. The present study bases itself on the finalized five-dimensional model by Camila da Silva et al. (2024) that is highly applicable to academic settings:

Voice: The readiness to raise the voice through suggestions or comments given in order to make the organization a better place.

Employee Sustainability: Actions which enhance the long-term viability of the institution, examples of which are the reduction in the number of wastes or simply stress management.

Civic Virtue: The part of the virtue is to take part in rulership and stay well aware of institutional affairs.

Helping: Offering to others optional support to colleagues and students.

Social Participation: contribution and participation in the social life of academic life.

The dimensions will provide a more contextualimately informed view of the organizational support of faculty with respect to unrewarded and voluntary proactive participation in supporting organizational outcomes.

OCB WITHIN THE HIGHER EDUCATION FRAMES

The relevance of OCB in particular is to be seen in the context of the higher education sector where formal job definitions tend to be inadequate in measuring quality of contribution that the academic staff should make. In tertiary educational establishments, OCB was related to enhanced cooperation of the team, enhanced student performance, and innovations on an institutional level (Nguyen et al., 2022). When teachers perform OCB through sharing of knowledge, support to their colleagues or mentoring students, they create a culture of congeniality that not only improves institutional performance but also makes employees happier. OCB has a broad implication in higher education. Engagement that we reflect on and integrate into our practices, is not limited to student success; faculty and staff who exhibit OCB usually assists in creating an enriched learning environment and offer mentorship that nurtures holistic student growth (Somech & Ron, 2007).

Several international studies underscore the value of OCB in academic settings. In European contexts, institutions where OCB is prevalent enjoy stronger reputational and functional outcomes (Duberley & Johnson, 2013). Vietnamese and U.S. studies also link OCB with greater organizational commitment and self-efficacy, especially when trust among colleagues is high (Nguyen et al., 2022; Zheng et al., 2023).

OCB is crucial for improving the quality of higher education by promoting collaboration, innovation, and effectiveness within institutions. To maintain these advantages, higher education institutions need to acknowledge and reward OCB while also tackling potential issues, like overwhelming staff. By taking these steps, they can create a supportive environment where organizational citizenship behaviors flourish, ultimately benefiting both individuals and the institutions themselves.

GLOBAL AND PAKISTANI STUDIES ON OCB

In Pakistan, the concept of OCB has gained attention in the last decade as universities face mounting pressures to enhance performance. Ghaus, Lodhi, and Shakir (2018) found that Pakistani faculty display high OCB when they perceive institutional support and strong leadership. Their behaviors include helping colleagues, attending voluntary events, and contributing to administrative functions. Abdullah and Akhar (2016) linked job satisfaction to increased OCB in university settings

However, research specific to Sindh's public universities remains sparse, despite the region's distinctive institutional and socio-economic challenges. This study addresses that gap by offering empirical insight into OCB levels and demographic influences within this underexplored academic context.

In European countries, institutions where the employees exhibited OCB was associated with enhanced institutional image and enhanced institutional performance (Duberley & Johnson, 2013). A research implemented in the United States showed that those faculty members who engaged in OCBs brought in more funds to the institutional agenda and mentor junior colleagues (Lee & Allen, 2021). Similarly, U.S based studies have also examined the link between trust with peer, teacher professional competence self-expectancy, and OCB. In line with the findings, it is proposed that trust in colleagues a positive influence on teachers' self-efficacy, which in turn will improve the OCB, meaning that the supportive collegial environment can greatly help in the promotion of behaviors that will be beneficial to the institution, (Zheng et al., 2023). These studies buttress that which encourages OCB should be cultivated to increase organizational commitment, teaching effectiveness and educational organizations effectiveness.

DEMOGRAPHIC INFLUENCES ON OCB

Several demographic factors have been shown to influence OCB in academic and organizational contexts.

GENDER

Multiple studies report that female employees often score higher on helping behaviors and social participation, possibly due to stronger interpersonal orientation (Podsakoff et al., 2000). In academic settings, female faculty tend to engage more in mentoring, emotional support, and collaborative tasks.

ACADEMIC QUALIFICATION

Faculty with advanced qualifications—such as PhDs—have been found to exhibit higher levels of Civic Virtue and Employee Sustainability, possibly due to increased institutional identification and participation in academic governance (Grego-Planer, 2019).

DESIGNATION AND EXPERIENCE

People tend to think that higher academic rank is connected to greater OCB, especially linked to the area of Civic Virtue, since high-ranking faculty members have a higher engagement in decision-making processes at the university (Zaman et al., 2019). This trend compliments the fact that designation may be used to define the level at which faculty will perform organizational tasks besides teaching and research.

ORGANIZATIONAL AND CULTURE FACTORS

OCB is also fairly predicted by job satisfaction, institutional support and leadership style. Transformational, participative and other types of leadership were shown to raise the levels of OCB, whereas toxic culture and absenteeism in roles, on the contrary, diminish it (Saqib & Rasheed, 2015; Ghaus et al., 2018).



RESEARCH GAP

Although there is increasing interest in OCB within higher education sector in Pakistan, limited empirical evidence suggests impact of various demographic variables, including gender, university affiliation, academic qualification and designation on OCB among the university teachers in Sindh. The majority of available research targets virtually urban centers such as Lahore and Islamabad. The given study addresses this gap by examining faculty behaviors in a number of public universities in Northern Sindh, where systemic issues can influence the manifestation and emergence of OCB.

RESEARCH METHODOLOGY

The study involved quantitative research design, which is questionnaire based. The correlational nature of the design allowed the researcher to explore patterns / associations between the demographic variables (e.g, gender, qualification, designation and university affiliation) and OCB dimensions. The population consisted of all teaching faculty from seven public sector universities in Sindh, totaling approximately 600 faculty members. The researcher adopted a census method, attempting to reach the entire population. Out of the distributed questionnaires, 225 completed responses were received and used for data analysis. The data collection instrument was a structured questionnaire comprising two standardized scales: The OCB scale, originally developed by Dekas et al. (2013) and adapted for this study, measures five dimensions: Voice, Employee Sustainability, Civic Virtue, Helping and Social Participation. It consists of 23 items rated on a 5-point Likert scale ranging from "Strongly Disagree (1)" to "Strongly Agree (5)". The instrument underwent expert validation from the Department of Education, University of Sindh, to ensure clarity and contextual relevance. Based on feedback, modifications were made before its final deployment. A pilot test was conducted in three universities, with 10 teachers from each institution participating. No major revisions were needed after the pilot phase.

The internal consistency of the OCB instrument was tested using Cronbach’s Alpha. All five dimensions showed acceptable reliability:

Subscale	Items	α (Reliability)
Voice	4	0.83
Employee Sustainability	4	0.75
Civic Virtue	5	0.70
Helping	6	0.69
Social Participation	4	0.67

A Cronbach’s Alpha value of 0.70 or higher indicates acceptable internal consistency, while values between 0.60–0.69 are considered marginally acceptable, especially in exploratory social science research. The Voice subscale achieved the highest reliability ($\alpha = 0.83$), indicating strong internal consistency. This suggests that the items within the Voice dimension reliably measure the construct. Employee Sustainability ($\alpha = 0.75$) and Civic Virtue ($\alpha = 0.70$) also met the threshold for acceptable reliability, supporting their use in further analysis. The Helping ($\alpha = 0.69$) and Social Participation ($\alpha = 0.67$) subscales fell slightly below the 0.70 threshold but are still considered acceptable given the exploratory nature of the study and the complex behaviors being measured. Overall, the instrument demonstrated satisfactory reliability, allowing for valid interpretation of results related to the five dimensions of OCB in the context of public sector universities in Sindh.

Data collection was conducted through personal visits to the selected universities. Prior permission was obtained from university administrations. All data were collected within a defined time frame to maintain uniformity. Data were analyzed using SPSS

(Statistical Package for Social Sciences). The following techniques were applied: Descriptive statistics, Independent sample t-tests and One-way ANOVA.

DATA ANALYSIS/RESULTS

DESCRIPTIVE STATISTICS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

The descriptive analysis of teachers’ responses indicates a high level of Organizational Citizenship Behavior among the respondents. Most items in the OCB scale received mean scores above 4.0, particularly in the Helping, Voice, and Employee Sustainability dimensions. However, a few statements such as CV1, CV5, HEL6, and SP4 received scores between 3.00 and 3.99, reflecting average levels of agreement.

GENDER DIFFERENCES IN OCB

An independent sample t-test was conducted to explore gender differences in OCB. The results were as follows:

TABLE 1: GENDER DIFFERENCES IN OCB

Gender	Mean OCB	SD	p-value
Male	2.40	0.46	0.000
Female	2.84	0.91	

The analysis revealed a statistically significant difference between male and female teachers ($p < 0.01$). Female faculty members reported higher OCB levels, with particular strengths in the dimensions of Helping and Social Participation. This suggests that women are more likely to engage in supportive behaviors and informal collegial engagement within academic environments.

This finding aligns with previous research by Podsakoff et al. (2000) and Sajid and Akhtar (2020), which has consistently shown that women exhibit stronger interpersonal and communal behaviors in organizational contexts. The result may reflect cultural norms, intrinsic motivations, or role expectations that encourage female faculty to contribute more voluntarily to the social and relational fabric of the university.

UNIVERSITY AFFILIATION AND OCB

A one-way ANOVA was conducted to examine differences in OCB based on university affiliation.

TABLE 2: DIFFERENCES IN OCB BASED ON UNIVERSITY AFFILIATION

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.712	2	19.356	0.533	0.587
Within Groups	8055.937	222	36.288		
Total	8094.649	224			

The p-value of 0.587 indicates no statistically significant differences in OCB scores across universities. This suggests that, despite potential institutional variations in leadership, resources, or academic culture, faculty members across the sampled universities exhibit comparable levels of citizenship behavior.

This uniformity may reflect shared challenges and expectations across public universities in Sindh, where faculty roles, workloads, and institutional pressures are largely similar. It also suggests a generally stable behavioral culture among academic staff within the region.



QUALIFICATION AND OCB

TABLE 3: ANOVA TEST

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	105.464	3	35.155	0.972	0.407
Within Groups	7989.185	221	36.150		
Total	8094.649	224			

The p-value of 0.407 indicates that differences in OCB across qualification levels were not statistically significant. However, descriptive trends suggest that PhD holders demonstrated slightly higher mean scores, especially in Civic Virtue and Employee Sustainability.

These findings imply that while higher qualifications may be associated with deeper institutional involvement and awareness, they do not uniformly translate into higher voluntary engagement. Other factors—such as motivation, organizational support, or job satisfaction—may play a more significant role in determining OCB than academic qualification alone.

DESIGNATION AND OCB

TABLE 4: OCB VARIATION BY DESIGNATION

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.922	3	11.307	0.310	0.818
Within Groups	8060.727	221	36.474		
Total	8094.649	224			

With a p-value of 0.818, the analysis reveals no statistically significant differences in OCB scores based on designation. Nonetheless, mean score trends show that Professors and Associate Professors scored slightly higher on Voice and Civic Virtue.

This may reflect their increased participation in institutional decision-making, committees, and governance, which are roles aligned with those OCB dimensions. However, the lack of statistical significance suggests that younger or lower-ranked faculty are equally capable of demonstrating OCB, particularly in Helping and Social Participation.

SUMMARY OF FINDINGS

Female faculty members reported significantly higher levels of OCB compared to males.

No significant differences were found in overall OCB based on university, qualification, or designation, though small trends were noted (e.g., PhDs scoring higher in Civic Virtue).

Teachers overall exhibited high OCB, especially in Helping and Voice behaviors.

DISCUSSION & CONCLUSION

It was investigated in this research study how Organizational Citizenship Behavior (OCB) of university teachers in Sindh remains differing in various demographics-related factors namely gender, qualification, university affiliation, and academic title. When the findings will be interpreted under the framework of existing research, it has some important insights, expected and unexpected.

OCB GENDER DIFFERENCES

The research established that female teachers indicated remarkably degree of OCB as compared to their male counter parts. Precisely, women performed well in the dimension of Helping and Social Participation. This corresponds to other literature such as the findings of Podsakoff et al., (2000), who emphasized on the behavior of women being in general more inclined on interpersonal support. A comparable result was reported by Aftab et al. (2020) who discovered that gender mediates the connection between the two variables of organizational commitment and OCB at Pakistani universities, where female faculty members demonstrated greater organizational commitment and effectively provided prosocial behaviors.

Such a difference can be explained by the existence of such higher OCB in females because more females are more inclined to community-building, empathy, and emotional labor in academic environments. Besides, women tend to be placed in a nurturing role as forced by culture of Pakistani culture, which can be converted to stronger acts of citizenship at the workplace.

OCBP AND OCB UNIVERSITY AFFILIATION

Although the institutional cultures and leadership styles differed, OCB resultant of different universities affiliation produced no statistically significant difference. This implies uniformity of perception and practice of citizenship behaviors by university teachers in Sindh to a relatively larger extent.

This finding appears to be a bit unexpected, as earlier researchers like Tunio et al. (2022) draw attention to the necessity of transformational leadership to increase OCB. It can be explained with the single fact that potential difference in institutional policies does not influence faculty expectations and workloads in a number of ways, making the result of a certain culture of voluntary contributions become common among the institutions belonging to the public sector regardless of their particular institutional affiliation.

OCB AND QUALIFICATION

Compared to their non-PhD counterparts, PhD holders demonstrated a little bit more Civic Virtue and Employee Sustainability, but the results did not show any statistical disparity. This is in contrast to the earlier presumptions (Sajid & Akhtar, 2020) that academic qualification is a booster of OCB as the same creates greater awareness of the duties of the institution. The possible solution can be the fact that OCB is more based on intrinsic motivation and work climate, not on the education level separately.

DESIGNATION AND OCB

The analysis showed no significant differences in OCB across academic ranks (Lecturer, Assistant Professor, Associate Professor, Professor), although senior faculty exhibited marginally higher scores in Voice and Civic Virtue. This pattern is consistent with the findings of Ghaus et al. (2018), who suggested that with professional maturity comes a stronger sense of institutional responsibility, but the lack of significance in the current study may indicate that even junior faculty members demonstrate commendable levels of OCB in the face of institutional challenges

The results broadly support national and international literature that links OCB with enhanced organizational functioning and collegiality. For example: Yousef et al. (2023) reported that OCB is highest among teachers who perceive a supportive work environment. According to the study developed by Rahman and Khan (2022), there were high levels of collaboration between professional loyalty and the dimensions of OCB (particularly altruism and civic virtue). Ahmed et al. (2024) also pointed out that OCB flourishes when

there is a faculty with a feeling of belonging and commitment to the institution. Such comparisons prove that the teachers in universities in Sindh are not an exception as there is a global wave where OCB is significant in the enhancement of academic performance, cooperation, and growth among the students.

The aim of the study was to understand the amount of Organizational Citizenship Behavior (OCB) that exists in Sindh based university teachers and how all the depictions related to the level of behavior of teachers. The results indicate that faculties in different universities tend to have higher OCB to a large extent especially in the criteria of Helping, Voice, and Civic Virtue.

The statistically significant gender difference was found where female faculty in the dimensions of OCB was at a higher level, particularly the dimensions of interpersonal and supportive behaviors. No major differences however were found with regard to university affiliation, academic qualification and designation.

These results show that, despite individual variation as a factor of the gender aspect being able to influence OCB, there seems to be a more or less standard behavior climate through the institution in terms of the public university setting the context in Sindh. This is even more reason why causal institutions should look at ways of stimulating OCB not only on the individual level, but also at an institutional level.

Knowing the demographic trends in OCB is important as it creates the possibility to deploy strategies defined by the university leaders and the HR specialists that would support inclusive and productive workplace cultures. It also offers pointers on where more support or interventions can be needed, in which matters there are better expressions of the voluntary prosocial behaviors on all faculty levels.

RECOMMENDATIONS

Based on the study findings, the following recommendations are proposed:

- Institutions should design and conduct regular training workshops focused on developing OCB dimensions such as Voice, Helping, and Social Participation. Special attention can be given to encouraging male faculty to engage more in communal and collaborative behaviors.
- University administrations should develop recognition systems to highlight and reward acts of OCB. This could include awards for teamwork, peer support, mentoring, or institutional involvement.
- Encourage senior faculty members to mentor juniors, especially in the areas of Civic Virtue and Voice. Structured mentoring could build a stronger culture of voluntary engagement.
- Include OCB-related elements (e.g., participation in committees, peer support, volunteerism) in faculty performance evaluations to encourage a broader contribution beyond teaching and research. Since female faculty demonstrate stronger OCB, institutions should leverage this strength by placing more women in leadership or community-oriented roles where such behaviors can create institutional ripple effects.

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