

Organizational Culture and Lecturer Creativity in the Development of Student Organizational Citizenship Behavior

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ABSTRACT

Management researchers have established a connection between Organisational Citizenship Behaviour (OCB) and individual achievement in organisational environments. However, there is a limited number of studies that specifically focus on OCB among college and university students. This study aims to investigate the phenomenon of Organisational Citizenship Behaviour (OCB) among undergraduate college students. Specifically, it explores how organisational culture and lecturer's inventiveness influence students' OCB in the college setting. A total of 104 students from a private College in Luwuk Banggai were surveyed to gather data. The technique of data analysis using regression analysis and Structural Equation Modelling (SEM). The findings suggest that the organisational culture, characterised by a focus on details, and the lecturer's creativity, characterised by flexible and spontaneous thinking, have the greatest impact on students' organisational citizenship behaviour (OCB) in terms of their initiative, within the college setting. Thus, it can be inferred that when fostering students' Organisational Citizenship Behaviour (OCB), it is important to consider both the organisational culture and the creativity of the lecturers.

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1. INTRODUCTION

Developing the quality of education, particularly in the era of educational 4.0 and 21st century learning, heavily relies on character formation. The primary goal of higher education is to cultivate graduate students who possess not only intellectual acumen but also exemplary moral integrity. This character will serve as the foundation for the acquisition of knowledge that is advantageous to the progress of humanity. The characteristic of Organisational Citizenship Behaviour is exemplified by behaviours such as mutual help, tolerance, individual initiative, self-development, adherence to regulations, and loyalty to the organisation (Laihad G.H, 2018; Podsakoff et al., 2000; Jahangir et al., 2004). Students with high Organisational Citizenship Behaviour (OCB) would greatly contribute to the development of a smart and high-quality young generation, which will be advantageous for the country. Students will demonstrate empathy towards their peers and the environment, offering assistance to those in need. They will exhibit dispute-resolution skills and may even assume the role of a mediator due to

their strong capacity for tolerance. Students will possess a strong sense of initiative in adapting to the educational 4.0 era, capable of self-development without relying on external entities. Students also prioritise the perpetuity of Higher Education by actively participating in campus development. Students will willingly adhere to the regulations of Higher Education and possess a strong sense of ownership and pride in their University. Therefore, Organisational Citizenship Behaviour (OCB) is characterised by behaviour that exceeds the anticipated criteria, as supported by several studies (Laihad G.H, 2019; Calquitt et al., 2009; Mac Shane et al., 2008).

The existence of numerous cases pertaining to student tolerance, academic behavior cheating, individual initiative, and self-development, as evidenced by the works of Juwita (2018), Wilde et al. (2012), Siregar (2019), Elana Era (2019), May (2018), Stelnicki et al. (2015), and Mesarosova (2017), collectively highlight a pervasive challenge in cultivating organizational citizenship behavior (OCB) among students. These scholarly inquiries underscore the ongoing need for proactive efforts in educational institutions to foster a culture of respect, integrity, initiative, and self-improvement among students. Addressing these issues not only promotes a more harmonious learning environment but also plays a pivotal role in enhancing students' overall contributions to their academic communities .

Attaining a high level of Organisational Citizenship Behaviour (OCB) is possible when there is a favourable organisational culture (Laihad G.H, 2018; Aldrin, 2019; Shane P. Desselle, 2017). Students will exhibit more focused behaviour by gaining a comprehensive awareness of the organisational culture inside the school setting. Furthermore, the attainment of high Organisational Citizenship Behaviour (OCB) can be facilitated by the presence of innovative educators who offer effective instruction (Blazar & Kraft, 2017). This enables students to develop personal initiative as a means of adapting to the demands of the millennial era. The dimensions and indicators of Organisational Citizenship Behaviour (OCB) are as outlined below: 1) Assistance, 2) Acceptance, 3) Personal Drive, 4) Self-improvement, 5) Ethical standards in society, 6) Adherence, 7) Dedication (Callquitt et al., 2009; Robbins, 2009; Greenberg, 2008; Podsakoff, 2000; Laihad G.H, 2019). Prior studies have demonstrated a direct correlation between Organisational Citizenship Behaviour (OCB) and organisational culture, indicating that when organisational culture strengthens, OCB also increases (Laihad G.H, 2018; Aldrin, 2019). Similarly, in the context of teacher creativity, the level of creativity in teaching will have an impact on their attitudes and behaviour (Blazer & Kraft, 2017).

In the context of the educational era 4.0, it is crucial to possess a high level of Organisational Citizenship Behaviour (OCB) due to the upcoming challenges. These challenges necessitate the younger generation to possess various skills, including 1) effective communication skills, 2) the ability to generate creative and sustainable solutions, 3) proficiency in technology, 4) the capability to work collaboratively in teams, 5) a tolerance for ambiguity, and 6) compliance with rules and regulations (Hecklau et al., 2016).

Several feasible study gaps emerge from the preceding description; for example, there are no direct references to the effect of OCB and campus organisational culture on student conduct. This might be an area where more study is needed. Although the link between OCB and corporate culture has been explored, its applicability to the unique dynamics of higher education, where students and faculty play distinct roles, remains to be shown. New insights into how to boost exemplary conduct in the classroom will be gained from this investigation of the impact of campus organisational culture and lecturer inventiveness on students' OCB. New insights into how students can be better prepared for the future have been provided by the focus on the significance of OCB in meeting the educational challenges of the 4.0 age. Based on the above, researchers are curious to learn if there is any correlation between student organisational culture and lecturer innovation in the development of OCB.

2. METHODS

This research uses quantitative research methods by distributing Organizational Citizenship Behavior (OCB) instruments, Organizational Culture and creativity via online. The population of respondents from this study were 169 students and the number of samples based on the Slovin formula

were 118 respondents. From the sample of 118 respondents, 104 respondents can be used, it means that the number of samples in this study is 104 respondents. The quantitative data obtained were analyzed using SEM analysis technique using Lisrel 8.7, testing normality, interpreting the results of testing of measurement models and Structural models, and overall model goodness of fit test. It is expected that the dominant factors of organizational culture and lecturer creativity can be found that can enhance student OCB.

3. FINDINGS AND DISCUSSION

3.1 Findings

The gathered quantitative data were analysed using the structural equation modelling (SEM) technique with Lisrel 8.7. The study involved checking for normality, evaluating the results of the measurement models and structural models, and conducting an overall model goodness of fit test.

Table 1. Normality Test Results Based on Questionnaires

No	Indicator	P-Value	Description
1	X1	0,47	Normal
2	X2	0,47	Normal
3	X3	0,41	Normal
4	X4	0,61	Normal
5	X5	0,29	Normal
6	Y1	0,58	Normal
7	Y2	0,81	Normal
8	Y3	0,85	Normal
9	Y4	0,91	Normal
10	Z1	0,64	Normal
11	Z2	0,67	Normal
12	Z3	1,09	Normal
13	Z4	1,01	Normal
14	Z5	0,84	Normal
15	Z6	0,78	Normal
16	Z7	0,64	Normal

The provided table displays the outcomes of the univariate normality test conducted on the questionnaire data. The study demonstrates linearity, with the F value having a significance level of ≥ 0.05 . The normality test conducted using Lisrel 8.7 indicates normality in all indicators individually, as evidenced by a p-value > 0.05 at a significance level of $\alpha = 0.05$.

Table 2. Cut-off guidelines for interpreting the results of testing the measurement model and structural model

Type of Testing	Criteria	Value Cut-off	Description
Measurement Model Analysis			
1. Validity test	<i>Standardized Factor Loading (SFL)</i>	≥ 0.50	Valid
	<i>t-value</i>	≥ 1.96	Valid/ Significant
2. Match Test Whole Model (<i>Goodness of Fit</i>)	<i>p-value of χ^2</i>	≤ 0.05	(good fit)
	RMSEA	≤ 0.08	(good fit)
	NFI	≥ 0.90	(good fit)
	NNFI	≥ 0.90	(good fit)
	RFI	≥ 0.90	(good fit)
	CFI	≥ 0.90	(good fit)
	IFI	≥ 0.90	(good fit)
	<i>Standardized RMR</i>	≤ 0.05	(good fit)
	GFI	≥ 0.90	(good fit)
	AGFI	≥ 0.90	(good fit)
3. Reliability Test	<i>Construct Reliability (CR)</i>	≥ 0.70	Good reliability
	<i>Variance Extracted (VE)</i>	≥ 0.50	Good reliability
Structural Model Analysis			
1. Overall Fit Test Model (<i>Goodness of Fit</i>)	Same as above		
2. Analysis Connection Causal	<i>t-value</i> and Coefficient of Structural Equation	≥ 1.96 (absolute value) = Significant	The number R2 indicates that the exogenous latent variable Explain the % variance Against endogenous latent variables
	Coefficient of Determination (R ²)	R ² < 0.2 = weak R ² between 0.2 and 0.5 = currently; R ² > 0.5 = strong (Sridharan <i>et al.</i> , 2012)	

Source: Wijanto (2008)

Table 3. The goodness of fit test overall model

GOF	Cut off Value	Value of research result	Description
Chi-square (χ^2)	preferably smaller than	97.49	Pretty good: fit
Df		84	Pretty good: fit
Chi-square (χ^2)/df	≤ 3 (2:1 (Tabachnik and Fidell, 2007) and 3:1 (Kline, 2005))	1.16	Good: good fit
Probability (P-value)	≤ 0,05	0.149	Good: good fit
RMR	Good models have small RMR (Tabachnik and Fidell, 2007), ≤ 0,05 or 0,08 (Hair 2007)	0.0808	Good: good fit
RMSEA	≤ 0,08	0.04	Good: goodfit
GFI	≥ 0,90	0.884	Good: good fit
AGFI	≥ 0,90	0.834	Good: good fit

CFI	≥ 0,90	0.978	Good: good fit
NFI	≥ 0,90	0.905	Good: good fit
NNFI	≥ 0,90	0.972	Good: good fit
RFI	≥ 0,90	0.881	Good: good fit
IFI	≥ 0,90	0.978	Good : good fit

In order to find out whether a proposed measurement model is fit or not with data, then the measurement model suitability testing is carried out. A measurement model can be called fit with data if the model can estimate the data covariance matrix. The size of fit is indicated by the size of Chi-squared (χ^2) / $df \leq 3$. The processed data is produced that the Chi-squared value (χ^2) / $df = 1.16$. This means that the measurement model is fit (very good). Other factors that determine the size of the goodness of fit test (GOF) are CFI values greater than 0.90, P-count Chi-squared statistics produced by the model is greater or equal to 0.05 where the model is in good category because the P- value the count is 0.12 or the RMSEA value is less than 0.08

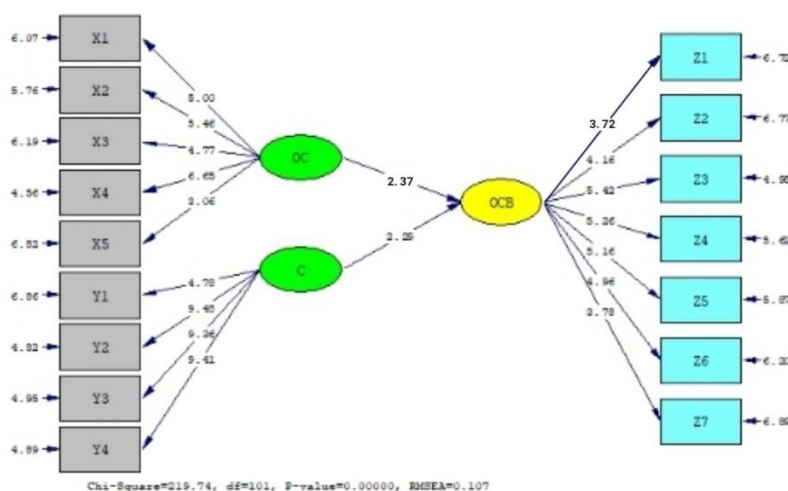


Figure 1. t-count Equation Test Results

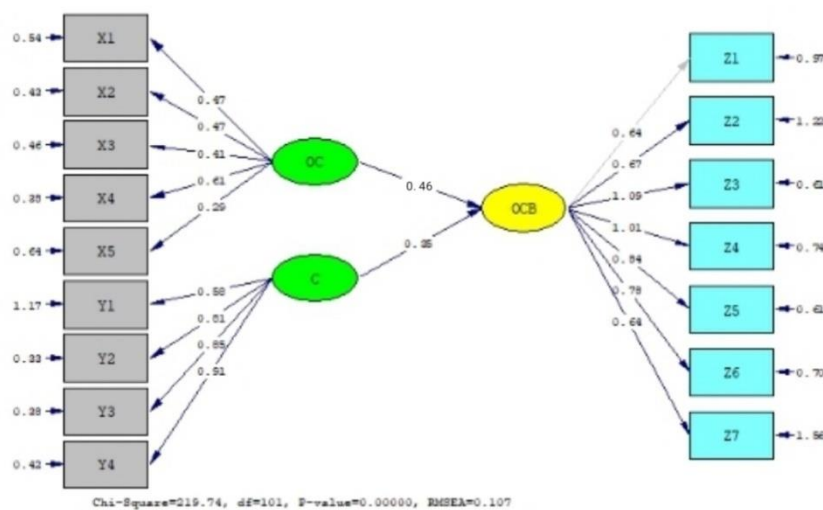


Figure 2. t-value equation test results (regression coefficient)

The table below shows the effect of OC-OCB and C-OCB on regression coefficients, t-counts, and t-tables, as well as conclusions from the quantitative results obtained

Table 4. The influence of OC-OCB and C-OCB

Influence	Coefficient regression	T-Count	T-table	Result	Conclusions
OC – OCB	$(0,46)^2 = 0,2116$	2,37	1,96	t-count > t-table	Positive affect
C – OCB	$(0,35)^2 = 0,1225$	2,29	1,96	t-count < t-table	Positive affect

STRUCTURAL EQUATION MODEL
OCB = 0.46*OC+0.35*C, Errorvar.=0.15,R² = 0.85

2.37 2.29 26.77

3.2 Discussion

The influence of organizational culture on Organizational Citizen Behavior (OCB) is a crucial aspect of understanding employee behavior within an organization. In this context, a regression coefficient of 0.46 suggests a positive relationship between organizational culture and OCB. This coefficient indicates that as the organizational culture becomes more favorable or aligned with certain values and behaviors, OCB tends to increase by 0.46 units on average. The t-count of 2.37, which is greater than the critical value of 1.96, signifies that this relationship is statistically significant, meaning that it is unlikely to have occurred by chance alone. Furthermore, the dimension of Attention to Detail appears to be a critical element within the organizational culture that contributes significantly to this relationship, as evidenced by its high Standard Loading Factor value of 6.65. This suggests that the organization's emphasis on attention to detail within its cultural framework strongly influences employees' willingness to engage in OCB.

Employees within such a university are prone to displaying behaviours that surpass their official job descriptions, such as assisting colleagues, willingly taking on extra responsibilities, or exerting additional efforts to ensure tasks are executed with great attention to detail. This observation highlights the significance of cultivating a culture that values meticulousness in order to promote and augment Organisational Citizenship Behaviour (OCB), ultimately benefiting the entire organisation by improving teamwork, performance, and employee happiness. The influence of creativity on Organisational Citizen Behaviour (OCB) is a crucial factor in comprehending employee conduct within a company. The regression coefficient of 0.35 signifies a direct correlation between creativity and OCB, implying that when creativity rises within the organisational setting, OCB tends to grow by an average of 0.35 units. This suggests that individuals who have higher levels of creativity are more inclined to participate in activities that extend beyond their designated job responsibilities, such as proposing inventive solutions, collaborating on imaginative initiatives, or providing original ideas to enhance the organisation. The statistical significance of this link is confirmed by the t-count of 2.29, which surpasses the critical value of 1.96. This suggests that the correlation between creativity and OCB is unlikely to be a result of random chance and is, therefore, statistically significant. Moreover, the prominence of flexible and spontaneous thinking, as indicated by its substantial Standard Loading Factor value of 9.48, highlights the need of cultivating this particular facet of creativity within the organisational culture. Promoting a mindset of adaptability and spontaneity among employees can create a work atmosphere that embraces and appreciates new ideas, ultimately fostering increased levels of Organisational Citizenship Behaviour (OCB) and enhancing the organization's culture of innovation and collaboration.

The combined influence of Organizational Culture and Creativity on Organizational Citizen Behavior (OCB), as indicated by the calculated F value of 26.77, reveals a compelling relationship. This F value, surpassing the critical threshold of 3.04, signifies that the joint impact of organizational culture and creativity is statistically significant. This suggests that when an organization fosters both a culture that encourages creativity and a climate that values and promotes innovative thinking, employees are more likely to exhibit OCB. In such an environment, employees are not only inspired to think creatively but also motivated to apply their creativity in ways that extend beyond their formal job descriptions, leading to increased engagement, collaboration, and contributions that benefit the organization as a whole. This finding underscores the importance of creating a holistic organizational culture that nurtures creativity as a means to enhance OCB, ultimately driving organizational success through a more proactive and engaged workforce.

The significant impact of external factors, specifically Organisational Culture and Creativity, accounting for $R^2 = 0.85$ or 85% of the variation in Organisational Citizen Behaviour (OCB), highlights their crucial roles in elucidating and forecasting OCB within the organisation. The strong R^2 value highlights the importance of these two factors in determining OCB, suggesting that they together account for much of the observed diversity in employee behaviour that extends beyond their formal job descriptions. Nevertheless, it is crucial to recognise that the remaining 15% of the variability is impacted by unexplored variables, such as individual personality traits, leadership styles, or external market conditions. The identification of these overlooked factors emphasises the intricate nature of OCB and implies that although Organisational Culture and Creativity play significant roles, a thorough comprehension of OCB may necessitate further investigation into these supplementary variables to encompass the complete range of influences on employee behaviour.

4. CONCLUSION

The study found that dominant factors in organisation culture that increase student OCB are having a group discussion schedule, analysing and evaluating each learning, and rewarding outstanding students. In addition, lecturers' creativity is most influenced by flexible and spontaneous thoughts like accepting new things and student input to improve learning, reflecting at the end of learning, and clearly and confidently making decisions. Thus, improving organisational culture and lecturer inventiveness, especially on dominant aspects, can boost OCB, especially student initiative.

While insightful into how Organisational Culture and Creativity affect Organisational Citizen Behaviour (OCB), this research has limitations. Common technique bias owing to self-report data, removal of unexplored variables that may affect OCB, failure to prove causation in a correlational study, sample selection bias, and limited generalizability if specific contexts were focused on are examples. These limitations suggest care in interpreting the findings and suggest additional study to improve and expand the model. Several ideas can solve this research's weaknesses and improve our understanding of Organisational Culture, Creativity, and Organisational Citizen Behaviour (OCB). First, longitudinal and experimental designs should be used in future studies to establish causation and reduce technique bias. Second, to better understand OCB determinants, researchers should examine leadership styles, individual characteristics, and external contextual factors. Third, including more industries, organisational sizes, and regions in the sample can improve generalizability. Finally, research should examine moderating factors that may affect these associations' strength and direction, providing more nuanced insights into how organisational environments affect OCB.

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