



Faculty of Economics and Business

**Determinants of Organizational Citizenship Behavior among University
Employees in Shandong, China**

Han Yancui

**Master of Science
2025**

Determinants of Organizational Citizenship Behavior among University
Employees in Shandong, China

Han Yancui

A thesis submitted

In fulfillment of the requirements for the degree of Master of Science

(Management)

Faculty of Economics and Business
UNIVERSITI MALAYSIA SARAWAK
2025

DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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Signature

Name: *Han Yancui*

Matric No.: 21020098

Faculty of : Faculty of Economics and Business

University Malaysia Sarawak

Date : 6 May 2025

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all individuals who have contributed, directly or indirectly, to the culmination of this research endeavor. Foremost, I extend my heartfelt appreciation to my esteemed mentor, Dr. Hamrila binti Abdul Latif, for her invaluable guidance and unwavering support throughout this academic pursuit.

Additionally, I wish to extend my heartfelt thanks to my colleagues and friends, Yan Fangliang and Teng Lin, for their encouragement and assistance throughout the course of this study.

Furthermore, I am deeply indebted to the Centre for Graduate Studies at University Malaysia Sarawak for their continuous support and guidance, which significantly enriched my academic journey.

Lastly, my sincere appreciation goes to the administration of University Malaysia Sarawak for providing the necessary resources and conducive academic environment that facilitated the successful completion of my studies in Sarawak.

My gratitude extends to all those who have contributed in any capacity.

ABSTRACT

This study is centered on a comprehensive examination of the factors that influence employee organizational citizenship behavior (OCB). In particular, it delves into the intricate relationships between employee job performance, personal development, and job satisfaction, and how these variables impact the manifestation of organizational citizenship behavior within the workplace. The study employs a quantitative analysis method, allowing for a detailed and data-driven exploration of these relationships. The target population for this study consisted of lecturers from Shandong University. Using purposive sampling, 500 questionnaires were distributed, resulting in 412 valid responses, achieving a response rate of 82.4%. Among the respondents, 183 were male, representing 44.42% of the sample, while 229 were female, accounting for 55.58%. Through rigorous data collection and analysis, this study substantiates the positive influence of job performance, personal development, and job satisfaction on employee OCB. These findings underscore the interconnectedness between various facets of employee engagement and their propensity towards altruistic behaviors within the organizational context. The validation of these relationships provides empirical support for the hypotheses posited in the study, consolidating existing theoretical frameworks and contributing to a deeper understanding of the mechanisms driving employee behavior and organizational effectiveness.

Keywords: Job performance, personal development, job satisfaction, organizational citizenship behavior

ABSTRAK

Kajian ini tertumpu kepada pemeriksaan menyeluruh terhadap faktor-faktor yang mempengaruhi gelagat kewarganegaraan organisasi (OCB) dalam kalangan pekerja. Khususnya, ia menyelidiki hubungan rumit antara prestasi kerja, pembangunan peribadi, dan kepuasan pekerja, serta bagaimana pembolehubah-pembolehubah ini memberi kesan kepada manifestasi tingkah laku kewarganegaraan organisasi di tempat kerja. Dengan menggunakan kaedah analisis kuantitatif, kajian ini menyediakan penerokaan terperinci dan berasaskan data mengenai hubungan tersebut. Populasi sasaran bagi kajian ini terdiri daripada pensyarah dari Universiti Shandong Menggunakan persampelan bertujuan, 500 borang soal selidik telah diedarkan, menghasilkan 412 jawapan yang sah, mencapai kadar respons sebanyak 82.4%. , manakala 229 adalah wanita, menyumbang 55.58%. Melalui pengumpulan dan analisis data yang teliti, kajian ini membuktikan pengaruh positif prestasi kerja, pembangunan peribadi, dan kepuasan pekerja terhadap OCB. Penemuan ini menekankan kaitan antara pelbagai aspek penglibatan pekerja dan kecenderungan mereka terhadap tingkah laku altruistik dalam konteks organisasi. Pengesahan perhubungan ini memberi sokongan empirikal kepada hipotesis yang dikemukakan, sekaligus mengukuhkan rangka kerja teori sedia ada dan menyumbang kepada pemahaman yang lebih mendalam tentang mekanisme yang mendorong tingkah laku pekerja serta keberkesanan organisasi.

Kata kunci: *Prestasi kerja, pembangunan peribadi, kepuasan pekerja, tingkah laku kewarganegaraan organisasi*

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LIST OF ABBREVIATIONS

OCB	Organizational Citizenship Behavior
OCB-I	Organizational Citizenship Behavior - Individual
OCB-O	Organizational Citizenship Behavior - Organizations
SET	Social Exchange Theory

CHAPTER 1

INTRODUCTION

1.1 Introduction

The aim of this chapter is to delineate research pathways through the formulation of research objectives and goals. It is evident that the organizational citizenship behavior (OCB) of university personnel is exerting an influence on the progress of Chinese universities. Hence, it can be asserted that concentrating this investigation on this subject will facilitate a comprehension of the diverse factors' impact on university staff. This chapter furnishes rationales for the study to underscore the importance of executing it in the most effective manner. This research endeavor can provide valuable insights and recommendations for enhancing OCB among university employees in Shandong Province, China. This chapter delve into the research's background, the current research problem, its significance, research objectives and questions, as well as the delineation of research items.

1.2 Research Background

The Shandong Government has introduced a series of policy measures aimed at promoting the integrated development of local universities (Shandong Provincial People's Government, 2021). These policies include supporting Shandong University to build a "world-class university", accelerating the construction of urgently needed specialty industries, and promoting joint research and development of key technologies between universities and enterprises.

Shandong also plans to introduce renowned foreign universities, promote the

construction of an international talent training platform, and support universities in expanding the scale of graduate training. Ultimately, these policies will help strengthen cooperation between universities and urban areas, promote technological innovation and industrial development. These policies also indicate that Shandong attaches great importance to the construction and development of universities, and employees are an indispensable part of the construction and development of universities. Actively paying attention to the organizational citizenship behavior of university employees can provide more clear information and development directions for the active and healthy development of universities.

In the realm of modern organizations, employees stand as invaluable assets, central to the core functions and efficiency of the entity. The concept of Organizational Citizenship Behavior has gained substantial recognition, particularly in organizational structures characterized by a flattening hierarchy (Zhao & Zhou, 2020). Anitha (2014) have underscored the significance of adopting a people-oriented strategy, which serves as an exceptional and non-replicable source of competitive advantage. Consequently, the motivation of employees' OCB emerges as a critical imperative for businesses in today's highly competitive landscape.

Research by Zhao et al. (2020) has brought to light the profound impact of employees' OCB on innovation and overall performance, especially within private enterprises. Furthermore, recent studies have unveiled that robust OCB can be cultivated through the cultivation of employees' intrinsic work motivation, subsequently leading to an augmentation in their work-related behaviors (Widarko & Anwarodin, 2022).

Research has also confirmed that personal development, job performance, and job

satisfaction are closely related to the development of OCB behavior among employees. Within the context of personal and professional development opportunities, employees tend to experience heightened levels of satisfaction and confidence. This newfound contentment and self-assurance often serve as catalysts, motivating them to actively engage in organizational citizenship behavior, thereby fostering an atmosphere of organizational synergy (Nugroho et al., 2020). Exceptional job performance holds the key to nurturing a strong sense of belonging and responsibility among employees. Consequently, this heightened sense of duty propels them to transcend their basic job responsibilities and actively partake in activities such as assisting colleagues and sharing knowledge, among other pro-organizational behaviors (He et al., 2019).

Furthermore, a positive and symbiotic relationship exists between job satisfaction and OCB. Employees who report high levels of satisfaction are more inclined to exhibit heightened levels of organizational citizenship behavior. This correlation arises from their increased willingness to invest greater effort in supporting the organization, thereby contributing to its enhanced operational efficiency and overall performance (Abubakar et al., 2023).

In light of these critical insights into the nexus between employee behavior, satisfaction, and organizational success, it becomes evident that understanding and fostering OCB among university employees in the Shandong Province, China, is not only pertinent but also imperative. This research aims to delve deeper into these dynamics, shedding light on the unique factors and challenges within this specific context and ultimately providing valuable guidance for enhancing employee's OCB in this region's universities.

1.3 Problem Statement

The intricate web of relationships between employee job performance, personal development, job satisfaction, and their collective influence on OCB remains a relatively unexplored territory in the realm of organizational research. Despite the widespread recognition of the significance of conducive workplace conditions and their role in shaping employee behavior, there is a conspicuous dearth of studies that delve into the unique context of universities and the myriad factors that exert influence over employee OCB within this setting.

Universities, as educational and research institutions, occupy a distinctive position in the professional landscape. They encompass a diverse range of roles and responsibilities, from educators and researchers to administrators and support staff (Nunan, 2022). These individuals collectively form the backbone of an institution's operations, making the study of their work-related behaviors all the more crucial. While existing research on OCB has predominantly revolved around corporate environments, universities present a unique set of challenges and opportunities. Faculty members, for instance, may engage in OCB by mentoring students, sharing knowledge, or participating in departmental activities (Ferris et al., 2022). Administrative staff may contribute to OCB through their involvement in campus events, aiding students in various capacities, or fostering a positive work atmosphere (Hu et al., 2022). These distinct roles and responsibilities within the academic setting can lead to diverse forms of OCB that warrant specialized examination.

Most existing research on OCB predominantly focuses on corporate employees, overlooking the unique dynamics of university employees in terms of organizational behavior. Corporate environments are typically characterized by hierarchical structures,

profit-driven objectives, and standardized performance metrics (Radu & Smaili, 2021), Unlike corporate employees, university staff are often driven by more intrinsic motivations, the roles of university employees are often multifaceted, encompassing teaching, research, and administrative duties, and are primarily driven by intrinsic motivations (Sułkowski, 2023), such as personal development, pursuit of academic excellence, and a sense of social contribution, rather than immediate financial rewards or career advancement (Akosile & Ekemen, 2022). Consequently, existing studies have not sufficiently accounted for the influence of these factors on the organizational citizenship behavior of university employees. This gap highlights the need for further research into the OCB of university staff.

China has made significant advancements in education, securing a prominent position in the global academic community. The unique characteristics of the Chinese university system, deeply rooted in its national culture, have drawn considerable attention and raised questions regarding the organizational behavior of university faculty and staff (Donglong et al., 2020), particularly within the context of Shandong's education sector. Research indicates that the OCB of faculty and staff at Shandong University is influenced by various factors, such as organizational justice and affective organizational commitment (Donglong et al., 2020). Moreover, further studies reveal that the OCB of these individuals has a substantial impact on organizational effectiveness and job performance, including teaching and research outcomes (Moonmuang & Pruettikul, 2024). These findings underscore the critical role of OCB in Chinese universities. However, there remains a significant research gap concerning the specific factors influencing OCB. Additionally, further exploration is needed to understand how organizational members, particularly those in educational institutions, perceive their organizations (Fang & Yu, 2023).

In addition, the social and political environment in China may undergo changes at different times, which may have an impact on the organizational citizenship behavior of lecturers (Alkhadher et al., 2020). In some cases, lecturers may feel that freedom of speech is restricted, which may have an impact on their active participation in social affairs (Yu, 2020). Due to moral and cultural constraints, lecturers find it difficult to express personal opinions or participate in specific organizations on certain social issues (Zhou et al., 2021). lecturers may face expectations from society, which may sometimes be inconsistent with their personal views or beliefs, leading to some controversy (Yu, 2020). Therefore, in terms of developing lecturer OCB, education in China still faces challenges. Therefore, further research on OCB can help understand the influencing factors of lecturer OCB in the Chinese cultural background and indicate the direction of development.

While numerous studies have consistently established a positive association between job performance and OCB, a subset of research, including Purwanto (2022), Rinaldi and Riyanto (2021), Widarko and Anwarodin (2022), and Yang et al. (2022), has produced inconclusive findings. In contrast, Tistingtyas (2021) reported no correlation between employee performance and OCB, and Sunar (2022) discovered a significant negative impact of organizational citizenship behavior on employee performance. These varied research outcomes underscore the complexity of the relationship between employee job performance and OCB within distinct research contexts. Consequently, further investigation is warranted to validate and deepen our understanding of the nuanced connection between job performance and OCB.

The studies of Setyaningrum et al. (2021) and Hamzah et al. (2020) have both confirmed that personal development has a positive impact on OCB. This proves the close

relationship between the two. However, most research on the relationship between personal development and OCB focuses on the financial industry (Jehanzeb, 2020; Rubel & Rahman, 2018), or information technology industry (Mehboob, 2020), and there is still insufficient research on the education industry. Therefore, this study focuses on university workers in Shandong area to further understand the relationship between their personal development and OCB.

The investigation conducted by Saxena et al. (2019) demonstrated a positive linear correlation between job satisfaction and OCB. Conversely, Hamsani et al. (2019) reported a notable adverse association between intrinsic job satisfaction and OCB. Furthermore, Rinaldi and Riyanto (2021) discovered a negative and statistically insignificant influence of organizational citizenship behavior on job satisfaction. Depending on the specific research context, variations in outcomes may arise, highlighting the need for additional confirmation to comprehend the intricate connection between job satisfaction and OCB.

Addressing this noticeable void in the academic literature can yield multifaceted benefits. Firstly, it will contribute to a more holistic and nuanced comprehension of the determinants of OCB. By dissecting the intricate interplay between employee job performance, personal development, job satisfaction, and their collective influence on OCB, researchers can offer fresh insights that extend beyond the confines of traditional workplace dynamics.

Furthermore, the outcomes of such research can have practical implications for universities seeking to enhance their employee engagement, foster collaboration, and elevate overall organizational effectiveness. Understanding the specific drivers and barriers to OCB within academic institutions can empower university leaders to implement targeted

interventions and policies aimed at cultivating a culture of citizenship behavior (Yamada, 2023). For instance, findings from this research could shed light on the importance of creating opportunities for personal and professional development among university employees. This could involve investing in training and development programs tailored to the unique needs of faculty and staff, thereby boosting their job satisfaction and, in turn, their propensity to engage in OCB.

Similarly, identifying the factors that impede OCB within the academic context, such as bureaucratic hurdles or communication barriers, can inform strategies to remove these obstacles (Mousa et al., 2020). Encouraging employees' personal development, promoting their job performance, and improving job satisfaction can also be key gains, prompting universities to implement measures to promote collaborative and supportive work environments (Handayani et al., 2022; Seran et al., 2021).

In conclusion, delving into the intricate relationship between employee job performance, personal development, job satisfaction, and their impact on OCB within the university setting holds great potential. Not only will this research contribute to a richer understanding of OCB determinants, but it will also offer actionable insights that can empower universities to enhance employee engagement, collaboration, and overall organizational effectiveness. As universities continue to evolve and face new challenges, the exploration of these dynamics becomes increasingly pertinent in ensuring their continued success and positive impact on society.

1.4 Research Objectives

RO1: To examine the influence of job performance on employees' organizational

citizenship behavior.

RO2: To examine the influence of personal development on employees' organizational citizenship behavior.

RO3: To examine the influence of job satisfaction on employees' organizational citizenship behavior.

1.5 Research Questions

RQ1: Is there a relationship between the job performance and employees' organizational citizenship behavior ?

RQ2: Is there a relationship between personal development and employees' organizational citizenship behavior?

RQ3: Is there a relationship between job satisfaction and employees' organizational citizenship behavior?

1.6 Significance of the Study

The research significance section is an important component of the research report, which aims to outline the theoretical and practical value of the research. The research significance section can effectively place the research results in a broader context, demonstrating their importance and value.

1.6.1 Practical Significance

This study aims to gain a deeper understanding of the relationship between employee job performance, personal development, and job satisfaction. University leaders

and managers can develop more effective policies and strategies to improve employee job performance and job satisfaction. This will help universities better fulfill their educational and research missions. In addition, research has found that the relationship between employee job performance, personal development, and job satisfaction with OCB can provide guidance for universities on how to motivate employees to actively participate in organizational activities. This helps improve collaboration, teamwork, and overall organizational effectiveness among employees. By optimizing employee job performance and job satisfaction, universities can enhance their competitiveness in the higher education market. Attracting and retaining high-quality faculty is crucial for the reputation and status of universities.

Furthermore, the insights from this research can guide universities worldwide in creating supportive environments that encourage personal and professional growth. Such policies are crucial for retaining high-quality faculty and maintaining competitiveness in the global higher education landscape. The study's findings contribute to a more comprehensive understanding of how universities, regardless of geographical or cultural context, can adapt strategies to meet the evolving demands of education and research.

1.6.2 Theoretical Significance

This study will provide a new field for OCB research, namely higher education. By exploring the OCB of university employees, we can enrich the existing theoretical framework and better understand the determining factors of OCB. This study provides a new theoretical framework for the field of organizational behavior by delving into the interrelationships between employee job performance, personal development, and job satisfaction. This helps theorists better explain and predict employee behavior. By

conducting in-depth research on the behavior and experience of employees in higher education institutions, we can better understand how to optimize the operation of universities to meet the constantly changing needs of higher education today.

1.7 Definition of Terms

Job performance is the measure of how effectively and efficiently an individual fulfills their job responsibilities and contributes to the success of their organization (Koopmans et al., 2011; Kuvaas, 2006; Widarko & Anwarodin, 2022).

Personal development refers to the continuous process of self-improvement, skill enhancement, and self-awareness that individuals engage in to fulfill their potential, grow as individuals, and achieve their personal and professional goals (Caspi et al., 2005; Clegg, & Bradley, 2006; Irving & Williams, 1999).

Job satisfaction is a measure of how content and fulfilled employees are with their job, work environment, and overall experiences within an organization, reflecting their emotional and psychological well-being related to their employment (Abubakar et al., 2023; Gregory, 2011; Tistianingtyas, 2021).

Organizational citizenship behavior refers to discretionary, positive, and voluntary actions that employees undertake in the workplace, which go beyond their formal job responsibilities and contribute to the overall effectiveness and well-being of the organization (Pierce & Maurer, 2009; Podsakoff & MacKenzie, 2014).

1.8 Chapter Summary

Chapter One serves as the foundation of this research, commencing with an

introduction to the study's context and delving into its background. It clearly articulates the problem statement, elucidates the research objectives and questions, and highlights the study's significance. Additionally, it defines the key research items, paving the way for an in-depth exploration of the research's various facets in the subsequent chapters.

CHAPTER 2

LITERATURE REVIEW

2.1 Chapter Introduction

In this chapter, an examination and assessment of literature pertaining to job performance, personal growth, employee contentment, and OCB are conducted. This literature review serves to elucidate the existing research context and previous findings. Through critical examination and comparison of various perspectives, this chapter establishes the research framework for this study. It aims to provide a solid theoretical foundation to guide the research direction and offers an elaboration on the pertinent theoretical underpinnings. Drawing from an extensive review of literature and current research insights, this chapter also puts forth relevant research hypotheses.

2.2 OCB Research among Different Country

OCB has been extensively studied in various countries, reflecting diverse cultural and organizational influences. Research in Western contexts, such as the United States and Europe, often emphasizes individualistic values where OCB is linked to personal initiative, autonomy, and intrinsic motivation (Umdasch, 2021; Vasconcelos et al., 2024). Conversely, studies in collectivist cultures like China, Japan, and South Korea highlight the role of interpersonal harmony, loyalty, and shared goals as drivers of OCB (Baeza et al., 2023; Ying, 2022). These cultural differences underscore the need to contextualize findings and avoid overgeneralizing conclusions across regions. For instance, while perceived organizational support is a significant predictor of OCB in the U.S. (Becerra, 2023), similar studies in China reveal that this relationship is moderated by cultural identity and

hierarchical structures within organizations (Wang, 2024; Zhang, et al., 2023).

In Chinese universities, OCB is uniquely shaped by a combination of traditional Confucian values, modern organizational reforms, and increasing globalization (Lee et al., 2022). Confucianism places a strong emphasis on collective responsibility, respect for authority, and harmonious interpersonal relationships, all of which contribute to fostering OCB among faculty members (Duan et al., 2023). Additionally, the Chinese university system's focus on both teaching and research excellence introduces distinct pressures and incentives that influence OCB. For example, recent studies have shown that academic staff in Chinese universities often exhibit high levels of helping behavior and organizational loyalty, driven by intrinsic satisfaction and national pride (Duffy, 2023; Huang, et al., 2021).

Emerging trends, such as digital transformation, have further reshaped the factors influencing OCB in educational institutions. As universities worldwide adopt digital tools to enhance employee engagement and productivity, the interplay between technology and OCB has gained significant attention (Almohtaseb et al., 2023). Studies from diverse contexts indicate that digital platforms facilitate communication, collaboration, and knowledge sharing, thereby fostering OCB (Nuryanto et al., 2024; Yamada, 2023). However, in China, these trends are compounded by unique challenges, such as digital readiness and generational differences among staff, which require tailored strategies for promoting engagement and OCB (Putra et al., 2024; Sergeevna, 2024).

In summary, the distinct cultural and institutional characteristics of Chinese universities make them an intriguing context for studying OCB. By comparing findings from different regions and integrating recent studies on emerging trends, this research aims

to contribute to a nuanced understanding of the factors influencing OCB. Such comparative insights can help identify best practices and guide organizational strategies in diverse academic settings.

2.3 The Relationship between Job Performance and OCB

Job performance, as described by Koopmans et al. (2011), is the gauge of an individual's effectiveness and efficiency in carrying out their job duties and enhancing the achievements of their organization. The importance of job performance lies in its direct impact on an organization's success and productivity (Sjahrudin et al., 2024). Effective job performance ensures that employees meet their job responsibilities efficiently and effectively, leading to the achievement of organizational goals and objectives (Sahibzada et al., 2022). It also contributes to employee job satisfaction and engagement, which can improve retention rates and morale within the workforce (Mampuru et al., 2024). Moreover, high-quality job performance can enhance an organization's reputation, customer satisfaction, and overall competitiveness in the market (Sahibzada et al., 2022). In essence, job performance is a critical factor in determining an organization's effectiveness and its ability to thrive in a competitive environment (Putra & Kudri, 2024).

A study from India suggests that the performance of civil servants is directly influenced by organizational citizenship behavior (Widarko & Anwarodin, 2022). Yang et al. (2022) also found a positive correlation between job performance and OCB in their study of 256 employees. Not only can employee job performance affect OCB, Thamrin et al. (2024) also found that organizational citizenship behavior has a positive and significant impact on employee performance. The research by Hermawan et al. (2024) also supports

the conclusions of Purwanto (2022). This indicates a close connection between job performance and OCB.

OCB has been found to have a negative and insignificant effect on employee performance in certain contexts, as employees may lack the necessary support to optimize their behaviors for achieving work objectives (Hatidja et al., 2022). Similarly, Abun et al. (2024) reported no correlation between OCB and employee performance, suggesting that job performance is influenced by a variety of factors, including skills, work environment, and leadership support, which may overshadow the impact of OCB. Furthermore, Sunatar (2022), in a study involving 30 government employees in Sauron, West Papua, observed a significant negative effect of OCB on employee performance. This negative impact can be attributed to the excessive consumption of employees' energy and time resulting from their engagement in OCB activities, such as assisting colleagues and participating in additional organizational initiatives. These activities may divert employees' focus and resources away from core tasks, ultimately diminishing individual performance. It can be seen that the relationship between employee job performance and OCB varies among different research backgrounds. In order to further verify the relationship between employee job performance and OCB, this study proposes the following hypothesis:

Hypothesis 1: Job performance has a significant positive influence on employees' organizational citizenship behavior.

2.4 The Relationship between Personal Development and OCB

Personal development encompasses the ongoing journey of individuals as they strive to unlock their full potential, evolve their skills, and heighten their self-awareness,

all in pursuit of personal and professional aspirations (Strizhitskaya & Murtazina, 2024). When individuals engage in personal development activities, they are more likely to exhibit OCB (Kiranmayi, et al., 2024). Personal development and OCB share a symbiotic relationship (Sumarsi & Rizal, 2022). Personal development activities equip individuals with the skills, attitudes, and behaviors that align with and promote OCB (Jehanzeb, 2020). When employees invest in personal development, they are more likely to exhibit behaviors that benefit both themselves and their organizations, ultimately contributing to a more positive and productive workplace (Ma et al., 2024).

The personal development of employees is consistent with their career development in the corresponding organization. Setyaningrum et al. (2021) found that the development of an individual's career has a positive impact on employees' OCB. Hamzah et al. (2020) conducted a survey of 233 managers and found that the development of an individual's career had a positive impact on their OCB. Miftahuddin & Prasetyo (2024) also found that lecturer career development has a positive impact on OCB. The relevant data also indicates that developmental behavior is related to organizational citizenship behavior, especially in work related developmental activities (Saffariantoos & Khaleghi, 2024). It can be seen that there is a close connection between personal development and OCB. Under different research backgrounds, personal development may have an impact on OCB. Therefore, this study proposes the following hypothesis:

Hypothesis 2: Personal development has a significant positive influence on employees' organizational citizenship behavior.

2.5 The Relationship between Job Satisfaction and OCB

Job satisfaction, as defined by Gregory (2011), quantifies the level of contentment and fulfillment that employees derive from their job, workplace, and overall experiences within an organization, serving as an indicator of their emotional and psychological well-being concerning their employment. Employees with higher satisfaction are more likely to engage in behaviors that are beneficial to the organization, such as helping colleagues, volunteering, and supporting the company's mission (Meria et al., 2024). Therefore, organizations focused on improving satisfaction may see an increase in OCB among employees, which can lead to a more efficient and harmonious workplace (Amin et al., 2021).

Abror et al. (2020) conducted a survey and analysis of 400 university lecturers at a state university in Indonesia, and the results showed that satisfaction has a significant impact on OCB. The study conducted by Anisa (2024) on government institution also showed that job satisfaction has a positive impact on OCB. The study by Hermawan et al. (2014) also supports this conclusion. Saxena et al. (2019) found a positive linear relationship between job satisfaction and OCB, and there was no difference between men and women in satisfaction and OCB.

Hamsani et al. (2019) examined various dimensions of job satisfaction and their impact on OCB. They identified a positive relationship between social satisfaction and employees' OCB, while extrinsic satisfaction was found to have no significant impact. This indicates that remuneration and financial rewards are not primary factors in fostering or enhancing OCB among employees. Conversely, intrinsic satisfaction demonstrated a negative relationship with OCB, suggesting that greater opportunities for engaging in new

and challenging tasks are associated with lower levels of OCB exhibited by employees. Saputra and Riana (2021) found that job satisfaction had no effect on employees' OCB, probably because OCB depends more on intrinsic motivation and organizational commitment rather than employees' affective attitudes.

The inconsistency in research findings regarding the relationship between job satisfaction and OCB may stem from variations in cultural, organizational, and contextual factors across studies. For example, differences in organizational culture, leadership styles, or job roles could influence how satisfaction translates into OCB. Additionally, diverse dimensions of satisfaction, such as intrinsic versus extrinsic satisfaction, may yield different effects on OCB depending on the emphasis placed by employees or organizations. The complexity of OCB, which encompasses voluntary and discretionary behaviors, could also interact with individual personality traits or levels of organizational commitment, further complicating the relationship. Consequently, these discrepancies highlight the need for context-specific research to better understand the dynamics of job satisfaction and OCB in varying environments. Therefore, this study proposes the following hypothesis:

Hypothesis 3: Job satisfaction has a significant positive influence on employees' organizational citizenship behavior.

2.6 Research Theories

The importance of research theory lies in providing a theoretical foundation and methodological guidance for research, promoting in-depth exploration and resolution of research problems. It also helps to link research findings with previous research and provides direction and inspiration for future research.

2.6.1 Social Exchange Theory

Social exchange theory (SET) emerged as a foundational sociological and psychological perspective primarily shaped by the contributions of George Homans and Peter Blau. In 1958, Homans laid the groundwork for SET, emphasizing the rational evaluation of rewards and costs in social interactions. Blau's 1964 work expanded the theory, introducing concepts like social structure and power. The evolution of SET over time reveals a rich history, with subsequent scholars building upon and refining its core principles. Beyond its origins, contemporary perspectives have adapted SET to diverse fields, showcasing its versatility and enduring relevance in understanding social behavior (Cook et al., 2013).

Acknowledging the pioneering work of Homans and Blau, the evolution of social exchange theory unfolds against the backdrop of the late 1950s and early 1960s. Homans' emphasis on the calculated nature of social interactions and Blau's expansion into social structure and power dynamics set the stage for a theory that resonates across disciplines. The ongoing development of SET incorporates critiques, responses, and contemporary adaptations, demonstrating its resilience and adaptability in addressing complex social phenomena. This theory, rooted in the intellectual foundations laid by Homans and Blau, continues to be a cornerstone in social science, providing a nuanced framework for understanding the intricacies of human interactions.

Cook and Emerson (1987) believed that the SET emphasizes the reciprocal relationship between people, in which individuals obtain and provide resources through interaction with others, which can be material (such as money, goods) or intangible (such as support, friendship). According to SET, people measure the balance between input and

return in their interactions to determine whether to continue participating in the relationship (Cropanzano & Mitchell, 2005). If individuals feel that they have benefited from the relationship, they are more likely to continue to support, while if they feel not receiving enough return, they may reduce or terminate the interaction (Stafford & Kuiper, 2021).

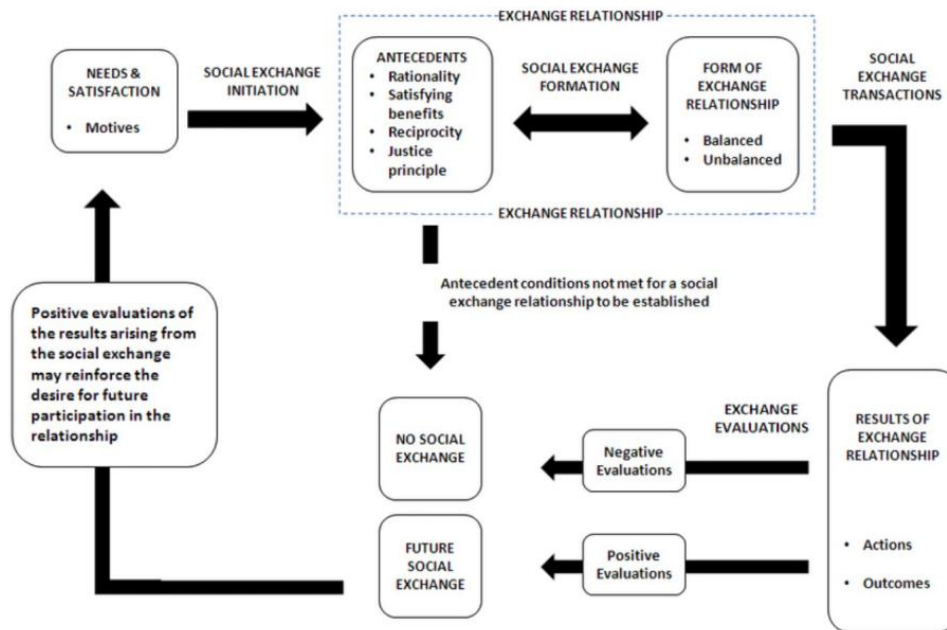


Figure 2.1: A Model of the Social Exchange Process

Source: Adapted from Ap (1992,670) and Bama (2011)

In recent years, the application of social exchange theory in the study of organizational citizenship behavior has made some important discoveries. Among them, research has found that social exchange relationships within organizations have a significant impact on employee citizenship behavior (Meira & Hancer, 2021). Specifically, the perception and expectations of employees towards the organization, as well as their level of commitment to the organization, have been found to be closely related to the civic behavior they exhibit (Ficapal-Cusí et al., 2020; Hermanto & Srimulyani, 2022). In

addition, research has shown that the level of investment and support an organization provides to employees, as well as the behavior and decision-making of leaders, can also have a significant impact on employee citizenship behavior (Asgari et al., 2020; Rahawarin et al., 2020). Overall, these findings not only enrich the application of social exchange theory in organizational contexts, but also provide guidance for organizational managers to better understand and promote employee citizenship behavior.

The social exchange theory can be used to support the research objectives and directions of this study. The social exchange theory suggests that individuals determine whether to participate in positive behavior in social interactions based on the expected level of return (Cropanzano & Mitchell, 2005). In this study, job performance, personal development, and job satisfaction can be seen as rewards for employees' contributions and support to the organization. If employees feel recognized and satisfied with their job performance, they may be more willing to participate in OCB, which helps maintain positive social exchange relationships. Social exchange theory has become one of the powerful frameworks for explaining interpersonal relationships, organizational behavior, and decision-making (Nunkoo, 2016). It helps to understand how people balance costs and rewards in social interactions, thereby influencing their behavior and decision-making. This theory has also been widely applied in fields such as organizational management, interpersonal relationships, and negotiation (Cropanzano et al., 2002).

2.6.2 Expectancy Theory

Expectancy theory is a psychological theory primarily used to explain how individuals are influenced by expected outcomes when making decisions and behaviors (Vroom et al., 2015). The expectancy theory holds that an individual's motivation depends

on their expectations of the outcomes of a specific behavior (Feather, 2021). Specifically, it points out that people consider three factors when choosing behavior: expectations, rituals, and values (Zboja et al., 2020). Expectation refers to an individual's expectation of the likelihood of behavioral outcomes occurring, ritual refers to the individual's evaluation of the effort required to achieve the outcome, and value is the individual's subjective evaluation of the importance or value of the outcome (Feather, 2021).



Figure 2.2 : Expectancy Theory

Source: Adapted from Vroom et al. (2015)

There is a close connection between expectancy theory and human resource management (HRM). The expectancy theory explains the mechanism by which individuals are motivated in the workplace, believing that individual behavior depends on their expected outcomes for specific behaviors (Hassan et al., 2021). In HRM, this theory is widely applied to motivate employees, set goals, provide feedback, implement training and development plans, and shape organizational culture and values (Chacko & Conway, 2019). By understanding employee expectations and motivations, HRM can develop effective strategies and measures to improve employee performance, satisfaction, and engagement, thereby promoting organizational success (Albrecht et al., 2015).

In this study, expectancy theory was applied to explain the motivation and

behavioral choices of employees towards organizational citizenship behavior. Employees may decide whether to exhibit additional organizational citizenship behavior based on their expectations for job performance, personal development, and satisfaction, as they expect to achieve positive results and rewards through these behaviors. Therefore, expectancy theory provides a useful framework to help researchers understand the motivations behind employee behavior and provide more effective strategies and measures for organizational management.

2.6.3 Organizational Behavior Theory

The theory of OCB refers to the tendency of employees to voluntarily and beneficially go beyond their formal responsibilities in their work (Podsakoff et al., 2009). This theory was first proposed by Dennis Organ (1988), emphasizing the positive impact of employees' additional contributions on organizational performance and work environment. This behavior includes supporting colleagues, participating in team activities, and being willing to take on additional work, which is not a formal requirement of the organization. The importance of OCB is reflected in improving organizational performance and promoting employee career development, making it a key factor in achieving organizational success (Podsakoff et al., 2009).

The development of OCB theory has gone through multiple stages, starting in the 1980s, emphasizing the behavioral tendency of employees to actively participate in the organization (Organ, 1988). In the 1990s, research gradually deepened, involving preliminary classification and dimensions (Becker & Vance, 1993). The 2000s witnessed the development of more detailed classification and measurement tools for OCB (Paille, 2009). For example, Farh et al. (2004) proposed a coordinated model to classify OCBs. In

this model, OCB can be divided into four domains based on the focus or content of actions: self, group, organization, and society (see Figure 2.3).

In recent years, the impact of globalization and the digital age has led researchers to focus on changes in cross-cultural and virtual work environments (Ali et al., 2022). Throughout the development process, research has gradually expanded from concept proposal to practical measurement, providing a deep theoretical basis for better understanding employee proactive behavior and long-term organizational success.

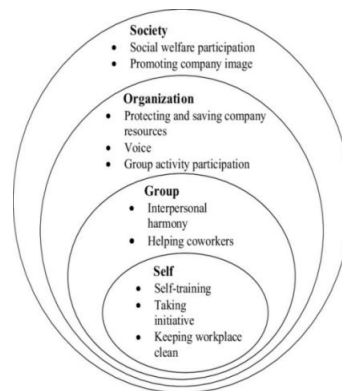


Figure 2.3: A Concentric Model of OCB Dimensions

Source form: Farh et al. (2004)

The theory of OCB is quite applicable in this study, as it focuses on employees going beyond formal responsibilities and making additional contributions to the organization voluntarily. The theory of OCB provides a powerful framework by delving into how employees contribute to the organization through additional positive behaviors. Through the theory of OCB, it helps to deeply understand how employee initiative affects job performance, personal development, and satisfaction. Therefore, this comprehensive theoretical perspective makes the theory of OCB an effective tool for studying the impact of employee behavior on organizations.

2.7 Research Framework

Based on the guidance and research objectives of social exchange theory, this study constructs the conceptual framework behind this study. job performance, personal development, and job satisfaction were introduced as variables that affect OCB. Therefore, the research framework assumes and forms the following:

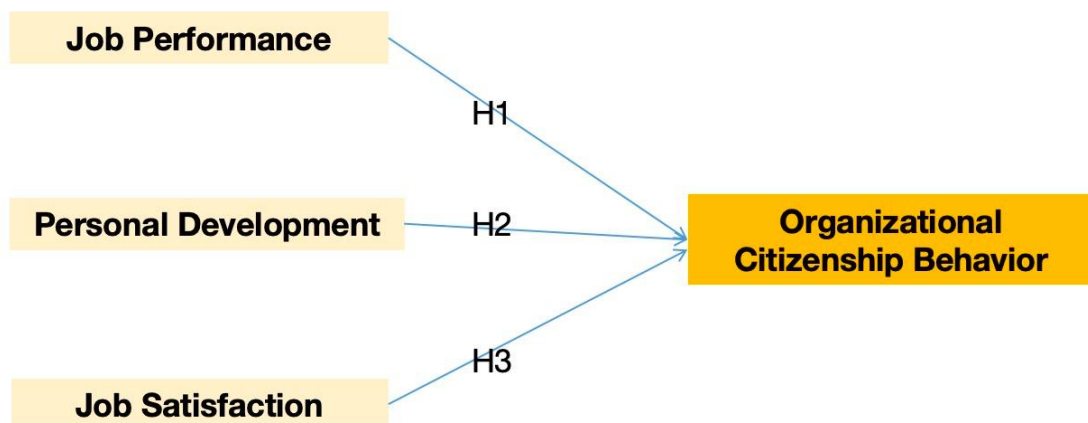


Figure 2.4: Research Framework

2.8 Chapter Summary

This chapter reviews the impact of job performance, personal development, and job satisfaction on employee OCB. The results of literature analysis indicate that the factors affecting OCB are diverse. Although different studies have drawn different conclusions, they all indicate a correlation between job performance, personal development, job satisfaction, and OCB. This chapter proposes the research hypotheses of this study, clarifies the theoretical basis of the research, and proposes the corresponding research framework.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Chapter Introduction

This chapter will delve into research methodology. The study will adopt quantitative research methods, specifically using cross-sectional survey designs to collect data. The survey questionnaire will be distributed online to participants who meet the inclusion criteria. In addition, this chapter will discuss how to investigate the effectiveness and reliability of tools to ensure the accuracy of the collected data. Sampling methods will also be discussed in this chapter, including sampling techniques for selecting study participants and sample size calculations. This chapter will explore sample sources, including selection criteria and recruitment processes. In addition, clarify the methods of data analysis to test the collected relevant data and to validate research hypotheses. This chapter aims to provide a comprehensive overview of research methodology to ensure the validity and reliability of the collected data, as well as the accuracy of research results.

3.2 Research Philosophy

Research Philosophy refers to the fundamental beliefs and concepts of researchers regarding the essence, purpose, and methodology of research, which are typically used to guide research design, data collection, and data analysis methods (Chia, 2002). Research philosophy plays an important guiding role in the early stages of research, as it affects the formulation of research questions, the selection of data collection tools, and the way data is interpreted.

Research philosophy can usually be divided into positivist research philosophy, interpretivist research philosophy, pragmatist research philosophy, and realistic research philosophy (Žukauskas et al., 2018). The research philosophy of positivism emphasizes the reliance on empirical observations and empirical data to establish knowledge (Xinping, 2002). It believes that research should be based on observable and measurable facts and use quantitative methods to validate hypotheses (Nickerson, 2022).

The research philosophy of interpretivism emphasizes the importance of understanding and explaining social phenomena (Xinping, 2002). It focuses on individual perspectives, contexts, and cultural backgrounds, typically using qualitative research methods to gain a deeper understanding of phenomena (Nickerson, 2022). The research philosophy of pragmatist emphasizes the practicality of practical applications and problem-solving (Butt, 2000). Realistic research philosophy refers to a research philosophy or methodology that emphasizes that research should be based on real-world observations and actual situations in order to provide real, practical insights and solutions (Yeung, 1997).

Research philosophy plays a crucial role in research as it helps to define the basic framework, methods, and concepts of research, thereby affecting the quality and credibility of research. Researchers should choose an appropriate research philosophy based on their research questions and objectives to ensure consistency and effectiveness of the research.

Positivism emphasizes the acquisition of data through observation and measurement of objective phenomena, thus helping to reduce subjective biases and interference from explanations. This helps to ensure the reliability and verifiability of the research. In addition, positivism emphasizes verifying hypotheses through objective,

observable, and verifiable data. Positivism emphasizes the collection and analysis of quantitative data, which enables research results to be quantified and statistically analyzed. This helps to measure and compare the relationships between variables more accurately. Combining the advantages of positivist research philosophy with the research objectives and issues of this study, positivist research philosophy is more in line with this study.

3.3 Research Method

This study outlines the research concerns and objectives, while also establishing the research framework. In alignment with the research questions and objectives, this study has chosen to employ a cross-sectional research design coupled with quantitative research methods. In the realm of social science research, quantitative methodologies serve as pivotal tools for data acquisition and analysis, predominantly relying on surveys to present objective quantitative characteristics or relationships through formal tables, charts, or statistical models (Bloomfield & Fisher, 2019). The survey will target employees from a specific university in the Shandong, encompassing faculty, administrative personnel, managerial staff, logistics personnel, and others. Sampling will be conducted using convenience sampling techniques, and the data collection period will span two weeks. Subsequent to data collection, data analysis will be carried out using SPSS version 27. The primary research steps are as follows:

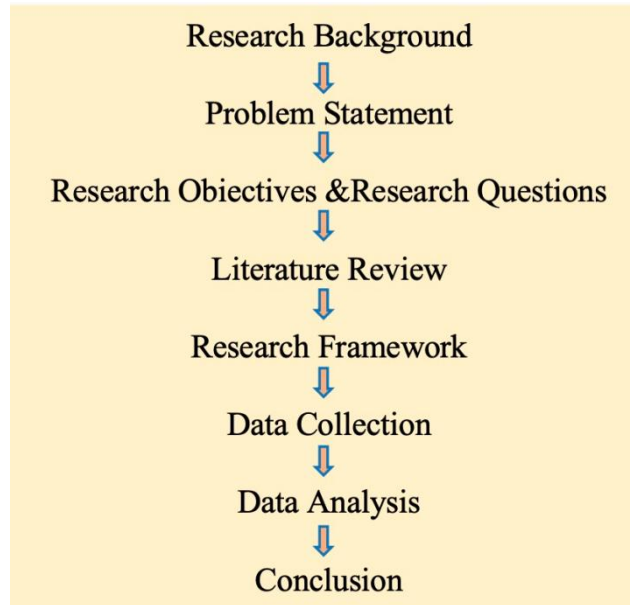


Figure 3.1: Research Step

3.4 Sample Design

Sample design is crucial in research and investigation, as it ensures that the selected sample represents the entire population and reduces bias and error. A suitable sample design can ensure the validity, credibility, and applicability of research results, therefore, sufficient attention and attention should be given during the research design phase.

3.4.1 Sample of Respondents

According to the 2023 Soft Science Chinese University Rankings released by Shanghai Soft Science, this article selects the top ranked universities in Shandong for research (Ranking of Chinese universities in soft science, 2023). These schools are Shandong University, Qilu University of Technology, Shandong Normal University, Shandong University of Finance and Economics, and Jinan University. Although the national education department has not released an authoritative university ranking list, third-party ranking institutions may have different ranking data due to different ranking

indicators. However, based on comparative data, it can also be clearly known that top ranked universities perform better in terms of educational qualifications, lecturer resources, and scientific research achievements. Therefore, choosing these universities as research objects can be more representative.



Figure 3.2: Study Area

The focus of this study is on university lecturers in the Shandong, and the specific qualification criteria are that they must be at least 18 years old and have a working term of more than three months in their respective positions. The establishment of this prerequisite is to ensure that employees accumulate sufficient experience within the organization, enabling them to provide informed insights into their organizational behavior and attitudes. It is worth noting that the lecturers in this survey are not limited to specific subjects, in order to obtain more comprehensive and diverse perspectives from surveys of multiple professional lecturers.

Administrative staff are not included in this study due to the primary focus on the unique roles and responsibilities of university lecturers, which differ significantly from

those of administrative personnel. Lecturers, as academic staff, are directly involved in teaching, research, and student engagement, which are central to the university's core mission (Hanaysha et al., 2023). These roles require distinct forms of organizational behavior and attitudes that are influenced by factors such as academic freedom, research opportunities, and interactions with students and peers. Including administrative staff, whose roles center on operational and support functions, could introduce variability unrelated to the study's primary objectives and potentially dilute the findings. By focusing exclusively on lecturers, the study aims to provide targeted insights into the organizational dynamics and professional experiences within the academic domain.

In recent years, Shandong has been actively developing higher education. Taking Jinan, the capital of Shandong Province, as an example, the Jinan Municipal Government (2021) has issued the "14th Five Year Plan for the Development of Education in Jinan City" (referred to as the "Plan"). According to the Plan, Jinan will support many vocational colleges to upgrade to undergraduate colleges, and will actively promote cooperation with the Chinese Academy of Sciences to carry out talent training. In addition, to create a new pattern of educational exchange and cooperation, Jinan will introduce renowned foreign universities and actively promote the construction of high-level Sino foreign cooperative universities in Jinan.

In addition to improving the hardware facilities and environment of education, Jinan also actively improve the status and treatment of lecturers. The "Plan" proposes to establish a linkage mechanism for adjusting lecturer salaries and civil servant salaries, ensuring that the average salary level of lecturers is not lower than the average salary level of national civil servants. Encourage vocational college lecturers to serve society through

technological innovation or technological development to obtain reasonable remuneration, and increase legitimate income.

3.4.2 Judgemental Sampling

Non Probability Sampling is a sampling method in which the probability of each individual or element being selected into the sample is not predetermined or equal (Vehovar et al., 2016). This sampling method is usually based on the subjective judgment or convenience of the researcher, rather than random selection. Non probability sampling methods include convenience sampling, judgmental sampling etc (Ayhan, 2011).

Judgmental sampling, or purposive sampling, is a non-probability method where researchers select participants based on their relevance, expertise, or contribution to the research objectives (Thomas, 2022). This approach ensures that data collected is highly relevant, making it efficient and resource-effective (Robinson, 2024). It is particularly useful in studies requiring insights from specialized populations or individuals with specific knowledge or experiences (Andrade, 2021). While best suited for qualitative or exploratory research, judgmental sampling provides valuable, targeted insights that enhance the study's focus and depth.

Judgmental sampling, while effective for targeted data collection, has notable limitations. It is prone to researcher bias, as the selection process relies on subjective judgment, potentially compromising the sample's representativeness (Robinson, 2024). Its non-probability nature hinders error measurement, reducing research reliability and rigor (Thomas, 2022). Despite these challenges, careful application and transparency in selection criteria can mitigate some of these drawbacks.

3.4.3 Sample Size

According to data released on the official website of the research subjects, there are a total of 12,970 lecturers in these 4 universities. According to the data released by the Shandong government, as of the end of 2022, there were 1.4263 million full-time lecturers of all levels and types in Shandong Province. Considering the sample settings of Krejcie & Morgan (1970), the population sample size that should be selected for this study is 375.

Table 3.1: Population and Sampling

Universities	Number of lecturers	Sample size
Shandong University	4,530	N=12970 S=375
Qilu University of Technology	2,291	
Shandong Normal University	2,119	
Shandong University of Finance and Economics	1,730	
Jinan University	2300	
Total	12970	

Note: N=population, S=sample size (refer to the table of Krejcie & Morgan (1970))

3.5 Data Collection

This research was conducted in Shandong, with considerations for time efficiency and cost-effectiveness. Data had been collected using an online questionnaire administered through the "Wenjuanxing" platform. Wenjuanxing, a widely recognized survey tool in China (Su et al., 2024), had been deemed well-suited for the study's target demographic—university lecturers from Shandong universities. The platform had ensured data reliability and integrity through secure encryption, automated processing, and real-time monitoring (Zhou, 2022). Its user-friendly interface and compatibility with

various devices had made it accessible to digitally literate university lecturers. Additionally, Wenjuanxing had allowed for customized questionnaire design tailored to the study's objectives and facilitated anonymous responses, which encouraged honest participation. These features had established Wenjuanxing as a reliable and effective tool for this study.

The data collection period will extend for one week, during which the researcher will actively engage with participants through various communication channels such as WeChat, QQ, WhatsApp, and others, to solicit valuable feedback. In order to ensure the confidentiality and anonymity of the participants, the questionnaire has been designed to be entirely anonymous, and participants will be provided with a clear understanding of the questionnaire's purpose prior to proceeding with their responses.

3.6 Research Instruments

The questionnaire comprises two distinct sections. Section 1 is dedicated to gathering essential personal information from the respondents, encompassing details like gender, age, job position, and educational background. Meanwhile, Section 2 encompasses a set of scales designed to gauge various variables, including job performance, personal development, job satisfaction, and organizational citizenship behavior. The questionnaire employs a 5-point Likert scale as follows: 1 corresponds to "strongly disagree," 2 corresponds to "disagree," 3 corresponds to "neither agree nor disagree," 4 corresponds to "agree," and 5 corresponds to "strongly agree." It is noteworthy that, based on the questionnaire items, all items exhibit a reliability coefficient exceeding 0.7, underscoring the questionnaire's commendable level of reliability. A detailed representation of the questionnaire items is provided in the table below:

Table 3.2: Questionnaire

Population	Gender\Age\Job Position\Work experience\Education level
OCB Lee & Allen (2002)	<i>Organizational Citizenship Behavior - Individual (OCB-I) Items</i> 1. Help others who have been absent. 2. Willingly give your time to help others who have work-related problems. 3. Adjust my work schedule to accommodate other employees' requests for time off. 4. Go out of the way to make newer employees feel welcome in the work group. 5. Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations. 6. Give up time to help others who have work or non-work problems. 7. Assist others with their duties. 8. Share personal property with others to help their work. <i>Organizational Citizenship Behavior - Organizations (OCB-O) Items</i> 1. Attend functions that are not required but that help the university image. 2. Keep up with developments in the university. 3. Defend the university when other employees criticize it. 4. Show pride when representing the university in public. 5. Offer ideas to improve the functioning of the university. 6. Express loyalty toward the university. 7. Take action to protect the university from potential problems. 8. Demonstrate concern about the image of the university.

Table 3.2 continued

Work performance Ramos-Villagrasa et al. (2019)	<i>Task and Time Management</i> 1. I managed to plan my work so that I finished it on time. 2. I kept in mind the work result I needed to achieve. 3. I was able to carry out my work efficiently. 4. I managed my time well. <i>Proactivity and Adaptability</i> 5. On my own initiative, I started new task when my old tasks were completed. 6. I took on extra responsibilities. 7. I continually sought new challenges in my work. 8. I focused on the positive aspects of situation at work instead of the negative aspects. <i>Collaboration and Development</i> 9. I actively participated in meetings and/or consultations. 10. I worked on keeping my work skills up-to-date.
Personal development Li et al. (2012)	<i>Personal Perspective</i> 1. Personal development can enhance my employ ability and career prospects. 2. Personal development is important because of the changing nature of my work. 3. Personal development will improve my job performance. 4. Personal development will improve my job and career prospects. 5. Engaging in career development activities has a motivating effect on me.

Table 3.2 continued

	6. It's worth making an effort on personal development because of the beneficial outcomes. 7. There are rewards for continuing my professional development. <i>Organizational Perspective</i> 8. Personal development has benefits to my employer or university. 9. The university I work for trains employees on skills that prepare them for future jobs and career development. The university I work for allows employees to have the time to learn new skills that prepare them for future jobs.
Job Satisfaction Alpern et al. (2013)	<i>Organizational Support</i> 1. The management of the university I work for is supportive of me. 2. I am provided with all trainings necessary for me to perform my job. 3. The rules of the university I work for make it easy for me to do a good job. 4. I have adequate opportunities to develop my professional skills. <i>Work Experience</i> 5. I have learned many new job skills in this position. 6. My department provides all the equipment, supplies, and resources necessary for me to perform my duties. 7. I am appropriately recognized when I perform well at my regular work duties. 8. I am satisfied with my chances for promotion. 9. The amount of work I am expected to finish each week is reasonable. 10. My coworkers and I work well together.

3.7 Pre-testing Phase

The pre-testing phase is an essential step in the research or project, aimed at evaluating and enhancing the practicality and efficiency of research tools, methodologies, procedures, or projects, with the objective of making necessary refinements and improvements before formal implementation (Smith et al., 2015). Pre-testing typically involves conducting small-scale trials to validate the feasibility of research designs, tools, or processes, identifying potential issues, and making adjustments based on test outcomes to ensure the smooth progress and effectiveness of the research or project (Alcser et al., 2011). This pre-testing process helps preempt potential challenges during the formal implementation phase and enhances the overall quality of the research or projects.

Given that this study draws upon questionnaires developed by various researchers and considering variations in survey settings and target populations, it is crucial to conduct a preliminary test to verify the questionnaire's validity. As the survey focuses on China, the questionnaire will be distributed in the Chinese language. To minimize potential translation-related errors, professional English translation experts will be engaged to review the Chinese translation of the questionnaire. Once the translation's accuracy is confirmed, a pre-test will be carried out involving a group of 30 participants who will be invited to provide responses to the questionnaire. This pre-test serves as a critical step in ensuring the questionnaire's reliability and effectiveness.

3.8 Data Analysis Procedures

Upon the completion of data collection, the subsequent crucial step involves the comprehensive analysis of the gathered data. In addition to utilizing the data statistical

tables generated by the "Wenjuanxing" platform, the data analysis process encompasses the employment of sophisticated statistical tools such as SPSS version 26. These software applications are instrumental in facilitating an in-depth examination of the data, enabling the investigation of moderation effects among variables. To elucidate, the specific methods employed in the data analysis process can be delineated as follows:

Table 3.3: Data Analysis Method

Data Analysis Method	Purpose
Validity and reliability analysis	Ensure the reliability and validity of the questionnaire
Descriptive statistics	This method is used to summarize and display the basic characteristics of data, including mean, median, standard deviation, distribution, frequency, etc., to help researchers understand the basic characteristics of the data.
Correlation analysis	Verify the correlation between variables
Regression analysis	Verify whether the independent variable affects the dependent variable

3.9 Ethical considerations

This study adhered to strict ethical standards to protect the rights and welfare of participants. Informed consent was obtained from all participants prior to data collection, ensuring they were fully aware of the study's purpose, procedures, and potential implications. Participants were informed of their right to withdraw from the study at any time without any repercussions. Additionally, the questionnaire, administered through the Wenjuanxing platform, was designed to maintain anonymity by not collecting personally identifiable information, ensuring confidentiality throughout the research.

To safeguard the integrity and security of the data, robust storage protocols were implemented. All data were encrypted and securely stored on password-protected devices, with access restricted to authorized researchers. Data will be retained only for the duration necessary to meet research objectives and will be securely deleted upon completion of the study. These measures ensured compliance with ethical guidelines, fostering participant trust and upholding the integrity of the research process.

3.10 Chapter Summary

This study employs a quantitative research approach in conjunction with the convenience sampling method, targeting employees who working at universities in Shandong. This chapter serves as an extensive exposition of the methodologies applied in data collection, research design, and subsequent data analysis. The distribution of the questionnaire will be facilitated through the "Wenjuanxing" platform, while the ensuing data will be meticulously processed and analyzed by harnessing the capabilities of both SPSS data analysis software. These analytical tools will be instrumental in deciphering the key insights extracted from the dataset, enabling a comprehensive examination of the primary data parameters.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 Chapter Introduction

This study meticulously examined the gathered data, conducting a comprehensive analysis that encompassed various facets. Primarily, the analysis delved into population demographics and meticulously verified the hypotheses posited. Moreover, this chapter meticulously scrutinizes the outcomes of the data analysis, juxtaposing them with the existing body of literature. Through this comparative lens, it seeks to unearth correlations, disparities, and novel insights that contribute to a deeper understanding of the subject matter.

4.2 Demographic of the Respondents

500 questionnaires were disseminated, yielding 412 valid responses, constituting 82.4% of the distributed questionnaires. The collected data shows that the sample size for males is 183, accounting for 44.42% of the total sample, while the sample size for females is 229, accounting for 55.58% of the total sample. This indicates that in the study or survey, the number of female participants was slightly higher than that of male participants. This gender distribution difference reflects that women are more involved in the research or survey audience, or that the survey topic or method is more popular among women.

The acquired dataset delineates the demographic distribution of respondents across various age cohorts. Notably, individuals aged 26 to 35 represented the largest proportion, comprising 54.85% of the total sample, whereas those aged 18 to 26 constituted the minority, comprising a mere 2.67%. These findings underscore the differential engagement

and interest levels across distinct age demographics within the context of the study or survey, thereby furnishing pivotal insights for subsequent research analysis.

Table 4.1: Demographic of the Respondents

Category	Option	Frequency	Percent
Gender	Male	183	44.4
	Female	229	55.6
Age	18-26 years old	11	2.7
	26-35 years old	226	54.9
	36-45 years old	99	24
	46-55 years old	34	8.3
	Over 56 years old	42	10.2
Work Experience	less than 1 year	15	3.6
	1-3 years	249	60.4
	4-6 years	95	23.1
	7-10 years	51	12.4
	over 10 years	2	0.5
Education Level	College degree	36	8.7
	Undergraduate degree	159	38.6
	Graduate degree	217	52.7
	Total	412	

Most respondents have 1-3 years of work experience, accounting for up to 60.44%, while the proportion of respondents with less than 1 year or more than 10 years of work experience is relatively low. This indicates that the university's lecturer population is dominated by medium length work experience. These data provide important clues for

understanding the distribution of lecturer's work experience and help to develop more effective human resource management strategies.

The proportion of respondents with a graduate degree is the highest, reaching 52.67%, followed by those with a bachelor's degree, accounting for 38.59%, while those with a vocational degree are the least, accounting for only 8.74%. This indicates that among the target audience of the study or survey, the population with a graduate degree dominates.

4.3 Reliability and Validity Testing

Cronbach's alpha is a statistical indicator commonly used to measure questionnaire or scale reliability, used to evaluate the reliability of internal consistency within measurement tools. Its value range is between 0 and 1, and the closer the value is to 1, the higher the reliability of the measurement tool.

The Cronbach value of OCB (Organizational Citizenship Behavior) is 0.813, indicating high internal consistency and reliability of the OCB questionnaire. The Cronbach value of JP (Job Performance) is 0.765, which is slightly lower than the OCB value, but still indicates that the job performance questionnaire has relatively high internal consistency and reliability. The Cronbach value of PD (Personal Development) is 0.873, which is higher than the values of OCB and JP, indicating that the personal development questionnaire has high internal consistency and reliability and is a reliable measurement tool. The Cronbach value of JS (Job Satisfaction) is 0.760, which is slightly lower than PD but still above 0.7, indicating that the job satisfaction questionnaire still has relatively high reliability in terms of internal consistency and is acceptable.

Overall, the Cronbach values of all measurement tools are between 0.7 and 0.9, indicating that they have good reliability in measuring the concepts covered. These values indicate that these questionnaires are relatively reliable measurement tools that can be used to evaluate relevant concepts.

Table 4.2: Cronbach Alpha

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OCB	9.3584	2.198	0.65	0.813
JP	10.005	1.624	0.751	0.765
PD	9.3405	2.163	0.577	0.837
JS	9.7914	1.757	0.754	0.76

Based on the KMO value and Bartlett's Test of Sphericity, the data in this study are suitable for factor analysis. The KMO value of 0.802 indicates a high level of sampling adequacy, suggesting that the data quality is good and appropriate for factor analysis. Additionally, the Bartlett's Test of Sphericity yielded a significance level of 0, which is well below 0.05, indicating that there are significant correlations among the variables. These results support the use of factor analysis and provide a solid foundation for subsequent factor extraction and analysis.

Table 4.3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.802
Bartlett's Test of Sphericity	Approx. Chi-Square	689.315
	df	6
	Sig.	0

4.4 Hypothesis Testing

Test for Hypothesis 1: Job performance has a significant positive influence on employees' organizational citizenship behavior.

The data summary of the model summary of JP (Table 4.4) shows the performance of a regression model. The independent variable (JP) of the model can explain approximately 37.3% of the variance of the dependent variable (OCB), indicating a moderate fit of the model. Adjusted R^2 And R^2 Very close, indicating that the fitting degree of the model did not significantly change after adding independent variables. The estimated standard error of the model is approximately 0.35713, indicating that the average deviation between each predicted value and the actual observed value is small.

Table 4.4: Model Summary of JP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.611	0.373	0.372	0.35713

a. Predictors: (Constant), JP

After analysis of ANOVA of JP (Table 4.5), the data showed that the explanatory part of the regression model had statistical significance, that is, the independent variable (JP) in the model had a significant impact on the dependent variable (OCB) ($F = 244.191$, $p < 0.001$). This indicates that the independent variable JP has a strong explanatory power for OCB, and this relationship is statistically reliable. In particular, the high F-value and low p-value suggest that changes in job performance significantly influence OCB. Employees with better job performance are more likely to show helpful behaviors, showing the value of improving job performance to boost OCB.

Table 4.5: ANOVA of JP

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.145	1	31.145	244.191	.000b
Residual	52.293	410	0.128		
Total	83.438	411			

a. Dependent Variable: OCB

b. Predictors (Constant): JP

The coefficient of JP (Table 4.6) shows that the constant term is 2.260, the standard error is 0.079, the t-value is 28.441, and the p-value (Sig.) is less than 0.001, indicating that the constant term is significant in the model. The coefficient of the independent variable JP is 0.429, the standard error is 0.027, the normalization coefficient (Beta) is 0.611, the t-value is 15.627, and the p-value (Sig.) is less than 0.001, indicating that the independent variable JP is significant in the model and has a significant positive impact. The normalization coefficient (Beta) represents the strength of the influence of the independent variable JP on the OCB, and 0.611 represents an increase of 0.611 standard deviations in OCB for every unit of JP added, while keeping other variables constant.

Table 4.6: Coefficients of JP

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1	B	Std. Error	Beta		
(Constant)	2.26	0.079	—	28.441	0.000
JP	0.429	0.027	0.611	15.627	0.000

a. Dependent Variable: OCB

Overall, both the constant term and the independent variable JP are significant in the model, and the independent variable JP has a significant positive impact on the dependent variable OCB.

Test for Hypothesis 2: Personal development has a significant positive influence on employees' organizational citizenship behavior.

The model summary of PD (Table 4.7) shows that PD can explain about 16.8% of the variance of the dependent variable, indicating a relatively low degree of fit of the model. Adjusted R^2 And R^2 Very close, indicating that the fitting degree of the model did not significantly change after adding independent variables. The estimation standard error of the model is relatively high, indicating that the prediction accuracy of the model may be low. There is a low to moderate linear relationship between the independent variable PD and the dependent variable, but this relationship is statistically reliable.

Table 4.7: Model Summary of PD

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.410 ^a	0.168	0.166	0.41153

a. Predictors: (Constant), PD

After analysis ANOVA of PD (Table 4.8), the data showed that the regression part of the regression model had statistical significance, that is, the independent variable (PD) in the model had a significant impact on the dependent variable (OCB) ($F=82.685$, $p<0.001$). This indicates that the independent variable PD has a strong explanatory power for OCB, and this relationship is statistically reliable.

Table 4.8: ANOVA of PD

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.003	1	14.003	82.685	0.000b
Residual	69.435	410	0.169		
Total	83.438	411			

a. Dependent Variable: OCB

b. Predictors (Constant): PD

The coefficient of PD (Table 4.9) shows a constant term of 2.186, and the coefficient of the independent variable PD is 0.368. This means that for each unit increase in PD while keeping other variables constant, the OCB (dependent variable) will increase by 0.368 units. These two coefficient estimates are statistically significant, indicating that the impact of PD on OCB is credible.

Table 4.9: Coefficients of PD

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1	B	Std. Error	Beta		
(Constant)	2.26	0.079	–	28.441	0.000
JP	0.429	0.027	0.611	15.627	0.000

a. Dependent Variable: OCB

Test for Hypothesis 3: Job satisfaction has a significant positive influence on employees' organizational citizenship behavior.

The model summary of ES (Table 4.10) shows that the independent variable ES can explain about 38.8% of the variance of the dependent variable, indicating a good fit of the

model. Adjusted R^2 And R^2 Very close, indicating that the fitting degree of the model did not significantly change after adding independent variables. The low estimation standard error of the model indicates that the prediction accuracy of the model may be relatively high. There is a moderate degree of linear relationship between the independent variable ES and the dependent variable, which is statistically reliable. Overall, this model has strong explanatory power, and the independent variable ES has a good explanatory effect on the dependent variable.

Table 4.10: Model Summary of ES

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.623 ^a	0.388	0.387	0.35210

a. Predictors: (Constant), ES

Table 4.11: ANOVA of ES

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.211	1	32.211	259.827	0.000
Residual	50.705	409	0.124		
Total	82.916	410			

b. Dependent Variable: OCB

b. Predictors (Constant): ES

After analysis ANOVA of ES (Table 4.11), the data showed that the regression part of the regression model had statistical significance, that is, the independent variable (ES) in the model had a significant impact on the dependent variable (OCB) ($F=259.827$, $p<0.001$). The model can explain approximately 38.9% of the total variance. This indicates that the independent variable ES has a strong explanatory power for OCB.

The regression results demonstrate that Employee Satisfaction (ES) significantly predicts OCB (Table 4.12). The unstandardized coefficient for ES ($B = 0.480$) indicates that for every one-unit increase in ES, OCB increases by 0.480 units, while the standardized coefficient ($\beta = 0.623$) reflects the strong positive influence of ES on OCB. The t-value (16.119) and significance level ($p < .001$) confirm the statistical significance of this relationship. The estimates of these two coefficients are statistically significant, indicating that the impact of ES on OCB is credible.

Table 4.12: Coefficients of ES

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.015	0.092	—	21.876	0.000
ES	0.480	0.030	0.623	16.119	0.000

a. Dependent Variable: OCB

4.5 Discussion

The results of data analysis confirm that job performance has a positive influence on employee OCB. The research findings of this article support the findings of Al Suraihi (2021), Huie et al. (2020), and Sahibzada et al. (2022). Effective job performance ensures that employees efficiently and effectively fulfill their job responsibilities, thereby achieving the organization's goals and objectives. In addition, good job performance also helps to improve job satisfaction and engagement, thereby increasing employee retention rates and enhancing work morale Purwanto (2022). High quality job performance can also enhance an organization's reputation, customer satisfaction, and enhance market competitiveness (Widarko & Anwarodin, 2022). Therefore, job performance is an

important factor in determining organizational efficiency and survival ability in a competitive environment. Positive job performance helps promote employee's OCB, thereby improving the overall performance and competitiveness of the organization (Yang et al., 2022). The research findings of this article further emphasize the close relationship between job performance and OCB.

From a theoretical perspective, these findings can be interpreted through the lens of Social Exchange Theory and Expectancy Theory. According to Social Exchange Theory, employees who contribute to the organization through high job performance anticipate reciprocal benefits, such as career development opportunities or formal recognition (Blau, 1964). This reciprocal relationship motivates employees to engage in discretionary behaviors beyond their formal duties, thereby exhibiting more OCB. Similarly, Expectancy Theory suggests that when employees perceive that high performance leads to desirable rewards, such as financial incentives or psychological fulfillment, they are more likely to be motivated to contribute additional effort and demonstrate OCB (Vroom, 1964). Therefore, organizational leaders should establish clear performance-reward mechanisms and foster a supportive environment to encourage behaviors that enhance organizational efficiency and competitiveness.

The results of data analysis also confirm that personal development can have a positive impact on employee OCB. This also confirms the research findings of Hamzah et al. (2020) and Setyaningrum et al. (2021). Personal development activities can provide individuals with skills, attitudes, and behaviors consistent with OCB, thereby promoting their display of OCB. Research has shown that there is a symbiotic relationship between personal development and OCB, which means that employees are more likely to exhibit

OCB through personal development activities (Jehanzeb, 2020). In addition, the personal development of employees is closely related to their career development within the organization. Research has found that personal career development has a positive impact on employees' OCB, further emphasizing the relationship between personal development and OCB (Lavanya et al., 2020). Therefore, encouraging employees to engage in personal development activities can promote them to exhibit more beneficial behaviors for themselves and the organization, ultimately creating a more positive and efficient work environment.

Social Exchange Theory posits that personal development opportunities provided by an organization signify investment in employees, fostering a sense of obligation and reciprocity. Employees, in turn, may respond by engaging in OCB as a way to give back to the organization (Xu et al., 2022). Meanwhile, Expectancy Theory emphasizes that when employees perceive a clear link between personal development efforts and desirable outcomes—such as career progression, recognition, or self-fulfillment—they are more motivated to pursue developmental activities and exhibit OCB (Lin, 2019)). Therefore, organizations should design structured personal development programs and articulate their benefits, ensuring alignment between individual growth and organizational goals to maximize both employee potential and discretionary contributions.

In addition, data analysis also confirmed that job satisfaction has a positive impact on employee OCB. The research conclusions of this article are consistent with those of Abror et al. (2020), Saxena et al. (2019), and Fitrio et al. (2019). Employees with higher satisfaction are more likely to participate in behaviors that are beneficial to the organization, such as helping colleagues, voluntarily participating, and supporting the

company's mission (Jang, 2021). Therefore, organizations committed to improving job satisfaction may see an increase in employee OCB, which helps to create a more efficient and harmonious work environment. The study also indicates that satisfaction has a significant impact on OCB, which further strengthens the relationship between satisfaction and OCB (Khaskheli et al., 2020). Therefore, by improving job satisfaction, organizations can promote positive behavior among employees, thereby enhancing overall performance and work atmosphere.

According to Social Exchange Theory, when organizations invest in improving job satisfaction through supportive policies, fair treatment, and recognition, employees are more likely to reciprocate through OCB (Bahadır et al., 2024). This reciprocal relationship strengthens the social bonds between employees and the organization, fostering a culture of cooperation and proactive contributions. Expectancy Theory further clarifies this dynamic by positing that employees are motivated to exhibit OCB when they perceive that higher satisfaction will lead to valued outcomes, such as better recognition, career growth, or a supportive work environment (Sinha et al., 2020). Thus, organizations aiming to cultivate OCB should strategically enhance job satisfaction by addressing factors such as fair compensation, meaningful work, and supportive leadership, ensuring alignment between employee well-being and organizational objectives.

This research makes several innovative contributions to organizational behavior. First, it focuses on the underexplored higher education sector in Shandong Province, China, bridging a gap in understanding how job performance, personal development, and satisfaction influence OCB in this unique context. Second, it integrates Social Exchange Theory and Expectancy Theory to provide a comprehensive framework for understanding

OCB. Social Exchange Theory highlights reciprocal relationships between employees and organizations, while Expectancy Theory emphasizes motivation driven by valued outcomes like recognition and career growth. This integration deepens the understanding of OCB antecedents and informs practical interventions. Finally, the study's rigorous methodology ensures its findings are both theoretically sound and practically relevant, offering valuable insights for university administrators to foster supportive environments that enhance employee well-being and organizational performance.

This study explored the positive impact of job performance, personal development, and job satisfaction on OCB within the context of universities in Shandong Province, China, thereby enriching the field of organizational behavior research. The findings reveal that enhancing job performance, providing career development opportunities, and improving job satisfaction effectively promote voluntary behaviors, ultimately improving organizational efficiency and cultural atmosphere. By integrating Social Exchange Theory and Expectancy Theory, this study offers a deeper understanding of the mechanisms underlying OCB, highlighting the pivotal roles of reciprocal relationships between employees and organizations, as well as the influence of reward expectations in motivating discretionary behaviors. The practical implications of this research provide actionable guidance for university administrators and policymakers, emphasizing the importance of creating supportive environments and career development opportunities to foster employee engagement and enhance institutional competitiveness and overall performance. By validating existing theories in the unique context of Chinese higher education, this study contributes new insights and applications to the field of organizational behavior, holding significant academic and practical value.

CHAPTER 5

CONCLUSION

5.1 Introduction

This chapter offering a comprehensive overview of the research outcomes. It delves into the key insights unearthed throughout the study, elucidating the significance of the results in the broader context of the research field. Furthermore, it critically evaluates the limitations encountered during the research process and offers valuable suggestions for enhancing future studies. By acknowledging and addressing these limitations, researchers can refine their methodologies, expand upon their findings, and contribute to the advancement of knowledge in the field. Through a thoughtful reflection on both the achievements and challenges encountered, this chapter aims to provide a solid foundation for future research endeavors, fostering continuous growth and development within the academic community.

5.2 Research Conclusion

Regarding demographic information, the composition of participants in this study leaned towards a higher representation of females compared to males, reflecting a prevailing trend in the workforce. Furthermore, the majority of participants fell within the age bracket of 26 to 35, signifying a cohort largely in the prime of their careers, where professional growth and development are pivotal. Additionally, a notable observation was the participants' higher level of education, indicating a cohort with diverse skill sets and knowledge bases, which could potentially influence their attitudes and behaviors within the workplace.

In terms of variable analysis, the examination of key variables has yielded significant insights into the dynamics of organizational behavior. Notably, the research substantiates the positive influence of job performance, personal development, and job satisfaction on employee OCB. These findings underscore the interconnectedness between various facets of employee engagement and their propensity towards altruistic behaviors within the organizational context. The validation of these relationships provides empirical support for the hypotheses posited in the study, consolidating existing theoretical frameworks and contributing to a deeper understanding of the mechanisms driving employee behavior and organizational effectiveness. The conclusion of verification for the proposed hypotheses is summarized as follows.

Table 5.1: Hypotheses Summary

Hypotheses	Result
Hypothesis 1: Job performance has a significant positive influence on employees' organizational citizenship behavior.	supported
Hypothesis 2: Personal development has a significant positive influence on employees' organizational citizenship behavior.	supported
Hypothesis 3: Job satisfaction has a significant positive influence on employees' organizational citizenship behavior.	supported

5.3 Limitation of Study

One notable constraint inherent in this investigation pertains to the matter of sample representativeness and its implications for generalizability. The geographic scope of this inquiry is confined to Shandong Province, while its participants are exclusively drawn from the teaching profession, thereby constraining the extrapolation of findings to broader contexts.

Furthermore, the research methodology employed herein adopts a cross-sectional design, eschewing the more exhaustive longitudinal approach, which may consequently curtail the depth of understanding regarding causal linkages.

Moreover, the measurement techniques deployed in this study exhibit a penchant for simplicity, predominantly reliant on scale-based inquiries to ascertain the interplay between variables. Such methodological constraints potentially hinder the nuanced exploration of underlying dynamics.

5.4 Potential Research & Recommendations

To address the limitation of samples, forthcoming research endeavors could adopt diverse sample selection methodologies, thereby augmenting the number, diversity, and representativeness of samples. This comprehensive approach holds the potential to significantly enhance the broader applicability of research outcomes, ensuring a more robust understanding of the phenomena under investigation.

Furthermore, prospective investigations might overcome the limitation of research methodology by embracing longitudinal methodologies. Through the longitudinal tracking of subjects, researchers can glean deeper insights into the nuanced shifts and evolutions within the parameters under scrutiny. This methodological choice harbors the potential to elucidate the intricate interrelationships between variables, thereby furnishing a more thorough comprehension of the phenomena under scrutiny.

Moreover, to address the constraint of measurement techniques, future studies could adopt a multifaceted approach to measurement. By integrating objective indicators with subjective surveys, researchers can procure data that is both more comprehensive and

reliable, thus mitigating potential limitations associated with singular measurement techniques.

5.5 Research Implications

5.5.1 Theoretical Implications

The findings of this study contribute significantly to theoretical advancements in the realm of organizational behavior by affirming the positive relationships between key variables such as job performance, personal development, job satisfaction, and OCB. This validation of interconnections among these variables enriches existing theoretical frameworks, providing empirical support for hypotheses and enhancing the understanding of the intricate mechanisms underpinning employee behavior within organizational settings. The study thus reinforces the importance of considering multifaceted factors in explaining employee engagement and its impact on organizational effectiveness.

5.5.2 Practical Implications

The findings of this study highlight the positive influences of job performance, personal development, and job satisfaction on OCB. Based on these insights, the following practical recommendations are proposed for university administrators to enhance faculty satisfaction and promote OCB:

To enhance job performance and promote OCB in universities, administrators and lecturers should focus on creating a supportive and goal-oriented environment. Administrators can set clear performance expectations, encourage collaboration, offer professional development opportunities, and implement recognition systems to motivate faculty. Additionally, promoting work-life balance and providing autonomy in

decision-making can further enhance faculty performance and foster a culture of OCB (Osman & Yatam, 2024). Lecturers, in turn, can actively engage in mentorship, collaborate with colleagues, and take initiative in professional development, contributing to both personal growth and institutional success. Together, these strategies create an environment where high job performance and OCB mutually reinforce each other, benefiting the entire university community.

The positive relationship between professional development and OCB suggests that universities should prioritize providing tailored career development opportunities for faculty members. This can be achieved through workshops, mentorship programs, and skill-building courses aligned with current academic advancements and faculty career aspirations (Koirala, 2024). Such initiatives not only enhance job satisfaction by providing faculty with a sense of accomplishment but also motivate them to engage in behaviors that extend beyond their formal roles, thus fostering OCB.

A supportive work environment is essential for enhancing both job satisfaction and OCB. University administrators should focus on fostering open communication, promoting collaboration, and implementing policies that improve work-life balance, such as flexible work arrangements and additional leave options. When faculty perceive their work environment as supportive and responsive to their needs, they are more likely to exhibit OCB, contributing positively to the overall development and success of the institution (Koyuncu & Demirhan, 2021).

By integrating these strategies, university administrators can create an environment that not only increases job satisfaction but also encourages faculty to engage in behaviors

that go beyond formal duties. This, in turn, can lead to enhanced organizational citizenship behavior and greater institutional effectiveness.

5.6 Conclusion

This research delves into the intricate interplay of factors influencing OCB within the educational landscape of Shandong Province, offering a nuanced exploration of the underlying mechanisms shaping lecturers' proclivity towards altruistic workplace behaviors. The study showed that job performance, personal development and job satisfaction all had a positive influence on OCB, with job performance having the greatest influence and job satisfaction having the least influence. These results not only corroborate existing literature but also provide novel insights into the specific context of lecturer dynamics within the province. Moreover, the study goes beyond mere affirmation of prior research, shedding light on critical limitations inherent in the research methodology and data collection process. By identifying and addressing these limitations, the study contributes to the methodological rigor of future research endeavors while fostering a deeper understanding of the complex interrelations between individual and organizational factors in shaping OCB within the educational sector. Through the synthesis of findings and methodological reflections, this study serves as a pivotal contribution to the scholarly discourse on organizational behavior and educational management, paving the way for further exploration and refinement of theoretical frameworks in the pursuit of enhanced organizational effectiveness and lecturer well-being.

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APPENDIX 1: QUESTIONNAIRE

Hello!

I am delighted to have the opportunity to contact you and invite you to participate in this survey. We sincerely appreciate your support and cooperation. This is an academic survey aimed at exploring the factors that influence OCB. The survey will be conducted anonymously, and the data collected will be used solely for academic research purposes.

We assure you that your answers will remain confidential. Please complete the survey questionnaire based on your actual experiences and ensure that you provide accurate and objective information. Your input is crucial for the validity and accuracy of our research findings. Once you have completed the questionnaire, kindly return it to us.

Thank you for your participation!

尊敬的先生/女士：

您好！很高兴您能够参加此次调查。非常感谢您的支持与合作！这是一项学术调查，旨在探讨影响 OCB 的因素。调查是匿名进行的。本次调查收集的数据仅用于学术研究目的，仅由与本主题相关的专业研究人员进行处理，用于整体统计分析，不涉及任何特定个人或单位。我们保证对您的回答保密。请根据您的实际情况填写调查问卷。您提供的客观真实的信息对研究结论的有效性和准确性至关重要。填写完问卷后将其提交给我们。

1. What is your Age Group?

您属于那个年龄组？[单选题] *

- ☐ A. 18-26 岁 years old
- ☐ B. 26-35 岁 years old
- ☐ C. 36-45 岁 years old
- ☐ D. 46-55 岁 years old
- ☐ E. Over 56 岁 years old

2. What is your gender ?

您的性别是 ? [单选题] *

☐ 男性 male

☐ 女性 female

3. How long have you been working in this university?

您在这个大学工作多久了 ? [单选题] *

☐ 少于 1 年 less than 1 year

☐ 1-3 年 years

☐ 4-6 年 years

☐ 7-10 年 years

☐ 超过 10 年 over 10 years

4. What is the highest education you have attained?

您的最高学历是 ? [单选题] *

☐ B. 专科学历 College degree

☐ C. 本科学历 Undergraduate degree

☐ D. 研究生学历 Graduate degree

Organizational Citizenship Behavior - Individual (OCB-I) Items

When I work in university, I will.....

当我在大学工作时，我会.....

5. Help others who have been absent.

帮助其他缺席的人。 [单选题]

☐ 非常不同意
Strongly
disagree

☐ 不同意
disagree

☐ 中立 neutral

☐ 同意 agree

☐ 非常同意
Strongly agree

6. Willingly give your time to help others who have work-related problems.

愿意抽出时间帮助其他有工作相关问题的人。 [单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

7. Adjust my work schedule to accommodate other employees' requests for time off.

调整我的工作时间表，以适应其他员工的休假要求。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

8. Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.

对同事表现出真诚的关心和礼貌，即使在最艰难的业务或个人情况下也是如此。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

9. Go out of the way to make newer employees feel welcome in the work group.

尽我所能，让新员工在工作组中感到受欢迎。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

10. Give up time to help others who have work or non-work problems.

放弃时间帮助其他有工作或非工作问题的人。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

11. Assist others with their duties.

协助他人履行职责。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

12. Share personal property with others to help their work.

与他人分享个人物品，以帮助他们的工作。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

Organizational Citizenship Behavior - Organizations (OCB-O) Items

As a university employee, I will

作为一名大学员工，我会

13. Attend functions that are not required but that help the university image.

参加不需要但有助于大学形象的职能。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

14. Keep up with developments in the university.

跟上大学的发展。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

15. Defend the university when other employees criticize it.

当其他员工批评大学时，为大学辩护。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

16. Show pride when representing the university in public.

在公共场合代表大学时要表现出自豪感。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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17. Offer ideas to improve the functioning of the university.

提供改善大学运作的想法。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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18. Express loyalty toward the university.

表达对大学的忠诚。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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19. Take action to protect the university from potential problems.

采取行动保护大学免受潜在问题的影响。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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20. Demonstrate concern about the image of the university.

表现出对大学形象的关注。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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Work performance

21. I managed to plan my work so that I finished it on time.

我设法计划了我的工作，以便按时完成。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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22. I kept in mind the work result I needed to achieve.

我牢记我需要实现的工作成果。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
-----------------------------	------------------	-------------	-----------	-------------------------

23. I was able to carry out my work efficiently.

我能够高效地完成我的工作。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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24. I managed my time well.

我很好地管理了我的时间。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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25. On my own initiative, I started new task when my old tasks were completed.

我主动在旧任务完成后开始了新任务。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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26. I took on extra responsibilities.

我承担了额外的责任。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
-----------------------------	------------------	-------------	-----------	-------------------------

27. I continually sought new challenges in my work.

我在工作中不断寻求新的挑战。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
-----------------------------	------------------	-------------	-----------	-------------------------

28. I actively participated in meetings and/or consultations.

我积极参加了会议和/或磋商。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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29. I worked on keeping my work skills up-to-date.

我努力让我的工作技能保持最新状态。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
-----------------------------	------------------	-------------	-----------	-------------------------

30. I focused on the positive aspects of situation at work instead of negative the aspects.

我专注于工作中情况的消极方面，而不是积极的方面。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
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Personal development

31. Personal development can enhance my employability and career prospects.

个人发展可以提高我的就业能力和职业前景。[单选题]

○非常不同意 Strongly disagree	○不同意 disagree	○中立 neutral	○同意 agree	○非常同意 Strongly agree
-----------------------------	------------------	-------------	-----------	-------------------------

32. Personal development has benefits to my employer or university.

个人发展对我的雇主或大学有好处。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

33. Personal development is important because of the changing nature of my work.

个人发展很重要，因为我的工作性质在变化。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

34. Personal development will improve my job performance.

个人发展将提高我的工作表现。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

35. Personal development will improve my job and career prospects.

个人发展将改善我的工作和职业前景。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

36. Engaging in career development activities has a motivating effect on me.

从事职业发展活动对我有激励作用。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

37. It's worth making an effort on personal development because of the beneficial outcomes.

由于有利的结果，值得在个人发展上做出努力。[单选题]

☐非常不同意 Strongly disagree
 ☐不同意 disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意 Strongly agree

38. There are rewards for continuing my professional development.

继续我的专业发展是有回报的。[单选题]

- ☐ 非常不同意
Strongly disagree
- ☐ 不同意
disagree
- ☐ 中立 neutral
- ☐ 同意 agree
- ☐ 非常同意
Strongly agree

39. The university I work for trains employees on skills that prepare them for future jobs and career development.

我的机构对员工进行技能培训，使他们为未来的工作和职业发展做好准备。[单选题]

- ☐ 非常不同意
Strongly disagree
- ☐ 不同意
disagree
- ☐ 中立 neutral
- ☐ 同意 agree
- ☐ 非常同意
Strongly agree

40. The university I work for allows employees to have the time to learn new skills that prepare them for future jobs.

我工作的大学让员工有时间学习新技能，为未来的工作做好准备。[单选题]

- ☐ 非常不同意
Strongly disagree
- ☐ 不同意
disagree
- ☐ 中立 neutral
- ☐ 同意 agree
- ☐ 非常同意
Strongly agree

41. The management of the university I work for is supportive of me.

我工作的大学的管理层支持我。[单选题]

- ☐ 非常不同意
Strongly disagree
- ☐ 不同意
disagree
- ☐ 中立 neutral
- ☐ 同意 agree
- ☐ 非常同意
Strongly agree

42. I am provided with all trainings necessary for me to perform my job.

我获得了完成工作所需的所有培训。[单选题]

- ☐ 非常不同意
Strongly disagree
- ☐ 不同意
disagree
- ☐ 中立 neutral
- ☐ 同意 agree
- ☐ 非常同意
Strongly agree

43. I have learned many new job skills in this position.

我在这个职位上学到了许多新的工作技能。[单选题]

- ☐非常不同意 Strongly disagree ☐不同意 disagree ☐中立 neutral ☐同意 agree ☐非常同意 Strongly agree

44. I am appropriately recognized when I perform well at my regular work duties.

当我在正常工作中表现良好时，我得到了适当的认可。[单选题]

- ☐非常不同意 Strongly disagree ☐不同意 disagree ☐中立 neutral ☐同意 agree ☐非常同意 Strongly agree

45. The rules of the university I work for make it easy for me to do a good job.

我工作的大学的规则让我很容易把工作做好。[单选题]

- ☐非常不同意 Strongly disagree ☐不同意 disagree ☐中立 neutral ☐同意 agree ☐非常同意 Strongly agree

46. I am satisfied with my chances for promotion.

我对晋升的机会很满意。[单选题]

- ☐非常不同意 Strongly disagree ☐不同意 disagree ☐中立 neutral ☐同意 agree ☐非常同意 Strongly agree

47. I have adequate opportunities to develop my professional skills.

我有足够的机会发展我的专业技能。[单选题]

- ☐非常不同意 Strongly disagree ☐不同意 disagree ☐中立 neutral ☐同意 agree ☐非常同意 Strongly agree

48. The amount of work I am expected to finish each week is reasonable.

我每周要完成的工作量是合理的。[单选题]

☐非常不同意
Strongly disagree
 ☐不同意
disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意
Strongly agree

49. My department provides all the equipment, supplies, and resources necessary for me to perform my duties.

我的部门为我提供履行职责所需的所有设备、用品和资源。[单选题]

☐非常不同意
Strongly disagree
 ☐不同意
disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意
Strongly agree

50. My coworkers and I work well together.

我和我的同事合作得很好。[单选题]

☐非常不同意
Strongly disagree
 ☐不同意
disagree
 ☐中立 neutral
 ☐同意 agree
 ☐非常同意
Strongly agree

APPENDIX 2: STATISTICAL OUTPUT

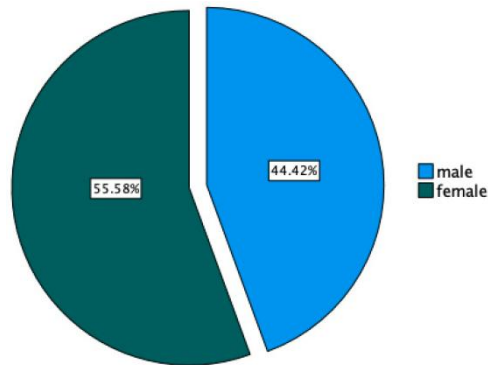


Figure 4.1: Gender

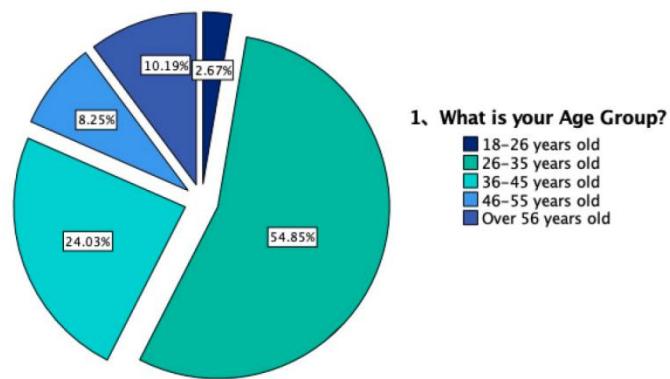


Figure 4.2: Age Group

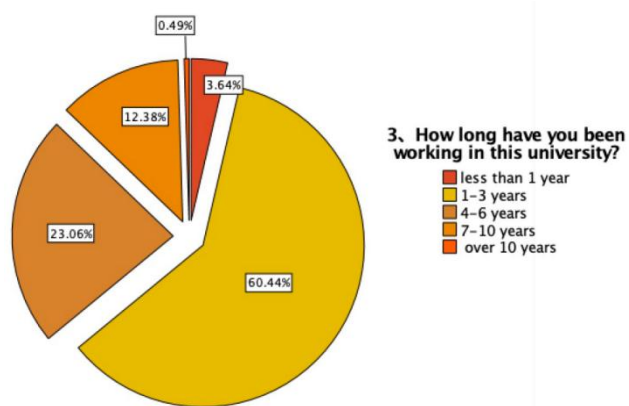


Figure 4.3: Working Year

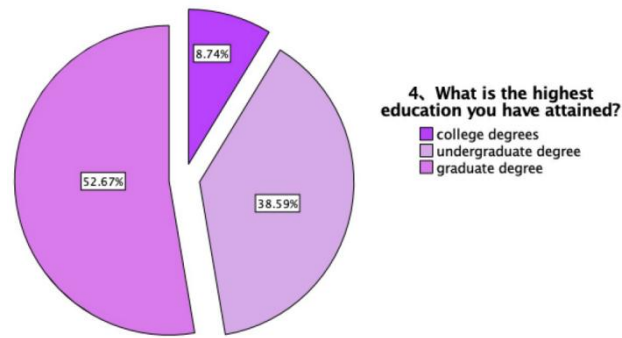


Figure 4.4: Education

Table 4.1: Cronbach Alpha

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OCB	9.3584	2.198	.650	.813
WP	10.0050	1.624	.751	.765
PD	9.3405	2.163	.577	.837
ES	9.7914	1.757	.754	.760

Table 4.2: Model Summary of JP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611 ^a	.373	.372	.35713

a. Predictors: (Constant), WP

Table 4.3: ANOVA of JP

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.145	1	31.145	244.191	.000 ^b
	Residual	52.293	410	.128		
	Total	83.438	411			

a. Dependent Variable: OCB

b. Predictors: (Constant), WP

Table 4.4: Coefficients of JP

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.260	.079		28.441	.000
	WP	.429	.027	.611	15.627	.000

a. Dependent Variable: OCB

Table 4.5: Model Summary of PD

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410 ^a	.168	.166	.41153

a. Predictors: (Constant), PD

Table 4.6: ANOVA of PD

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.003	1	14.003	82.685	.000 ^b
	Residual	69.435	410	.169		
	Total	83.438	411			

a. Dependent Variable: OCB

b. Predictors: (Constant), PD

Table 4.7: Coefficients of PD

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.186	.143		15.303	.000
	PD	.368	.040	.410	9.093	.000

a. Dependent Variable: OCB

Table 4.8: Model Summary of ES

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.388	.387	.35210

a. Predictors: (Constant), ES

Table 4.9: ANOVA of ES

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.211	1	32.211	259.827	.000 ^b
	Residual	50.705	409	.124		
	Total	82.916	410			

a. Dependent Variable: OCB

b. Predictors: (Constant), ES

Table 4.10: Coefficients of ES

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.015	.092		21.876	.000
	ES	.480	.030	.623	16.119	.000

a. Dependent Variable: OCB