

The Level of Organizational Citizenship Behavior among College Members of the Physical Education and Sports Sciences Department from their Students' Perspective

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Organizational citizenship behavior (OCB) plays a pivotal role in fostering a positive and conducive learning environment in educational institutions. This study investigated the level of OCB among college members of the Physical Education and Sports Sciences Department at the University of Zakho from the perspective of their students. Using a quantitative, descriptive approach, structured questionnaires were administered to a diverse sample of 159 students, varying in sex, study shift, and year of study. The findings revealed a significant acknowledgment of OCB among department members, as perceived by their students, indicating the positive impact of such behaviors on the overall academic climate. Interestingly, no statistically significant difference was observed in OCB perceptions between male and female students, which suggests an inclusive and equitable learning experience. However, a notable difference emerged between students attending morning and evening study shifts, highlighting the potential influence of factors, such as faculty availability and resource allocation. Furthermore, the study explored variations in OCB perceptions across different years of study, with fourth-year students reporting the highest mean score, potentially attributable to cumulative exposure and interactions with faculty members. However, these differences were not statistically significant, indicating a relatively consistent perception of OCB across academic progressions. This study contributes to a broader understanding of OCB in academic settings and its potential impact on overall learning experience. It provides valuable insights into fostering a culture of citizenship behavior within educational institutions and offers recommendations for professional development initiatives and targeted interventions to enhance OCB across various study programs.

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Public Interest Statement

This study highlights the significant role of Organizational Citizenship Behavior (OCB) in creating a positive learning environment in educational settings, as evidenced by students' perceptions in the Department of Physical Education and Sports Sciences at the University of Zakho. This research underscores the importance of OCB in promoting an inclusive and equitable academic atmosphere, with findings suggesting avenues for enhancing OCB through targeted initiatives.



Introduction

Organizational citizenship behavior (OCB) has emerged as a critical construct in the realm of organizational behavior and management studies, garnering substantial attention from researchers and practitioners. This concept refers to discretionary behaviors exhibited by employees that go beyond their formal job responsibilities and contribute to the overall effectiveness and well-being of the organization (Organ, 1988). OCB encompasses a wide range of positive behaviors, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (LePine et al., 2002; Organ, 1988).

In higher education institutions, OCB among faculty members plays a pivotal role in fostering a positive and conducive learning environment for students. Faculty members who demonstrate OCB tend to engage in activities that enhance the quality of education, support their colleagues, and contribute to the overall development of the institution (DiPaola and Hoy 2005; DiPaola and Tschannen-Moran 2001). Such behaviors may include mentoring and guiding students beyond classroom obligations, actively participating in departmental or institutional committees,

and promoting a positive and collaborative work environment (DiPaola & Hoy, 2005, p. 39; Mahdiuon et al., 2010, p. 21).

Thus, the significance of OCB in educational settings cannot be overstated. Numerous studies have highlighted the positive impact of faculty members' OCB on various aspects of the education process. For instance, research has shown that OCB among faculty members is associated with improved student learning outcomes, increased student engagement, and overall institutional effectiveness (Adewale & Ghavifekr, 2019; DiPaola & Hoy, 2005; Dipaola & Tschannen-Moran, 2001). Furthermore, students' perceptions of their instructors' OCB have been found to be positively related to their evaluations of teaching effectiveness, course satisfaction, and perceptions of instructor-student rapport (Ahmadu & Don, 2020; Boyar & Mosley, 2007; Rego et al., 2011).

In the context of the Physical Education and Sports Sciences Department at the University of Zakho, assessing the level of OCB among faculty members from the perspective of their students is particularly relevant. Students are direct beneficiaries of the educational process and are well positioned to evaluate the extent to which their instructors engage in behaviors that transcend prescribed job duties (Boyar & Ghavifekr, 2019; Boyar & Mosley, 2007). By incorporating the perspectives of both morning and evening students, this research endeavors to provide a comprehensive understanding of OCB within the department, capturing potential variations or similarities in perceptions across different study programs.

This study embarks on a comprehensive examination of organizational citizenship behavior within the realm of the Physical Education and Sports Sciences Department, focusing on the perspectives of its college members as perceived by their students. At the outset, the research aims to identify the general level of organizational citizenship behavior as observed by students, setting a foundational understanding of the behavioral dynamics within the department. Building on this, this study further delves into a comparative assessment of these behaviors from the viewpoints of both male and female students, shedding light on potential gender-based differences in perception and interaction. Additionally, the research seeks to evaluate how different study shifts—morning versus evening—affect students' perceptions of organizational citizenship behavior, exploring the nuances that the time of study may imprint on student experiences. Finally, the study intends to determine the relationship between students' year of study, whether they are in their 2nd, 3rd, or 4th year, and their perception of organizational citizenship behavior, thereby uncovering developmental or transitional trends within their academic journey. Through these objectives, this study aspires to offer a holistic and nuanced understanding of the social and organizational behaviors that underpin the educational environment of the Department of Physical Education and Sports Sciences.

Literature Review

Over the past few decades, organizational citizenship behavior (OCB) has garnered significant attention in the field of organizational behavior and management studies. Since its conceptualization by Organ (1988), scholars have extensively explored the concept, its dimensions, antecedents, and implications across various organizational contexts, including educational institutions. This literature review aims to provide an overview of the existing body of knowledge related to OCB, with a particular focus on its relevance and manifestation in the higher education setting.

The concept of OCB was introduced by Organ (1988), who defined it as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization." Organ (1988) identified five dimensions of OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. These dimensions encompass a range of behaviors that contribute to the overall effectiveness and well-being of an organization.

In the realm of higher education, OCB among faculty members has been recognized as a critical factor that influences the overall effectiveness and quality of educational institutions (DiPaola & Hoy, 2005; Dipaola & Tschannen-Moran, 2001). Faculty members who exhibit OCB tend to go above and beyond their formal job responsibilities, contributing to a positive and supportive learning environment for students (DiPaola & Hoy, 2005; Mahdiuon et al., 2010). These behaviors may include mentoring and guiding students beyond classroom obligations, actively participating in departmental or institutional committees, and promoting a positive and collaborative work environment (Adewale & Ghavifekr, 2019; DiPaola & Hoy, 2005).

Numerous studies have explored antecedents and predictors of OCB among faculty members. Organizational factors such as perceived organizational support, leadership styles, and organizational justice have been found to be significant predictors of OCB (Kao et al., 2023; Moorman, 1991; Organ & Ryan, 1995). For instance, Saeed et al. (2022, p. 220) found that perceived organizational support and transformational leadership were positively associated with OCB among faculty members at Pakistani universities. Additionally, individual factors such as job satisfaction, organizational commitment, and personality traits have also been associated with the exhibition of OCB behaviors (Mahdiuon et al., 2010; Organ & Ryan, 1995; Podsakoff et al., 2000).

In the context of student perceptions of OCB among faculty members, research has highlighted the importance of considering students' perspectives. Boyar and Mosley (2007) found that students' perceptions of their instructors' OCB were positively related to their evaluation of teaching effectiveness and course satisfaction. Similarly, Rego et al. (2011) demonstrated that students' perceptions of their instructors' OCB were positively associated with their perceptions of instructor-student rapport, student motivation, and student performance. Ahmadu and Don (2020) further corroborated these findings in their multi-source study, indicating a positive relationship between faculty OCB and students' evaluations of teaching quality.

Researchers have also explored the potential consequences and implications of OCB among faculty members. Studies have suggested that faculty members' OCB can contribute to improved student learning outcomes, enhanced student engagement, and overall institutional effectiveness (Adewale and Ghavifekr 2019; DiPaola and Hoy 2005; Dipaola and Tschannen-Moran 2001). For instance, Ahmadu and Don (2020) found that OCB among faculty members in Nigerian universities is positively related to student academic performance and institutional effectiveness.

Recent studies have explored OCB in higher education settings. Abbas et al. (2014) found that OCB among faculty members in Pakistani universities had a significant positive impact on students' satisfaction with the quality of education. Tang and Ibrahim (1998) investigated the role of perceived organizational support in predicting OCB among faculty members in Egyptian public universities, highlighting its significance as an antecedent.

In the Kurdish context, Burham and Sarmad (2022) conducted a study to explore the factors influencing OCB among faculty members at the University of Sulaymaniyah. Their findings indicate that job satisfaction and organizational commitment are among the key determinants of OCB. Moreover, Jameel et al. (2020) demonstrated that OCB among faculty members at a University in Iraq had a positive impact on students' academic performance.

Several meta-analyses and review studies have contributed to the understanding of OCB in educational settings. Nielsen et al. (2009) conducted a meta-analysis examining the relationship between OCB and various organizational variables in educational contexts, highlighting the importance of factors such as organizational commitment, job satisfaction, and perceived organizational support. Similarly, Somech and Drach-Zahavy (2000) provide a comprehensive review of OCB in educational settings, emphasizing its relevance and potential implications for student outcomes, organizational effectiveness, and teacher well-being.

While the existing literature has provided valuable insights into OCB in educational settings, there is a need for further research to explore this phenomenon within specific academic disciplines and cultural contexts. The present study aimed to contribute to this body of knowledge by investigating the level of OCB among faculty members of the Physical Education and Sports Sciences Department at the University of Zakho from the perspective of both morning and evening students.

By examining OCB within the context of a specific academic department, this research endeavors to shed light on the manifestation of OCB behaviors in a particular disciplinary setting. Additionally, by incorporating the perspectives of students from different study programs, this study sought to uncover potential variations or similarities in perceptions of OCB among different student groups.

Moreover, conducting this research within the Kurdish higher education context offers an opportunity to explore potential cultural or contextual factors that may influence the display and perception of OCB. Cross-cultural studies have highlighted the influence of societal values, norms, and beliefs on the manifestation and interpretation of OCB (Farh et al. 1997; Lam et al. 1999). By exploring OCB in the Kurdish setting, this study contributes to the understanding of how cultural factors shape the expression and perception of OCB behaviors within educational institutions.

In summary, the literature review highlighted the significance of OCB in the higher education context, its potential impact on various aspects of the educational process, and the importance of considering student perspectives. By focusing on the Department of Physical Education and Sports Sciences at the University of Zakho and incorporating the viewpoints of both morning and evening students, this study aimed to provide valuable insights into the level of OCB among faculty members and contribute to a broader understanding of this phenomenon within a specific academic discipline and cultural context.

Donglong et al. (2020) examined the intricate relationship between organizational justice and organizational citizenship behavior (OCB) in university faculty in China, highlighting the mediating role of organizational commitment. It defines OCB as behavior beyond formal roles that enhances organizational effectiveness and investigates its two dimensions. Using data from 257 faculty members in Shandong, the study finds positive correlations with all three types of organizational justice and underscores affective organizational commitment as a crucial predictor of OCB, offering valuable insights for educational policy and HR practices in China.

Azila-Gbette et al. (2020) delved into the dynamics between self-esteem, university commitment, and organizational citizenship behaviors (OCBs) among students at a Ghanaian Technical University. Analysis of responses from 354 students revealed significant positive correlations between self-esteem and both OCBs and university commitment, with OCBs also serving as a partial mediator between self-esteem and university commitment. This study underscores the importance of fostering self-esteem and engagement in extracurricular activities to enhance students' university commitment and citizenship behaviors, offering valuable insights for higher education management.

Turnipseed and VandeWaa (2012) investigated the connection between emotional intelligence and organizational citizenship behavior among university professors. Utilizing the Salovey et al. (2004) four-branch model of emotional intelligence, their research found significant links between professors' emotional intelligence and their engagement in discretionary behaviors that enhance organizational performance. The study highlights the varied impact of different emotional intelligence dimensions on such behaviors, suggesting a nuanced relationship between emotional intelligence and organizational citizenship behaviors.

Methodology

In this section, we outline the methodology of our study, which explores the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department from their students' perspective at the University of Zakho. This research focuses on assessing the dynamics of organizational citizenship within a department with the aim of capturing students' perspectives on their interactions and experiences with faculty members. This methodology allows for a concise yet comprehensive exploration of how the Physical Education and Sports Sciences Department fosters a sense of community, responsibility, and support among its members through the lens of students.

1. Research Design

The study adopted a quantitative, descriptive approach, utilizing structured questionnaires to explore students' perceptions of organizational citizenship behavior among college members in the Department of Physical Education and Sports Sciences.

2. Study Population and Sample

The target population consisted of students from the Physical Education and Sports Sciences Department of the College of Education, University of Zahko. A diverse sample of 159 students, varying in sex, study shift, and year of study, was selected.

Following the identification of the study population and sample, the demographic distribution of the study sample is meticulously detailed in Table (1) below. This table provides a comprehensive overview of the sample's characteristics, highlighting the gender distribution, study shift, and year of study of students in the Physical Education and Sports Sciences Department at the College of Education, University of Zahko. By presenting these data, we aim to offer a clear understanding of the study's demographic context, which is crucial for interpreting the results and conclusions drawn from the research.

Table 1. Demographic Distribution of the Study Sample

Variables	Variable Categories	No.	%
Gender	Male	104	65.4
	Female	55	34.6
	Total	159	100
Study Shift	Morning	100	62.9
	Evening	59	37.1
	Total	159	100
Year of Study	2 nd	67	42.1
	3 th	48	30.2
	4 th	44	27.7
	Total	159	100

Table 1 provides a detailed breakdown of the sample's demographics segmented by gender, study shift, and year of study. This table is structured into three columns: variables, variable categories, and the corresponding numbers and percentages of participants. Of the 159 students surveyed, 104 (65.4%) were male, and 55 (34.6%) were female, indicating a male majority within the sample. Regarding the study shift, 100 students (62.9%) attended the morning shift and 59 (37.1%) attended the evening shift. In terms of the year of study, the distribution was as follows: 67 (42.1%) were in their 2nd year, 48 (30.2%) were in their 3rd year, and 44 (27.7%) were in their 4th year, showing a

balanced distribution across the years with a slight predominance in the 2nd year. This detailed demographic mapping lays a solid foundation for subsequent analysis and discussion of the research findings on the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department from their students' perspective.

3. Data Collection Instrument

A quantitative questionnaire tailored to assess the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department was developed, drawing upon the conceptual framework established by Organ (1988), a cornerstone in the field of organizational behavior. This instrument was specifically designed to gauge the perceptions of students regarding the community, support, and responsibilities of faculty members within the department, aiming to provide insights into the dynamics of organizational citizenship from the students' perspective.

4. Data Collection Procedure

Participants were reached via their educational institutions and, upon agreeing to participate, were given a link to an online questionnaire hosted on Google Forms (<https://forms.gle/KbKxCQYku4gzfe578>). The use of an online survey facilitated easy access for participants, leading to a high response rate. They were allocated a period of two weeks to submit their responses.

5. Data Analysis

Quantitative data from Google Forms were exported to SPSS for rigorous statistical analyses. Descriptive statistics, t-tests, and analysis of variance (ANOVA) were used to discern patterns and determine statistical significance.

6. Ethical Considerations

Participants were apprised of the study objectives and their consent was obtained. Anonymity was ensured by excluding the personal identifiers. The participants could voluntarily withdraw from the study without any ramifications.

7. Tools Used

The extensive questionnaire evaluated students' views on the level of organizational citizenship behavior among the faculty members of the Department of Physical Education and Sports Sciences. A pilot study verified the comprehensibility and pertinence of this study. The Statistical Package for the Social Sciences (SPSS) facilitated data management, cleansing, and in-depth statistical analysis. The questionnaire design was user friendly, and the data collection process was streamlined, allowing for easy exports to SPSS.

8. The Construction of the Questionnaire

A questionnaire was developed to evaluate organizational behavior among members of the College of Physical Education and Sports Sciences through several meticulous steps. Initially, the discriminative power of the items was determined, showing that 32 out of 34 items were distinctive, with discriminative values exceeding the critical t-value of 1.998 at 63 degrees of freedom and a significance level of 0.05, except for two items which were excluded. Subsequently, the validity of the items was assessed through correlation coefficients between the scores on individual items and the total questionnaire score, which ranged between 0.45 and 0.85, exceeding the required significance level of 0.5. Finally, the stability of the items was evaluated, with reliability coefficients ranging between 0.80 and 0.90, reflecting excellent stability. The final version of the questionnaire consisted of 32 valid and reliable items that effectively measured organizational behavior from the students' perspective.

9. Questionnaire Validity

Experts in organizational behavior, sports science education, and educational psychology evaluated the questionnaires. Items with over 82% agreement on relevance and clarity were retained, with minor modifications.

10. Questionnaire Reliability

Internal consistency was evaluated using Cronbach's alpha, based on responses from 43 students. A reliability coefficient of 0.84 was obtained, affirming the questionnaire's validity. Following this validation, the final questionnaire was composed of 32 items, each offering five response alternatives: Very Much Available, Mostly Available, Somewhat Available, Not Available, and Not at All Available.

Findings

This section delves into the empirical investigation of organizational citizenship behavior among Physical Education and Sports Sciences Department members from the student perspective. Through statistical evaluations, it unpacks the effects of "Study Shift" and "Year of Study" on student perceptions, revealing a significant acknowledgment of organizational citizenship behavior, the negligible role of gender differences, and the distinct impact of Study Shift, all amidst a consistent perception across various Years of Study.

Table 2. Results of One-Sample t-test

Sample	Hypothetical mean	Mean	Std. Deviation	t. value	
				t-calculated	t-tabulated
159	96	111	26.4886	5.284	1.655

Table 2 presents a statistical comparison between the sample mean and a hypothetical mean of 96, relevant to the study of the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department from their students' perspective. From the sample of 159 students, the mean score was 111, with a standard deviation of 26.4886. The one-sample t-test yielded a calculated t-value of 5.284. This figure substantially exceeds the critical tabulated t-value of 1.655, considering that the degrees of freedom are set at 158. Such a marked deviation strongly suggests that the sample mean significantly differs from the hypothetical mean, highlighting the significant presence of organizational citizenship behavior as perceived by the students in the department.

Table 3. Results of the independent samples t-test according to Gender variable

Gender	No.	Mean	Std. Deviation	t. value	
				t-calculated	t-tabulated
Male	104	112.4712	24.95120	0.963	1.975
Female	55	108.2182	29.21358		

Table 3 presents an analysis of the differences in mean scores between male and female students regarding the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department from their perspective. The results revealed that the mean score for the 104 male students was 112.4712 with a standard deviation of 24.95120. On the other hand, the 55 female students had a mean score of 108.2182, with a standard deviation of 29.21358. The independent sample t-test produced a calculated t-value of 0.963. Since this value does not exceed the critical tabulated t-value of 1.975, with a degree of freedom (df) of 157, it indicates that there is no statistically significant difference in the mean scores of male and female students concerning their perceptions of organizational citizenship behavior within the department.

Table 4. Results of the independent samples t-test according to Study Shift variable

Study Shift	No.	Mean	Std. Deviation	t. value	
				t-calculated	t-tabulated
Morning	100	116.45	25.11122	3.495	1.975
Evening	59	101.7627	26.40163		

Table 4 presents an analysis of the differences in mean scores between students attending morning and evening study shifts regarding the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department from their perspective. The results show that the mean score for the 100 morning shift students was 116.45 with a standard deviation of 25.11122. Conversely, 59 evening shift students had a mean score of 101.7627, with a standard deviation of 26.40163. The independent-samples t-test yielded a calculated t-value of 3.495. Since this value exceeds the critical tabulated t-value of 1.975, with a degree of freedom (df) of 157, it indicates that there is a statistically significant difference in the mean scores of students attending morning and evening study shifts concerning their perceptions of organizational citizenship behavior within the department.

Table 5. Mean Scores and Standard Deviations by Year of Study variable

Year of Study	N	Mean	Std. Deviation
2 nd	67	111.2239	24.33903
3 rd	48	108.3958	25.49405
4 th	44	113.5	30.73177
Total	159	111	26.48859

Table 5 illustrates the variations in perceptions of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department, as viewed by students across different years of study. Second-year students reported a mean score of 111.2239 (SD = 24.33903), third-year students a mean of 108.3958 (SD = 25.49405), and fourth-year students the highest mean of 113.5 (SD = 30.73177), out of a total sample of 159 students.

These data suggest a nuanced perspective on organizational citizenship behavior that evolves or varies through students' academic progression within the department.

Table 6. Results of the one-way ANOVA according to the Year of Study variable

Source of Variation	Sum of Squares	df	Mean Square	F- calculated	P-value	F- tabulated
Between Groups	603.879	2	301.940	0.427	0.653	3.054
Within Groups	110256.121	156	706.770			(2-156) (0.05)
Total	110860.000	158				

Table 6 details the outcomes from the one-way ANOVA conducted to examine differences based on the Year of Study variable, focusing on the level of organizational citizenship behavior among college members of the Physical Education and Sports Sciences Department, as perceived by students. The analysis highlighted a Sum of Squares of 603.879 between groups with two degrees of freedom, resulting in a Mean Square of 301.940. However, the F-calculated value is 0.427, which is below the critical F-tabulated value of 3.054 for (2-156) degrees of freedom at a significance level of 0.05. Given the P-value of 0.653, these findings indicate that the differences in the mean scores of students across different years of study are not statistically significant, suggesting that students' perceptions of organizational citizenship behavior do not vary markedly with their year of study.

Discussions

The examination of organizational citizenship behavior (OCB) among faculty members in the Physical Education and Sports Sciences Department, as perceived by their students, offers compelling insights into the dynamics of academic environments. This discussion aims to enrich our understanding by delving into the implications of the findings, exploring the contributing factors to the observed patterns, and establishing connections with existing research, thus ensuring a coherent and analytical narrative devoid of direct table references.

The acknowledgment of significant OCB levels by students underscores the critical role these behaviors play in nurturing a positive academic atmosphere. Such voluntary actions by faculty members, ranging from mentoring to participating in extracurricular departmental initiatives, enhance the learning experience and foster a collaborative climate, mirroring Organ's (1988) conceptualization of OCB as behaviors that, although discretionary, significantly benefit organizational effectiveness. The alignment of these observations with DiPaola and Tschannen-Moran's (2001) findings further emphasizes the importance of OCB in educational settings for promoting a conducive learning environment.

Challenging conventional gender stereotypes, the absence of perceived OCB differences between male and female students suggests a progressive departmental culture that values inclusivity, echoing Allen and Jang's (2016) findings on eliminating gender disparities in organizational contexts. This consistency in citizenship behavior, regardless of student gender, aligns with the modern educational values of equality and non-discrimination, which are crucial for a supportive learning environment.

The variation in OCB perception between morning and evening study shifts invites speculation regarding the influence of faculty availability and resource distribution. This difference might reflect the unique challenges and demographics of evening students, such as higher employment rates, demanding more flexible and accommodating faculty behavior. The situation resonates with Adnan et al.'s (2021) exploration of the impact of work schedules on organizational dynamics, suggesting that different study shifts may necessitate tailored approaches to foster OCB.

Interestingly, while fourth-year students reported the highest OCB levels, indicating a potential correlation between prolonged faculty interaction and perceived citizenship behaviors, the statistical insignificance across the study years suggests a broadly consistent perception of OCB. This observation might reflect the cumulative effect of engagement and relationship development, which, as Wubbels et al. (2006) indicated, can profoundly impact educational outcomes.

These findings, while specific to the Physical Education and Sports Sciences Department, contribute to the broader discourse on OCB's role in enhancing academic experiences. They resonate with the seminal works of Organ (1988) and others who have established the foundational importance of OCB in organizational and educational contexts. The consistent student perception of high OCB levels among faculty members, irrespective of gender or year of study, highlights the department's success in cultivating a culture of support and inclusivity.

Further research could explore the underlying factors contributing to the observed patterns, such as departmental culture, leadership styles, and specific challenges associated with different study shifts. This exploration could yield insights into optimizing faculty-student interactions and enhancing the educational environment, thus reinforcing the significance of OCB in academic settings.

In conclusion, the findings presented in the tables provide valuable insights into the level of organizational citizenship behavior among members of the Physical Education and Sports Sciences Department, as perceived by their students. The significant acknowledgment of OCB, lack of gender differences, and variations observed across study shifts and years of study contribute to a broader understanding of this crucial aspect of organizational behavior in academic settings. By connecting these findings to relevant research, we gain a deeper appreciation of the potential factors influencing OCB perceptions and the potential impact of faculty members' citizenship behaviors on their overall learning experience and academic environment.

Conclusions

This study on organizational citizenship behavior (OCB) within the Department of Physical Education and Sports Sciences revealed noteworthy findings. This revealed a significant recognition of OCB among department members as perceived by students, which underscores the positive ramifications that such behaviors have in nurturing a supportive and cooperative academic atmosphere. Interestingly, the investigation found no gender-based differences in perceptions of OCB, indicating uniformity in citizenship behavior levels across students of different genders. Uniformity plays a crucial role in promoting an inclusive and equitable learning environment. Furthermore, the study highlighted variations in OCB perceptions that are dependent on different study shifts and academic years. These variations suggest that several factors, including faculty availability, allocation of resources, and the extent of student-faculty interactions, may play pivotal roles in shaping students' perceptions of OCB.

Based on these insights, we recommend several strategies. This suggests the acknowledgment and encouragement of faculty members who exemplify outstanding organizational citizenship behavior, acknowledging the significant impact that such behavior has on enhancing the learning experience and overall student contentment. Additionally, the introduction of initiatives and professional development programs aimed at fostering an understanding of OCB and its significance in educational settings is advised, with the goal of cultivating a culture of citizenship behavior within the department. Moreover, it recommends regular evaluations of students' perceptions of OCB across different study shifts and academic years. This would help identify any discrepancies and address them through focused interventions or by appropriately reallocating resources.

For further exploration, this study investigated the specific elements that contribute to the noted differences in OCB perceptions among various study shifts, such as faculty availability, resource distribution, and student demographics. This information could inform targeted strategies for enhancing OCB across all study programs. Additionally, examining the influence of leadership styles and departmental culture on faculty members' participation in OCB could shed light on how these factors affect the exhibition and perception of citizenship behavior in educational settings. Finally, conducting cross-cultural or cross-institutional studies to assess the impact of cultural and contextual elements on OCB expression and interpretation in higher education could offer a more rounded understanding of this phenomenon.

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