

**EFFECT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR ON PERFORMANCE
OF TEACHING STAFF AT THE UNIVERSITY OF NAIROBI**


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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE IN HUMAN
RESOURCE MANAGEMENT, FACULTY OF BUSINESS AND MANAGEMENT
SCIENCES, UNIVERSITY OF NAIROBI.**

2023

DECLARATION


I, the undersigned, declare that this research project is my original work and has not been submitted for any award in any other university or institution of learning. Sources of information used here have been duly acknowledged.

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ABBREVIATIONS

ANOVA	Analysis of Variance
AR	Account Representatives
CFA	Confirmatory Factor Analysis
EIP	Employee involvement and participation
EUC	Embu University College
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KPUC	Kenya Polytechnic University College
KU	Kenyatta University
OCB	Organizational Citizenship Behaviour
PLS-SEM	Partial Least Squares Structural Equation Modeling
SEM	Structural Equation Modeling
SEUCO	South Eastern University College
SPSS	Social Science Statistical Package
UON	University of Nairobi

ABSTRACT

Businesses are continually focusing on their human, financial capital and resources that are physical to become more efficient and productive in their never-ending quest for success. Effective management of human resources is necessary since employee performance is a key predictor of business performance. This research aim was to aimed to establish the effect of organizational citizenship behaviour on performance of teaching staff at the UON. The study based the research on the extra-role performance theory, the in-role theory and the social information-processing theory. Further, the research used a descriptive research design and utilized a sample size of 383 staff member from the university of Nairobi. The research utilized a questionnaire to gather data from the staff in relation to Organizational Citizenship Behaviour and Employee Performance. To undertake descriptive and inferential statistical analysis, the study used SPSS software version 28.0. A multiple linear regression model was utilized in the study to evaluate the hypothesis that organizational citizenship behaviour has a significant effect on performance of employees. The dependent variable was employee performance, whereas the independent variables were civic virtue, conscientiousness, altruism, courtesy and sportsmanship. The study found that organizational citizenship behaviour dimensions assessed in the study were perceived as influential by respondents as suggested by their overall means. The regression analysis indicated that there existed a positive and significant link between organizational citizenship behaviours and employee performance. Furthermore, Conscientiousness, civic virtue, sportsmanship and courtesy were found to have a greater effect on performance of employee while altruism was found to be slightly less significant since its p-level ($p= 0.758$) was greater than the study's significance level ($p= 0.05$). The study also found that the model adopted could measure 82.6% of the variation in performance of employees indicating that 17.4% of the variation in performance of employees was due to factors outside the study. The study recommends more research on organizational Citizenship behaviour and its relation to employee performance. This will provide more research for comparison of findings which will reduce the generalization of findings. The study also recommends that the same research be carried out on other campuses such as KU, JKUAT and other universities to gather better information and findings. Since they have rich environment for such intentional forms of research. This research recommended that future studies in this academic sector broaden their reach to include multiple higher educational institutions chosen from throughout the country since it was limited to the teaching staff of the UON opening up the chance for study in other universities the likes of KU and JKUAT. Further the study suggested Future OCB research will look at the mediators in the link between OCB and performance of employees.

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

Human behaviour is a vital component of all successful enterprises (Romle, Talib & Shahuri, 2016). Businesses are continually focusing on their human, financial capital and resources that are physical to become more efficient and productive in their never-ending quest for success (Goldberg & Fleming, 2010). Effective management of human resources is necessary since employee performance is a key predictor of business performance. Due to increased competition from rival businesses as a result of globalization, organizations are creating policies to make sure they continue to stand out in the marketplace (Markos & Sridevi, 2010). Employees at various organizations strive to gain the goals and objectives that have been set. As a result, the management has created work standards and descriptions to guarantee that each employee is held accountable for their performance in everyday tasks (Han & Perry, 2020). The long-term objectives of the company are operationalized through semi-annual, annual, monthly, quarterly, daily and weekly targets, which are what motivate employees (Armstrong, 2009).

The tasks that are expected of a worker as part of their job and how successfully they carry them out are considered to be the employee's performance (Apostolos, 2000). Organizations have clearly stated goals that must be attained through employee involvement and participation (EIP) in the business (Han & Perry, 2020). Employee engagement is the practice of giving employees the authority to take part in managerial decision-making and improvement initiatives that are appropriate for their organizational levels (Apostolos, 2000). Employers understand that if they can engage their staff, they will be inspired to give their all to the company, and their businesses will prosper as a result (Foot & Hook, 2008). Some businesses may be declared bankrupt as a result of employee disengagement. Therefore, management is responsible for making sure that the demands of both clients and employees are met within the company (Markos & Sridevi, 2010).

One of the major management practices employed are organizational citizenship behaviours (OCB). Organizational citizenship behaviour is a concept that is evolving concerning the why and how individuals or workers positively contribute to their firm beyond work roles (Pickford & Joy,

2016). In this research the main focus was on how the organizational citizenship behaviours affect the employees' performance.

This research was supported by three theoretical frameworks; the extra-role performance theory, the in-role theory and the social information-processing theory. The extra-role performance theory as posited by Katz (1964) posits that extra-role performance of employees is individually and organizationally focused organizational citizenship behaviour and relates to the operation and firm making better efficiency all over the organizational resource's transformation. The extra-role behaviour is important in practice because it can improve an organization's performance and operational efficiency by transforming organizational resources, reforming resources, and being adaptable. The in-role theory as advanced by Mi et al. (2019), involves behaviours that are useful for the required work accomplishment, which in the main context of this analysis refers to employees' purpose to abide by the organization's policies. By monitoring their job quality and productivity, managers may control how well employees execute in their roles and contribute. The theories are pertinent to the research because they aim to explore the behavioural traits of individual employees, and how these behaviours ultimately affect the performance of employees collectively.

The extra-role theory has been included as part of this research's framework for a number of reasons. First, it provides a context that explains why aspects of OCB may be seen in some work places, second it provides an understanding of what drives employee performance in university setting and third it lays a foundation for evaluating whether OCB affects performance from an attitudinal or relational aspect or whether it's a result of both aspects. The in-role theory has been included as part of this research's literature framework for a number reasons which include provision of context that explains why aspects of organizational citizenship behaviour are important in university teaching staff performance, second it explains what motivates teaching staff performance in the university and last but not least lays a ground for determining if employee performance results from relational or attitudinal factors of Organizational citizenship behaviour.

1.1.1 Organizational Citizenship Behaviour.

Organ (2018) initially utilized the term organizational citizenship behaviour (OCB) in 1988 to refer to employee discretionary actions that directly advance an organization's efficient operation, regardless of the individual's actual output (Organ, 1997). A similar definition is enshrined in the

work of Pickford and Joy (2016), where they define OCB as distinct, voluntary actions taken by workers outside the scope of their official job descriptions. The dominance of team systems in the field of OCB research after Bateman and Organ presented the idea of OCB piqued researchers' interest in OCB in a group setting. OCB in groups involves the discretionary and advantageous exchange of favours with other group members, which controls their social interactions (Tambe, 2014). Some ways that are not required or specified in a worker's job description are personified by OCBs. Since the actions are largely a question of personal preference, their carelessness is not frequently punished (Farahbod et al., 2012). Customers' view of the quality of a company's services can be favourably or negatively impacted by the behaviour and attitude of its personnel (Yaffe & Kark, 2011). Institutional managers and administrators can promote a culture of commitment by creating an environment where employees feel committed, satisfied, and loyal (Farahbod et al., 2012).

According to a study by Tambe (2014), organizational citizenship behaviour enhanced job performance in a considerable way, which gives results of production and work of high quality for companies. It also resulted in stronger interpersonal bonds, fewer conflict, and time savings. The same study found that individuals with high intellect but limited job experience were inclined to engage in corporate citizenship behavior. They were seeking for ways to get involved in the firm since they were not set in their ways. Encourage them to participate in further OCB-related activities. (Tambe, 2014). Work groups require assistances from their individual members beyond those outlined in agreements that are formal, hence OCBs are crucial to their efficient operation (Nielsen, Hrivnak, & Shaw, 2009). Participating in OCBs improves coworker productivity and improves group performance by easing the supervisory burden on group leaders (Podsakoff & MacKenzie, 1997). However, helping activities are not the only characteristics of OCB. Metaanalysis reveals that people who are more invested in OCB perform better. Successful people are described as givers by Grant (2016); they are people who put the needs of others before their own, who give to others, and who work for an organization's overall success rather than their own. From the above discussions on advantages of OCB, it can be noted that although not every employee will lean towards OCB, organizational citizenship behaviour has tremendous benefits for the workforce and organization. as a result, the Human Resource department of a given organization should target candidates with a potential of engaging in OCB during the hiring

process. Alternatively, the organization should rethink the performance management to make organizational citizenship behaviour an intrinsic part of the company culture.

1.1.2 Employee performance

Performance refers to both what has been achieved and how it was achieved (Armstrong, 2009). To assess the degree of performance, management must compare the established goals to the output of the workforce. Employee input is a key factor in organizational performance. The management's primary priority now is employee performance. The output of an organization is determined by the collective efforts of all of its employees, which also determines its development and progress (Samwel, 2014). Employees that closely align their attitudes and expectations with the firm's vision are likely to contribute to the continued success of the company (Chew, 2005). To work productively and achieve the goals, employees need to be motivated and have access to various resources of the organization. Human resource management, according to Guest (1997) and Armstrong (2009), is predicated on the idea that better performance may be attained inside a business by utilizing its workforce. Therefore, for improved performance, people are viewed as a valuable asset in every firm. Prior to the 1980s, motivation of others became an important component of the majority of management strategies since achievement was typically seen as the result of a mix of skill and motivation, given adequate resources (Torrington et al, 2008).

The performance of workers is dependent of various factors within and beyond the confines of an organization. Some of the factors include leadership styles adopted by the organization, market standards, and the existing relationships within the organization. Leadership is increasingly understood as schemes of persuasion and conviction of people that includes incentives and stimulants to motivate people towards achievement of a given goal (Hersey et al., 2001). Employee performance is influenced by corporate citizenship behaviour in addition to leadership styles according to Pickford and Joy (2016). In the end, an organization's performance as a whole is impacted by the performance of its personnel. Consequently, this research aimed to explore further how the various OCBs affect the performance of employees in a given organization.

1.1.3 University of Nairobi

A number of advancements in regional and national higher education are responsible for the University of Nairobi's emergence. The Royal Technical College brought its first group of Advanced Level graduates for technical courses in April of 1956, marking the beginning of the

University of Nairobi. The East African educational system was put under surveillance not long after the first group of students arrived at the college. The Royal Technical College of East Africa was changed as a result of the advice of a working party established in 1958 and led by Sir John Lockwood, University of London vice chancellor. The College was established on June 25, 1961, and on May 20, 1964, it changed its name to Royal College Nairobi. When the institution gained university college status, it continued to offer college diploma programs while simultaneously preparing bachelor's degrees students granted by the University of London (www.unobi.ac.ke).

The academic division is divided into numerous parts, including those for admissions, exams, quality assurance, and senate. The University of Nairobi (U.O.N), which comprises of 10 faculties which include Faculty of Arts and Social Sciences, Faculty of the BED, Faculty of Agriculture, Faculty of Education, Faculty of Business and Management Sciences, Faculty of Law, Faculty of Engineering, Faculty of Health Sciences, Faculty of Science & Technology and Faculty of Veterinary Medicine. The University of Nairobi was established by a Parliamentary Act in 1970 and has gradually expanded, leading to a rise in the students number and programs available. Since 2009, the University of Nairobi has a number of constituent University Colleges, including Embu University College (EUC), Kenya Polytechnic University College (KPUC), and South Eastern University College (SEUCO) (2012). The world-class status of the University of Nairobi motivates the use of the institute as a sample to determine the impact of OCB on performance of the teaching staff across all Kenyan institutes of higher learning.

1.2 Research Problem

Teaching and non-teaching personnel at higher institutions in Kenya are believed to be under a high deal of stress due to inadequate resources, inadequate funding, trouble acquiring research money, poor coworker relations, and an excessive amount of labour (Mate, 2014). Over the years staff at the UON have been seen to engage in strikes due to unfair financial compensation and non-financial compensation. The University of Nairobi has also experienced frequent staff turnover rates, high attrition rate and rising job discontent (Kyule, 2017). The above behaviours are clearly connected to altruism, courtesy and other forms of OCB and this study aimed at determining their effects on the performance of UON teaching staff at the university on Nairobi.

Numerous educational institutions have seen a sharp increase in the usage of organizational citizenship behaviours as they strive to give teaching staff pleasant workplaces and increase the

effectiveness of service delivery. Organizational citizenship behaviour (OCB), as defined by Smith et al. (2013), is a term utilized to describe a person's voluntary commitment and behaviour that is separate from their contractual obligations. Numerous studies have demonstrated that OCB enhances an organization's performance in several areas and boosts satisfaction (Organ, 2018). Additionally, more recent research has discovered a connection between OCB and performance at the unit and group levels, as well as for the individual dimensions of civic virtue, altruism, sportsmanship, conscientiousness and civility (Nielsen et al., 2009). Studying the aspects of civic virtue, altruism, sportsmanship, conscientiousness, and civility would make an effort to close the knowledge gap between OCB and employee performance at both the unit and group levels.

The subject of employee performance in educational settings is broad, and an examination of the literature reveals gaps that need for additional research. Additionally, the majority of the research examined are outdated, and given how frequently OCB changes, a more recent and updated study is needed. Additionally, this study concentrated on a particular population subgroup that is directly related to the study's focus on the effectiveness of the teaching staff. This study also provided us the chance to employ a hitherto unexplored theoretical framework combination to explain why OCB influences teaching staff performance. In order to better understand how organizational citizenship behaviour affects teaching staff effectiveness, this study set out to look into the topic. The study also aimed to provide a response to the question: What effect does OCB have on the performance of teaching staff at the UON?

1.3 Research objective

The main objective of the research was to determine the effect of OCB on performance of teaching staff at the university of Nairobi. The general objectives include:

1. To examine the relationship between altruism and the performance of teaching staff at the University of Nairobi.
2. To investigate the effect of conscientiousness on the performance of teaching staff at the University of Nairobi.
3. To assess the influence of courtesy on the performance of teaching staff at the University of Nairobi.
4. To explore the effect of civic virtue on the performance of teaching staff at the University of Nairobi.

5. To analyse the effect between sportsmanship and the performance of teaching staff at the University of Nairobi.

1.4. Value of the study

The most effective way to make decisions was through research, and this study gave management of various firms, insight on organizational citizenship behaviour. The study outlined trends in organizational civic behaviour and made suggestions on how to apply them to improve instructional environments and teaching staff in order to improve service delivery in universities. This study's findings would be valuable in developing academic content on organizational citizenship behaviour. Future studies would also use the results as a framework for evaluating organizational citizenship behaviour in relation to teaching staff performance.

The knowledge gathered from this study was crucial for lecturers since it deepened their knowledge of the subject and gave metrics that were essential for improving both the lecturer-student interaction and the teaching environment. Additionally, the study offered significant data that could be applied to comprehend organizational citizenship behaviours and how they could be controlled, improved, and employed to boost teaching staff performance. This knowledge was crucial for lectures and professors as they onboarded new university employees.

Additionally, the results of this study were advantageous in furthering research projects involving organizational citizenship behaviour as well as employee performance and their effect on organizational performance. The empirical result to be presented would be used as background information for future studies on similar topics. Moreover, the results of this research were not only valuable to the University of Nairobi but also universities situated all over the country in terms of amending policies to facilitate and promote organizational citizenship behaviour.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The theoretical background of the research is provided in this section as it relates to the objectives of the research. Further, this section presents the determinants of the research and reviews important empirical-based studies.

2.2 Theoretical Foundation

This section evaluates theories vital to the study's goal. The study will use the extra- role theory and in-role theory.

2.2.1 Extra- Role Theory

According to Zhu (2013), extra-role behavior theory is the collection of employee activities that are not specified or established as part of their job, position, or function in the company and are not represented in the organization's pay structure. Extra-role theory was first advocated by Katz (1964), who described it as OCB in the 1980s. This form of theory explains the extra effort conducted by an employee that is not in line with their duties or responsibilities in the institution whereby in relation to this study teaching staff of the university of Nairobi. Zhu (2013) expanded on the theory noting that extra role behaviour cultivates factors such as sportsmanship, civic virtues and altruism which psychologically connects the employees and their entity instead of their jobs. Further, extra-role behaviour is behaviour that aimed to benefit the firm and goes above and beyond the job descriptions, is discretionary and for the organization's benefit, is not directly or clearly seen or formally rewarded by a system, is not subject to punishment if it is not performed, and is directed positively towards a group, individual or firm so as to achieve a goal. Extra role behaviour brings out the best components of an employee which enhances performance of the entity as the employees don't have to pushed to work (Zhu, 2013).

Extra- role behaviour is considered as a direct driver of OCB since it motivates the aspect within employees. Employees exhibiting the behaviour are driven by underlying motivations (Pickford & Joy, 2016). Extra role behaviour should therefore be authentic requiring structures such as civic virtue and conscientiousness (Zhu, 2013). The extra-role theory has been included as part of this

research's framework for a number of reasons. First, it provides a context that explains why aspects of OCB may be seen in some work places, second it provides an understanding of what drives employee performance in an entity and third it lays a foundation for evaluating whether OCB affects performance from an attitudinal or relational aspect or whether it's a result of both aspects.

2.2.2 In-role theory

Katz (1964) in postulating the in-role theory, stated that in-role theory can inspire beneficial collaboration between employees and the performance of an entity. This form of behavioural approach is also known as core-task conduct (Katz, 1964). According to Katz (1964) this type of behaviour was identified and documented as a component of workers' work and was represented in the organization's official salary system. The in-role conduct, according to Williams and Anderson, is comprised of all the actions required to carry out the responsible work (Mi et al., 2019). The criteria used to assess an employee's performance of in-role behaviours are typically broken down into four categories: quality evaluation, rating and document data record, quantity standard, , which includes records on work safety, absenteeism, and work delays (Zhu, 2013). In-role behaviour is one of the most paramount and crucial components in the enhancement of OCB which in turn influences the performance of an institution (Zhu, 2013).

In-role behaviour is considered as a driver of organizational citizenship behaviour as it encourages the workers aspects in an entity. In-role behaviour should therefore be genuine with characteristics such as sportsmanship, altruism and Civic Virtue (Mi et al., 2019). The in-role theory has been included as part of this research's literature framework for a number reasons which include provision of context that explains why aspects of Organizational citizenship behaviour are important in an entity's performance, second it explains what motivates employee performance in workplaces and last but not least lays a ground for determining if employee performance results from relational or attitudinal factors of Organizational citizenship behaviour.

2.3 Organizational Citizenship Behaviour and Employee Performance

To ascertain whether OCB modulates the effects of organizational commitment, personality and job satisfaction on performance, Indarti et al. (2017) conducted a study. The study was carried out in Makassar, where every resident holds a permanent lecturer foundation status and is therefore a lecturer. The Slovin formula was used to create a sample of 295 respondents. To evaluate the research's main premise, SEM was employed as statistical analysis technique that is inferential.

The research discovered that organizational citizenship behaviour had a mediating effect (an indirect effect) on organizational commitment, personality and satisfaction of job. This means that the higher a person's personality, firm commitment, job and personality satisfaction, the bigger their performance, and if mediated, their OCB. This research tries to fill the gap left by a previous study that linked organizational citizenship behaviour with performance but did not provide details on how OCB is specifically related to performance.

The antecedents of OCB and their effect on performance were the subject of a research by Hakim et al. (2014) at a public university in Makassar, South Sulawesi, Indonesia. The main goal of the analysis was to establish and analyse the interrelationship between OCB and lecturers' performance in relation to personality, organizational commitment, work satisfaction, and organizational support. Three public universities in Makassar, South Sulawesi, Indonesia provided the data, which was then used in a structural equation modeling (SEM) analysis with a 5% alpha correction to look at the interrelationships between the variables. According to the research, personality, job happiness, organizational support, and lecturers' performance all significantly affect OCB. Since the research variables were calculated based on the respondents' perceptions, who were also the research's subjects, the data gathering for the research was biased. The study included three universities from a diverse spectrum, which led to the results being generalized. This study, however, tries to close this gap by focusing on the University of Nairobi for clearer outcomes.

The impact of OCB on work performance in the Indian healthcare industries was studied by Basu et al. (2017), with social capital serving as a mediating factor. Through questionnaire research, the study gathered processed information from 501 participants in 15 healthcare institutions in Kolkata, India. To conduct the survey, reliable and valid Likert-type rating measures of OCB, social capital and job performance were utilized. Utilizing structural equation modeling, the data was examined. OCB positively significantly influenced job performance in facilities of healthcare, according to the research's findings. The interrelationship between OCB and job performance was found to be significantly mediated by social capital. According to the study, due to its unique functioning style, workforce, and work environment, the generalization of the research's findings should be limited to the healthcare firms in Kolkata. Further research should be conducted to ascertain various outcomes of OCB and job performance. The research's scope was constrained because it was focused on the health industry, which leaves a void for the education industry to fill in.

The impact of Compensation, Job Satisfaction, and OCB on worker Performance research was undertaken by Agustini Sih et al. in 2016. Utilizing the saturation sampling method, data were gathered. Data was analyzed using PLS-SEM. There were 138 Account Representatives (AR) Supervising Work in the Tax Office in the Malang region, Directorate General of Taxes East Java III Regional Office (PLS-PM). According to the study's findings, under normal circumstances only does the idea that higher pay for employees means better performance apply. This idea is not applicable if there are barriers to the work's realization. In order to maximize AR supervision performance, The researchers advised the Directorate General of Taxation institution to address and give a solution to the obstacles facing AR oversight. The study used three different criteria to measure employee performance, but it didn't provide the in-depth analysis that this study will provide regarding the impact of OCB on employee performance.

Research carried out by Abtahi and Esmaili (2013) sought to determine the association between OCB and performance of employees at the Qazvin University of Medical Sciences and Health Services. Several departments from the Qazvin University of Medical Sciences were included in the research's populus. Data were collected and obtained for this study utilizing a descriptive research approach, and both inferential analysis and descriptive statistics were utilized for analysis. The level of mean of analytical structural equation modeling, CFA, and Path Analysis was descriptive statistics, including frequency tables. The software program SPSS version 18 and LISREL 8.54 version of Windows were utilized for data analysis. The analysis results depicted that the performance had increased as a result of the OCB's benevolence, work ethics, sportsmanship, and civic behaviour. The research on OCB was partially conducted because the study used some of its determinants, leaving a gap for the current investigation.

2.5 Empirical Review and Research Gaps

The examined research outlines how organizational citizenship behaviour affects employee performance at various organizational levels. However, it has been noted that the studies contain a number of gaps that this study is essential in filling. The studies under consideration have concentrated on various industries, such as the banking sector, the health sector, and Iranian instructors, but they have not gathered data on the teaching staff in Kenyan universities, which is what this study did. Calculating the study's sample size, stratified sampling was employed, departing from the sampling techniques used in earlier studies. The research also employed

descriptive analysis and inferential statistics, both of which were missing from several previous investigations. Finally, the study concentrated on the UON's faculty, who had not been the subject of any of the studies analysed.

2.6 Conceptual framework

The conceptual framework gives review of the interrelationship between the variable on the dependent side and variables on the independent side. Employee performance is the variable on the dependent side while the variable on the independent side is the OCB. The CF indicates how employee performance depends on organizational citizenship behaviour.

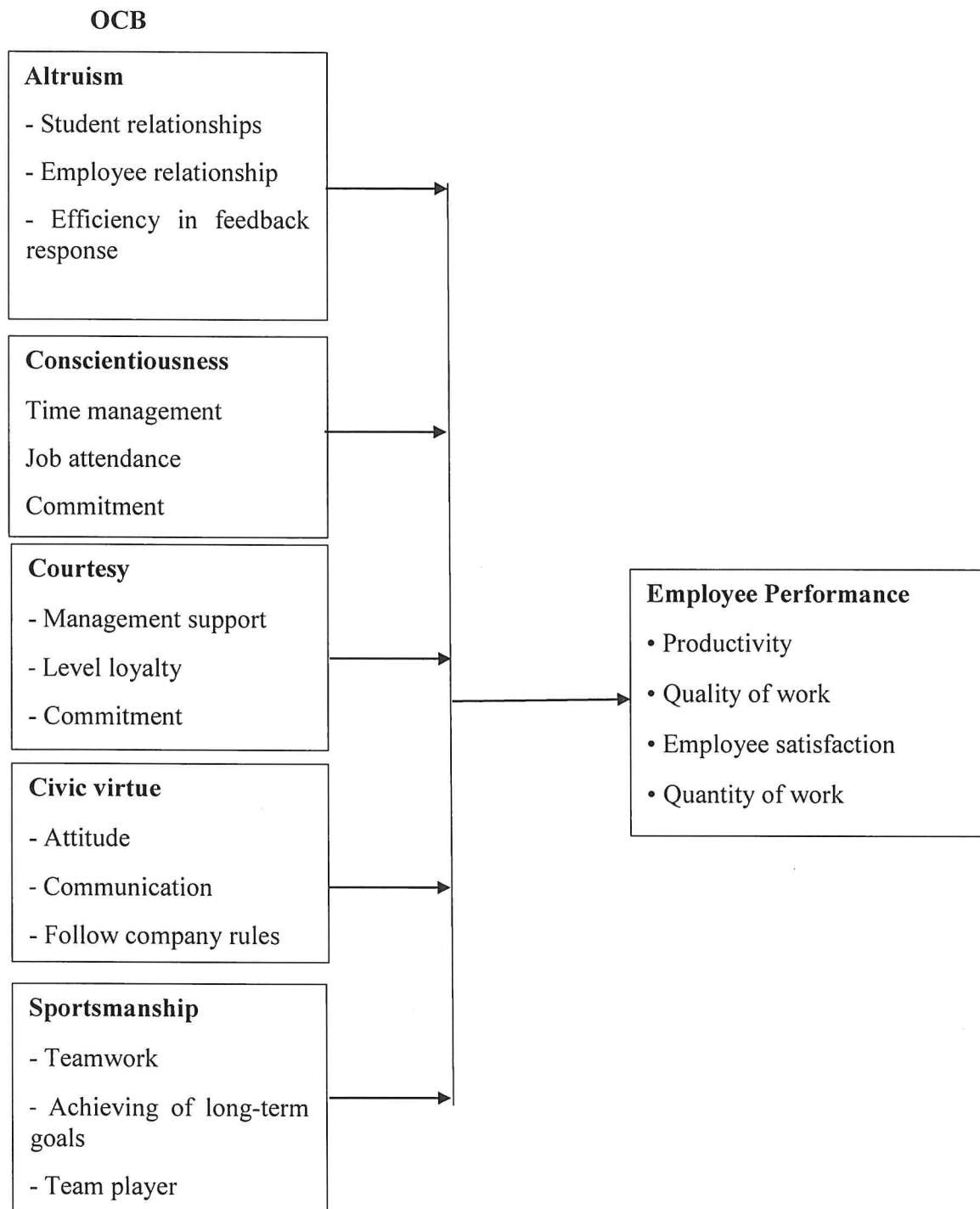


Figure 2.1: Conceptual model

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The procedure and approach that were used to conduct the research are presented in this section. The proposed research design, study participants, data gathering tools, and data analysis, interpretation, and presentation methods were all covered in this chapter.

3.2 Research Design

Kumar et al. (2020) posits that the research design is the adopted plan that enables the study's objectives to be evaluated accurately, economically, and objectively. This research adopted a descriptive research design. The pertinent idea behind using this research type is to better define a group of people's opinions, attitudes, or actions on a particular topic. According to Saunders, Lewis and Thornhill (2007), descriptive design research facilitates standardized data gathering from a sample that can then be analysed by both descriptive and inferential analysis. The results from the sample can then be used to generalise the findings to the entire population. Thus, the descriptive survey research design was utilized as the plan of the research. Descriptive survey is therefore appropriate for this study to obtain and correlate the information on the interrelationship between performance of teaching staff and OCB as it is at the University of Nairobi.

3.3 Population

The population is the collection of individuals, things, components, or arrangements with related personality traits (Mugenda & Mugenda, 2012). The study utilized a target population of 8,648 teaching staff members. The University of Nairobi as of 2022 has employed 450 professors, 450 academic employees with PhDs, 5,525 administrative and technical personnel, and 2,220 academic staff overall in accordance with data acquired from the university website (university of Nairobi, 2022). These staff members were used as target population for the acquisition of data for the research.

3.4 Sampling Design

By using stratified random sampling, the research gave every population member a chance to be chosen (Mugenda & Mugenda, 2009). By dividing a population into proportions, stratified sampling makes it possible for every member of the teaching staff to participate in the survey. The research utilized Yamane's method of sample calculation to calculate the study's sample size. The Yamane's (2014) approach for calculating sample size assumes a significance level of 0.05 (5%) or confidence level of 95% and calls for a defined target population. The study sample was determined using the Yamane's formula as shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n =sample size

N=population size

e=error set at 5%

Therefore,

$$n = \frac{8,648}{1 + 8,648(0.05)^2}$$

Thus, n= 383 staff.

A stratified proportional sampling strategy was used to determine the sample population from each site. A random sample proportionate to the participant's cadre was chosen to participate in this investigation. The sample procedure is described in the table below.

Table 3.1 Sample distribution

Staff employees	Population	Sample	Percentage
Professors	450	20	5
PhD employees	450	20	5

Administrative and Technical personnel	5,525	245	64
Academic staff	2,220	98	26
Total	8648	383	100

3.5 Data Collection

This inquiry necessitated the evaluation of original data. Primary data on the influence of OCB on teaching staff performance at the UON were collected using standardized and validated questionnaires. Questionnaires enabled rapid data collection and could also be utilized to survey a large populus in a short period of time. Questionnaires are affordable, private, and simple to administer (Omwenga & Iravo, 2015).

Questionnaires were the primary data gathering tool. The surveys were distributed by drop and pick up. The researcher described the reason of the research of the study to potential participants and received their permission to gather data from them as part of the data collection procedures before distributing the questionnaires. At the end of the data gathering procedure, completed questionnaires were gathered and filled out. For the university’s teaching faculty, a single survey was created. The staff survey was divided into four sections. The first part of the questionnaire asked for details on the sociodemographic traits of the university staff. Information about the staff’s organizational citizenship behaviour was also requested in the second section of the questionnaire. Altruism, Conscientiousness, Courtesy, Civic virtue and Sportsmanship were the main factors taken into account in this section of the questionnaire, which was followed by a section on staff performance.

3.6 Data Analysis

The analysis of the data involved the utilization of both descriptive and inferential statistics. Specifically, the SPSS software version 28, was employed for the analysis. The respondents' characteristics and responses to each question were reported using descriptive statistics such as means, SD and percentages. The information was then presented in the form of tables, graphs, and an explanation of the findings. To support the model illustrating the interrelationship between the

variable on the dependent side and variables of the independent side. To evaluate the link between the variables, the analysis used inferential statistics and a basic regression analysis. The connection between OCB and teaching staff performance was depicted in the below model.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where Y= Employee Performance

α =Constant

X= Altruism

X₂=Conscientiousness

X₃= Civic virtue

X₄= Sportsmanship

X₅= Courtesy

β =Coefficient of Independent Variable

ε = Error Term

The regression analysis was conducted at 95% significance level with the F-statistic, R square statistic, and p-value tests used to estimate the relationship between the variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The findings of data analysis are presented in this part of the document after the collection of data. Furthermore, the chapter presents an interpretation of the results according to the objectives of the investigation. The results are displayed in form of charts, graphs, and tables.

4.2 Response rate

The research set out to investigate the effect of OCB on performance of teaching staff at the university of Nairobi. The study sent out 383 questionnaires out of which 301 questionnaires were completed within the accorded time. This represented a return rate of 78.59% which according to Baruch (1999) was above the adequate rate of 56% for a primary data-based survey

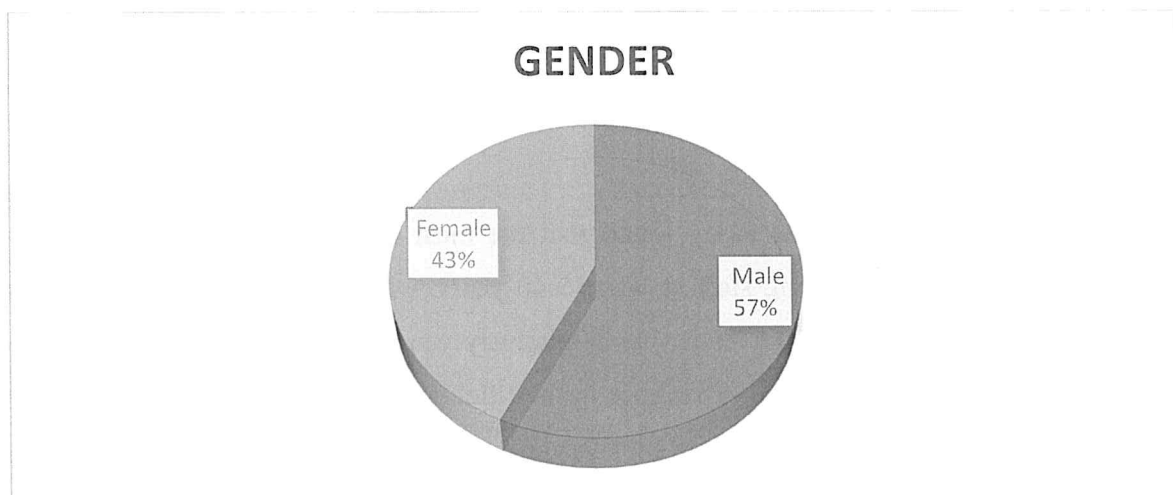
4.3 Background Information

The research sought to obtain information related to the participants background information to develop a wider comprehension of the research participants.

4.3.1 Gender of participants

The participants gender is as shown below in figure 4.1

Figure 4.1 Gender of participants



From the findings as figure 4.1 indicates, the study found that there was a slight gender imbalance among the University of Nairobi the teaching staff, with 57% of them being male and 43% being female. This suggests that the university has more male staff than female staff, and that there may be some challenges or barriers for women to pursue a career in teaching at the university. The study also found that the gender of the teaching staff had a significant effect on their performance, with female staff scoring higher on organizational citizenship behaviour than male staff. This implies that female staff are more likely to participate in behaviours that are beneficial to the organization, for instance helping colleagues, tasks volunteering, and following rules and norms.

4.3.2 Age of participants

The age of the research’s participants is as indicated below.

Figure 4.2 Age of participants

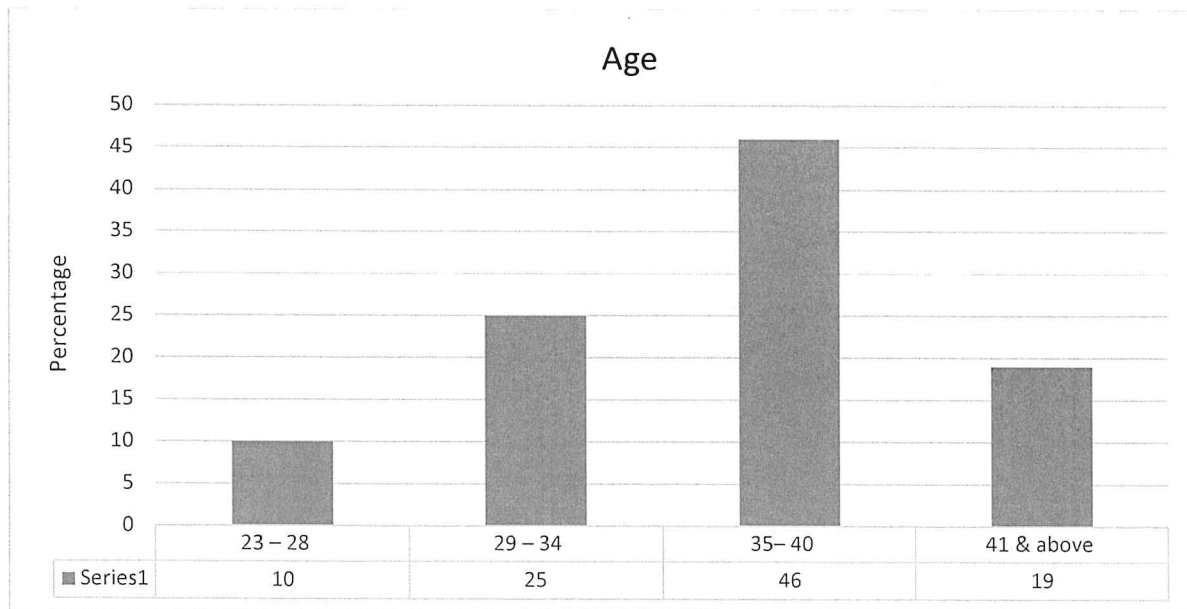


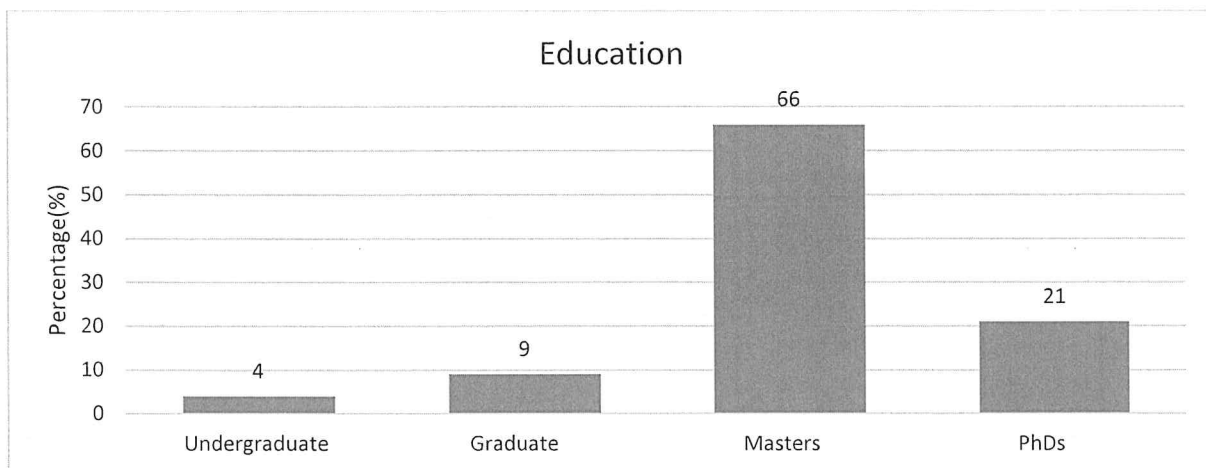
Figure 4.2 above depicts that the study found that the most common age group among the University of Nairobi the teaching staff at was 35-40 years, with 46% of them falling in this category. This indicates that the university has a relatively young and energetic workforce, and that most of them have gained some experience in their fields of teaching. The study also found that 25% of the teaching staff were in the 29-34 years age group, which suggests that the university has a good balance of fresh and seasoned staff, and that some of them may have joined the university soon after completing their master’s or PhD degrees. The study further found that 19%

of the teaching staff were in the 41 years and above age group, which implies that the university has some senior and experienced staff who can mentor and guide the younger ones. The research also found that only 10% of the teaching staff were in the 23-28 years age group, which means that the university does not have many staff who are very young or inexperienced, and that those who are in this category are likely to be pursuing their further studies while working part-time.

4.3.3 Education level

The level of education of the study's participants is as depicted below.

Figure 4.3 Education level

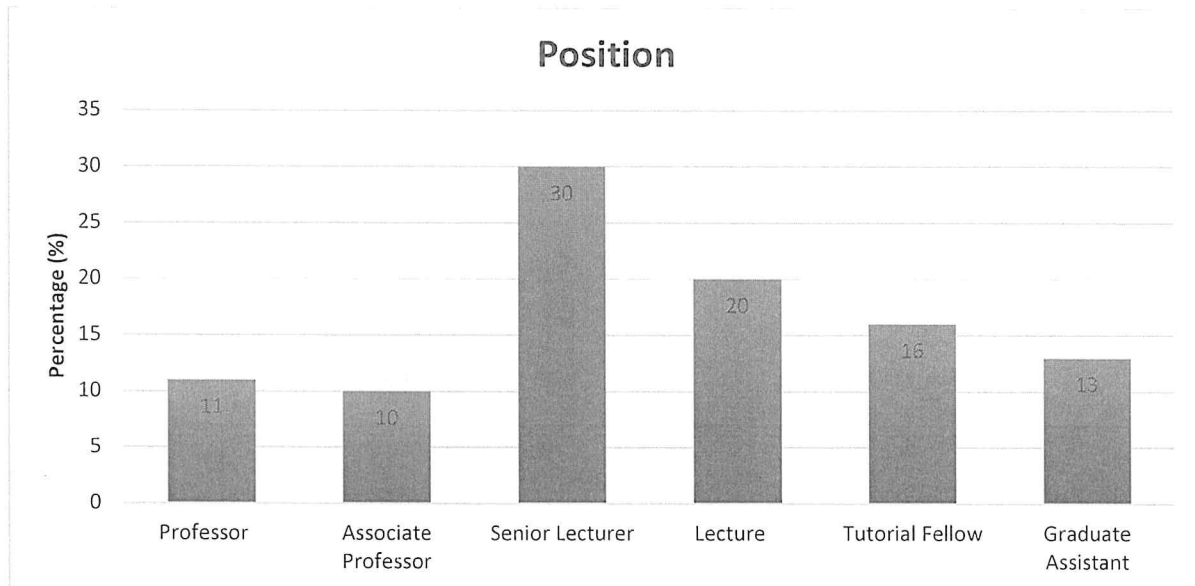


According to figure 4.3 above, the study found that the big part of the teaching staff at UON had a master's degree, with 66% of them having this level of education. This indicates that the university has a high standard of academic qualification for its teaching staff, and that most of them have pursued further studies after their undergraduate or graduate degrees. The study also found that 21% of the teaching staff had PhDs, which is a relatively high proportion compared to other universities in Kenya. This suggests that the university has a strong research culture and attracts scholars who have completed their doctoral studies. The study further found that only 9% of the teaching staff had a graduate degree, and only 4% had an undergraduate degree. This implies that the university does not employ many teaching staff who have not completed their master's degree, and that those who have an undergraduate or graduate degree are likely to be junior or part-time staff.

4.3.4 Position

The position of the study's participants is as depicted below in figure 4.4.

Figure 4.4 Position

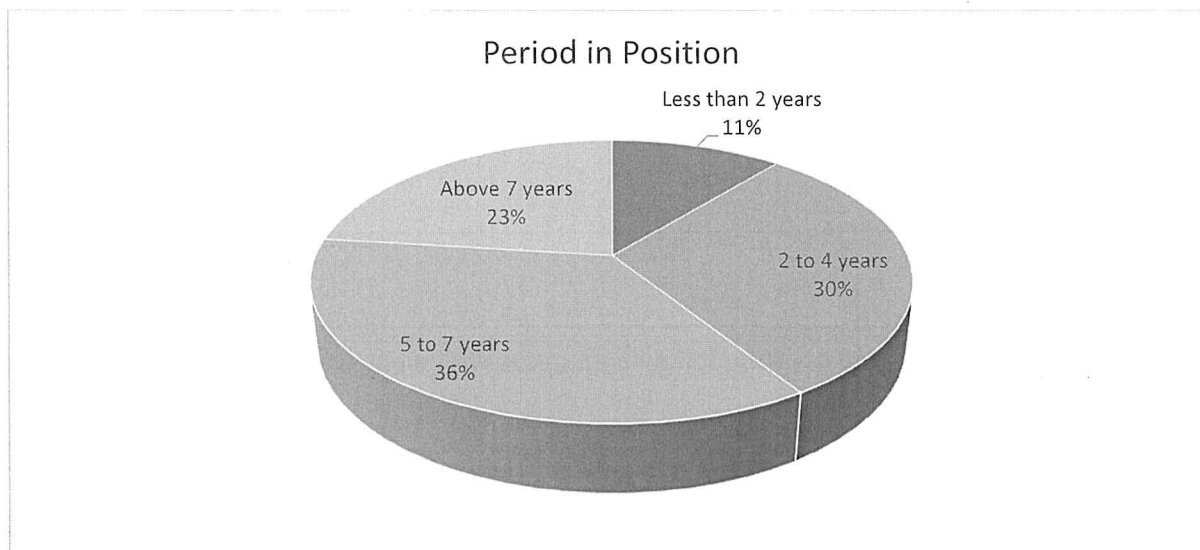


From figure 4.4, the findings indicate that the most common position held by the teaching staff at UON was senior lecturer, with 30% of them having this rank. This shows that the university has a large pool of qualified and experienced staff who can deliver quality teaching and supervision to the students. The findings also indicate that 20% of the teaching staff were lecturers, which implies that the university has a good mix of senior and junior staff, and that some of them may have recently joined the university or are in the process of advancing their careers. The findings further indicate that 16% of the teaching staff were tutorial fellows, and 13% were graduate assistants. This suggests that the university has a significant number of staff who are pursuing their further studies while working part-time, and that they may have lower levels of performance than the full-time staff. The results also display that only 11% of the teaching staff were professors, and only 10% were associate professors. This means that the university has a relatively small number of staff who have attained the highest academic rank, and that there may be some challenges or opportunities for promotion and recognition for the staff.

4.3.5 Period in the position

The research aimed to assess the participant's occupation period in their current position and the results are indicated below.

Figure 4.5 Period in the position



According to the figure 4.5, the study found that the most common period in the position held by the teaching staff at UON was 5 to 7 years, with 36% of them having this duration. This indicates that the university has a stable and loyal workforce, and that most of them have developed their skills and expertise in their respective positions. The study also found that 30% of the teaching staff had been in their positions for 2 to 4 years, which suggests that the university has a good rate of retention and growth, and that some of them may have been promoted or transferred from other positions. The study further found that 23% of the teaching staff had been in their positions for above 7 years, which implies that the university has some long-serving and experienced staff who can provide leadership and mentorship to the others. The study also found that only 11% of the teaching staff had been in their positions for less than 2 years, which means that the university does not have many staff who are new or inexperienced, and that those who are in this category are likely to be undergoing orientation or training.

4.4 Organizational Citizenship Behaviour

The study sought to determine how various forms of online advertising were perceived by respondents. These were according to a Likert scale of measurement where 1-Strongly disagree to 5 which was strongly agree.

4.4.1 Altruism

The research analysis determined how respondents perceived the use of altruism as a form of Organizational Citizenship Behaviour and showed the below results.

Table 4.1 Altruism

Statements	Mean	Std. Deviation
I willingly invest my time in assisting fellow employees with work-related challenges.	4.04	.711
I allocate time from my schedule to provide guidance and training to new hires.	4.01	.861
I take the initiative to orient new teaching staff and employees, even when it's not mandated.	3.90	.824
Prior to making decisions that might impact them, I make an effort to engage in conversations with employees.	4.10	.717
I consistently offer my assistance to those in need.	4.09	.694
I provide support to colleagues facing work-related difficulties.	3.96	.734
I readily share my knowledge and expertise with other team members.	3.99	.624
Overall mean	4.013	

According to table 4.1 respondents stated that they willingly invest their time to assist employees with problems related to work and also stated that they put aside time off their day to provide guidance and training to new employees as the mean of 4.04 and 4.01 suggests respectively. A mean of 3.90 depicts that participants assisted to orient new teaching staff and employees even though it is not required. Further the respondents stated that they engaged other employees prior to taking actions that may impact them as the mean of 4.10 depicts. The participants also indicated that they are willing to provide a hand to others around them and also support employees who have

problems at work which was indicated depicted by a mean of 4.09 and 3.96 respectively. Lastly the participants promised to share their knowledge and experience with their coworkers. as the mean of 3.99 depicted. The overall mean of 4.013 indicates that respondents viewed altruism as an influential form of OCB.

4.4.2 Conscientiousness

The research determined how respondents perceived conscientiousness as a form of organizational Citizenship Behaviour and showed the below results.

Table 4.2 Conscientiousness

Statements	Mean	Std. Deviation
I rarely take long lunches	4.00	.815
I don't take extra breaks	3.98	.728
I refrain from taking unnecessary time off from work.	4.02	.796
My attendance record consistently exceeds standard expectations.	4.10	.757
Overall mean	4.025	

Table 4.2 indicates that the participants rarely take long lunches and extra breaks as depicted by a means of 4.00 and 3.98 respectively. Further the respondents stated that they don't take unnecessary time off work as given by a mean of 4.02. Additionally, the participants similarly agreed that their work attendance was above the norm as the mean of 4.10 suggested. The overall mean of 4.025 suggests respondents agreed that conscientiousness was significant as a form of OCB.

4.4.3 Civic Virtue

The study sought to determine how respondents perceived civic virtue as a form of Organizational Citizenship Behaviour and depicted the below results.

Table 4.3 Civic Virtue

Statements	Mean	Std. Deviation
I am punctual	3.98	.645
I attend functions that are not required but help the institution's image	4.03	.714

I volunteer to take additional tasks, not part of work	3.83	.874
I attend training sessions that am not required to attend	3.97	.768
I attend and actively participate in institution meetings	4.08	.724
I create healthy and cheerful atmosphere at workplace.	4.02	.695
Overall mean	3.985	

Table 4.3 shows that the participants stated that they were punctual on their workplace as displayed by a mean of 3.98. A mean of 4.03 indicated that respondents attended functions that weren't required but were good for the company's image. Further respondents indicated that they volunteered for additional tasks that were not part of their workplace as depicted by a mean of 3.83. Participants also stated that they attended training sessions that they weren't required and actively participated in company meetings as stated by means of 3.97 and 4.08 respectively. Lastly the participants agreed that they created cheerful and healthy atmosphere at the workplace as the mean indicates of 4.02 in the table above. The overall mean of 3.985 suggested that civic virtue was generally viewed as a significant form of organizational citizenship behaviour by respondents.

4.4.4 Sportsmanship

The study sought to determine how respondents perceived sportsmanship as a form of organizational citizenship behaviour and results depicted in table 4.4 below.

Table 4.4 Sportsmanship

Statements	Mean	Std. Deviation
I regularly read and stay informed about company announcements, memos, and related communications.	3.95	.822
I actively contribute suggestions aimed at enhancing the firm's policies and practices.	3.98	.790
I stay informed about any workplace developments and changes.	3.99	.755
I refrain from seeking personal credit within a team context.	4.05	.715
I avoid finding fault with fellow employees.	4.05	.688
I emphasize and concentrate on the positive aspects of my work	4.06	.714

Overall mean	4.013	
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The table above indicates that respondents read and kept the memos, announcements and other instructions that involved the firm as the mean of 3.95 suggests. Respondents indicated that they made suggestions for improving of company practices and policies according to the mean of 3.98. It was agreed that participants kept up with the changes of their workplace as the mean of 3.99 suggests. The respondents overwhelmingly agreed that they don't take credit for team work and also stated that they don't find fault with other employees as the mean of 4.05 suggests. The participants lastly agreed that they concentrate on the good parts of their jobs according to the mean of 4.06.

4.4.5 Courtesy

The study sought to determine how respondents perceived courtesy as a form of organizational citizenship behaviour and results displayed below.

Table 4.5 Courtesy

Statements	Mean	Std. Deviation
I am conscientious of the impact my behavior has on fellow colleagues.	4.04	.810
I proactively take measures to preempt potential issues with other staff members,	3.96	.729
I uphold the rights and dignity of my coworkers.	3.99	.714
I refrain from making disparaging remarks about supervisors and colleagues.	4.09	.808
Overall mean	4.02	

According to table 4.5 above respondents were mindful of how their behaviour affected other staff as the mean of 4.04 suggested. Further, participants indicated that they take necessary steps to try and hinder problems with other members of staff as indicated by a mean of 3.96. Additionally, a mean of 3.99 depicted that participants didn't abuse the rights of other staff. Lastly the respondents indicated that they never spoke ill of supervisors and co-workers according to a mean of 4.09. The overall mean of 4.02 showed that there was a significant impact of courtesy as a form of OCB.

4.5 Employee Performance

The study sought to determine how respondents perceived organizational citizenship behaviour on performance of employees. The results are shown in table 4.5 below.

Table 4.5 Employee Performance

Statements	Mean	Std. Deviation
I put extra efforts in my administrative job	4.33	.597
I deliver my assignments to superiors on time	4.39	.595
I deliver quality lectures on time	4.47	.581
I'm satisfied with my work environment	4.49	.558
I teach for extra hours to achieve set goals	4.42	.527
I conduct part time classes/lectures when required	4.53	.500
I employ cost-effective resources when managing tours to conserve organizational funds in cases of reduced employee presence	4.56	.561
I willingly forgo my approved leave to ensure operational continuity	4.39	.595
I promote my organization's products and services	4.47	.581
I train new employees for extra hours	4.49	.558
I consistently portray a positive image of my organization to the public	4.42	.527
I express my appreciation for the favorable working environment provided by my company	4.53	.500
Overall mean	4.458	

According to table 4.5, the mean of 4.33 and 4.39 suggests respondents put extra efforts in their administrative job and deliver assignments to superiors on time. Further, respondents delivered quality lectures on time as the mean of 4.47 suggests. It was found that respondents were satisfied with their work environment and they worked for extra hours to achieve set goals as indicated by means of 4.49 and 4.42 respectively. It was found that respondents conducted part time classes/lectures when required and that they used cheaper resources during tours to save on organizational resources as mean of 4.53 and 4.56 suggests respectively. Respondents also indicated that they sanctioned their sanctioned leave if the presence of employees was less which was indicated by

mean of 4.39. it was also noted that respondents promoted organizational products and services and trained new employees for extra hours as the mean of 4.47 and 4.49 depicts respectively. A mean of 4.42 indicated that participants projected good organizational image to other people and a mean of 4.53 indicated that a big number praised the conditions of the organization. The overall mean of 4.458 suggests that organizational citizenship behaviours significantly influenced employee performance.

4.6 Regression Analysis

The research carried out a regression analysis to derive the link between the variables used in the study.

4.6.1 Model Summary

The analysis of the summary model presents the efficiency of the variables used to show variation in the dependent variable and the findings displayed below.

Table 4.6. Summary of the Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909 ^a	.826	.823	.15250
a. Predictors: (Constant), Courtesy, Conscientiousness, Sportsmanship, Civic Virtue, Altruism				

The R square of 0.826 indicates that the model incorporated in the study could effectively measure 82.6% variations of organizational citizenship behaviours on employee performance. This also means that 17.4% variations on employee performance was attributed to factors not evaluated in the study.

4.6.2 ANOVA

The analysis of variance guides whether the model used in the study attained the desired significance levels. Below are the results.

Table 4.7 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.399	5	6.480	278.617	.000 ^b
	Residual	6.814	293	.023		
	Total	39.213	298			
a. Dependent Variable: Employee_Performance						
b. Predictors: (Constant), Courtesy, Conscientiousness, Sportsmanship, Civic_Virtue, Altruism						

The F statistic was found to be 278.617 which at $p=0.000$ which was less than $p=0.005$. This shows that the model could be dependable to measure the effects of OCB on employee performance.

4.6.3 Coefficients of the Model

The research further determined the overall effect of the variables used in the study on employee performance as table 4.8 indicates.

Table 4.8 Coefficients of the Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.963	.070		28.221	.000
	Altruism	.020	.064	.030	.308	.758
	Conscientiousness	.084	.040	.130	2.093	.037
	Civic_Virtue	.114	.049	.170	2.339	.020
	Sportsmanship	.202	.052	.292	3.871	.000
	Courtesy	.201	.047	.328	4.309	.000
a. Dependent Variable: Employee_Performance						

The individual variables were all found to be significant at $p < 0.05$ except altruism which was found to be 0.758 while conscientiousness was found to be significant with $p = 0.037$, civic virtue with $p = 0.020$, sportsmanship with $p = 0.000$ and courtesy with $p = 0.000$. Furthermore, the coefficients of the study were used to derive the equation of the study as:

$$Y = 1.963 + 0.020 X_1 + 0.084 X_2 + 0.114 X_3 + 0.202 X_4 + 0.201 X_5 + \varepsilon$$

Where Y = Employee performance

E = error term

The regression equation presents the linear link between the variables on the dependent side and variables on the independent side. According to table 4.8, the constant of the equation was 1.963 which means that if all the variables were constant at 0, employee performance would be 1.963 units. Furthermore, if altruism was increased by one unit it would cause employee performance to increase by 0.020. Increasing conscientiousness by one unit would cause employee performance to increase by 0.084 while increasing civic virtue by one unit would cause employee performance to increase by 0.114. Increasing sportsmanship and courtesy by one unit causes employee performance to increase by 0.202 and 0.201 units respectively. The linear regression analysis indicates the independent variables used in the research had a positive link with employee performance.

4.7 Discussion of the Findings

The research's descriptive measures found that respondents agreed to varying levels that organizational citizenship behaviours influenced employee performance. This was evidenced by the mean values obtained that indicated agreement with the statements on the use of altruism (Overall mean=4.013), conscientiousness (Overall mean=4.025), civic virtue (Overall mean=3.985), sportsmanship (Overall mean=4.013), and courtesy (Overall mean= 4.02). From the regression analysis, the analysis revealed that the study was effective in measuring 82.6% of the variation in employee performance. Furthermore, the ANOVA indicated the study was significant at $p = 0.000$ below 0.005 indicating it could be relied on for adequate conclusions regarding employee performance. The coefficients derived depicted that all the variables had a positive link with employee performance implying that they influenced employee performance.

The research by Philip et al., (2012), which found that OCB entails going above and beyond what is required of the job in order to assist coworkers with work-related issues, is consistent with this conclusion. These results align with earlier research, which showed that employees occasionally go above and above what is needed of them to hire, onboard, and train new hires (He, Zhang & Morrison, 2019). This finding align with Bakhshi, Sharma, and Kumar (2011) research, which highlighted the importance of taking shorter breaks and lunches as well as avoiding taking unneeded time off from work as essential components of the conscientiousness dimension of OCB. These findings are in line with those of earlier studies that also noted punctuality (Dharma, 2018), attendance at non-mandatory meetings that are crucial for the company's reputation, such as keeping up with organizational changes, reporting suspicious activities, taking on additional or additional roles or tasks to increase productivity (Ridwan, Mulyani, & Ali, 2020). These results align with earlier research that identified warning or informing others prior to taking steps or making choices that have an impact on their work, abstaining from violating coworkers' rights, and refraining from disparaging supervisors and coworkers as critical characteristics of polite citizenship behaviours (Taamneh, Alsaad, & Elrehail, 2018).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This part of the document summarises the results from the research study, focuses into the conclusions arising from the study, and provides vital recommendations regarding the areas touched by the research. Furthermore, the study highlights limitations faced in conducting the study and provides areas for further research.

5.2 Summary

The research set out to determine the influence of organizational citizenship behaviours on employee performance. This was made possible through a survey on University of Nairobi teaching staff. The study was successful in attaining a rate of response of 78.59% which was deemed adequate to conduct the study as informed by the objectives. The teaching staff were found to possess the required qualifications of age and knowledge of the institution with majority of the teaching staff being senior lectures and having worked for the institution for more than 2 years. The study found that organizational citizenship behaviour dimensions assessed in the study were perceived as influential by respondents as suggested by their overall means.

The analysis of regression indicated that there existed a positive and significant link between organizational citizenship behaviours and employee performance. Furthermore, Conscientiousness, civic virtue, sportsmanship and courtesy were found to have a greater effect on performance of employee while altruism was found to be slightly less significant since its p-level ($p= 0.758$) was greater than the study's significance level ($p= 0.05$). The study also found that the model adopted could measure 82.6% of the variation in performance of employee indicating that 17.4% of the variation in performance of employee was due to factors outside the study.

5.3 Conclusion

The research's results finding led to several conclusions. To begin, the research's aim was to investigate the impact of organizational citizenship behaviours on employee performance. Since some job descriptions and specifications are inferred, it is not possible to have all of them clearly outlined in the appointment letter that hired the individual. As a result, it is critical that employees

demonstrate specific OCB that will play a key function in supporting and pushing others to do exceptionally well. On the basis of selected aspects of OCB, the study revealed that institutions of education should support and promote workplace OCB because it has a good impact on performance of employees.

As a result, OCB will be more useful to both the employee and the organization when shown within the contractual hours agreed upon between the employee and the employer. It is based on this that the University of Nairobi which is responsible for the employment of its teaching staff will have to establish a criterion for student/lecturer ratio to guarantee that lecturers don't overwork themselves and quality service is rendered effectively to students.

5.4 Recommendation

The investigation has reflected the utility of organizational citizenship behaviours in influencing employee performance. Therefore, the study recommends the incorporation of organizational citizenship Behaviours as part of organizations performance strategies. This will ensure organizations achieve the desired goals and provide quality services.

The study recommends more research on OCB and its relation to employee performance. This will provide more research for comparison of findings which will reduce the generalization of findings. The research also recommends that the same research be done on other campuses such as KU, JKUAT and other universities to gather better information and findings. Since they have rich environment for such intentional forms of research.

5.5 Study Limitation

The analysis was limited concerning the period allocated for data collection which consequently limited the response rate gained for the study. A longer time frame for the study would have given the study a greater response rate that would have possibly led to variation in the responses. The study was limited to the UON teaching staff. A study on other universities or the wider fraternity would have been a more complete assessment of employee performance and the effect of organizational citizenship behaviours.

5.6 Areas for Further Research

The research found that 17.4% of the variation in employee performance was because of factors not assessed by the study. This indicates that various other determinants lead to employee

performance that could provide avenues for investigation. This research recommended that future studies in this academic sector broaden their reach to include multiple higher educational institutions chosen from throughout the country since it was limited to the teaching staff of the University of Nairobi opening up the chance for study in other universities the likes of KU and JKUAT. Again, it was primarily concerned with finding the effects of OCB on employee performance, with little consideration given to potential mediators. Future OCB research might look at the mediators of the link between OCB and employee performance.

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APPENDIX: QUESTIONNAIRE

SECTION I: Background Information of the Respondents

1. What is your gender?

Male [] Female []

2. What is your age in years?

23 – 28 []

29 – 34 []

35– 40 []

41 & above []

3. What is your level of education?

Undergraduate []

Graduate []

Masters []

PhDs []

4. What is your position in the university?

Professor []

Associate Professor []

Senior Lecturer []

Lecture []

Tutorial Fellow []

Graduate Assistant []

5. How long have you been in this position?

Less than 2 years []

2 to 4 years []

5 to 7 years []

Above 7 years []

SECTION II: Organizational Citizenship Behaviour

To what extent do you agree with the following statements?

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5 -Strongly Agree

Determinant Statements	1	2	3	4	5
Altruism					
1. I give my time to help employees with work-related problems.					
2. I take time out of my day to help train new employees					
3. I help orient new students and employees even though it is not required					
4. I talk to employees before taking actions that might affect them					
5. I am always ready to lend a helping hand to those around me					
6. I support employees who have problems at work					
7. I share my knowledge and expertise with other employees					
Conscientiousness					
8. I rarely take long lunches					
9. I don't take extra breaks					
10. I don't take unnecessary time off work					
11. My attendance at work is above the norm					
Civic Virtue					
12. I am punctual					
13. I attend functions that are not required but help the institution's image					
14. I volunteer to take additional tasks, not part of work					
15. I attend training sessions that am not required to attend					
16. I attend and actively participate in institution meetings					
17. I create healthy and cheerful atmosphere at workplace.					
Sportsmanship					
18. I read and keep up with firm announcements, memos, and so on					
19. I make suggestions for improving the firm's policies and practices					
20. I keep up with changes at my workplace					
21. I do not take personal credit for teamwork					
22. I try not to find fault with other employees					
23. I focus on the positive aspects of my work					

Courtesy					
24. I am mindful of how my behaviour affects other staff					
25. I take steps to try to prevent problems with other staff					
26. I don't abuse the rights of other staff					
27. I do not speak ill of supervisors and co-workers					

SECTION III: Employee Performance

For each of the following questions, circle the response that best represents how you feel about the statement, where **1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5 -Strongly Agree**

	1	2	3	4	5
I put extra efforts in my administrative job					
I deliver my assignments to superiors on time					
I deliver quality lectures on time					
I'm satisfied with my work environment					
I teach for extra hours to achieve set goals					
I conduct part time classes/lectures when required					
I use cheaper resources during tours to save organizational resources					
If presence of employees is less, I sacrifice my sanctioned leave					
I promote my organization's products and services					
I train new employees for extra hours					
I project a good image of my organization to the people					
I praise the working conditions of my organization					

The end.

Thank you for participating.