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# Linking Self-efficacy and Organizational Citizenship Behavior: A Moderated Mediation Model

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### ABSTRACT

#### Keywords:

*Self-efficacy, Incivility,  
Prosocial Motivation,  
Organizational Citizenship  
Behavior, Social Cognitive  
Theory*

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This study investigates the relationship between self-efficacy and Organization Citizenship Behavior (OCB), moderated by incivility and mediated by pro-social motivation. Self-efficacy is the employee's belief in him about his skills to perform tasks in different situations. The direct and indirect effects of self-efficacy of teachers towards their OCB through prosocial motivation have been observed in this study. For this purpose, data has been collected through questionnaires (N = 301) using convenience sampling in three-time phases with two weeks gaps between each phase. SPSS 22.0 and Amos 22.0 were used along with Process by Hayes for moderated mediation analysis. The results indicate that self-efficacy leads to organizational citizenship behavior (OCB) and pro-social motivation, moderated by incivility and mediated by pro-social motivation. In a nutshell, this study demonstrates self-efficacy enhances pro-social motivation and OCB within academic settings with reference to Pakistan, advocating that if teachers are confident to perform a task, they can also demonstrate their extra-role behavior. The present study contributes to the literature by analyzing the novel framework within the Pakistan context. The mediating effect of prosocial motivation between teachers' self-efficacy and OCB has not been discussed in the prior studies. The implications, discussion, and conclusion are also discussed.

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The inception of the concept of "self-efficacy" in the late 20<sup>th</sup> century gave researchers a new direction to understand human behavior concerning organizational goals. In today's world, the

concept of self-efficacy is found in its refined form and widely used in research and industry as one of the essential positive constructs to assess behaviors and capabilities of working personnel around the world. Thus, many researchers (Bandura, 1997; Goddard, Hoy, and Hoy, 2004; Robbins, 2005; Tschannen-Moran & Hoy, 2001) inquire into the effects of self-efficacy over an individual's behavior, task performance, and employee effectiveness. In contrast, self-efficacy is the employee's belief in himself about his skills to perform tasks in different situations (Bandura, 1997). Furthermore, the idea of comprising self-efficacy created within psychological studies has been adjusted towards numerous settings and utilized in various organizations (Yeşilyurt, Ulaş, & Akan, 2016).

Self-efficacy, which is generally, takes as a positive predictor of performance and productivity (Cherian & Jacob, 2013) and further has a positive impact on OCB (Judge & Bono, 2001; Judge et al., 1998; Ringgasa, 2017). Whereas, very few studies indicate a negative effect of self-efficacy with an individual's motivation (Vancouver & Kendall, 2006) because people want to distinguish themselves and feel uncomfortable from helping others since they want to keep their self-image (Lin, Schaumberg, & Reich, 2016). Previous studies focus on the impact of teacher efficiency on students' academic performance (Goldhaber, 2002). The indicator of teacher efficiency is also considered teachers' leadership skills by some previous studies (York-Barr & Duke, 2004). According to Oplatka (2009), the OCB behavior of teachers is considered an important contribution of teachers to the organizations. In the classroom, the OCB behaviors of teachers impact positively both within and outside the institution. The OCB behaviors performed by teachers positively impact both the performance of students and institutions and the sense of self-actualization (Oplatka, 2009). Some studies conclude the findings in the context of schools. Still, these findings cannot be generalized to college teachers because the context of schools and colleges is different in the sense of culture, level of students, nature of work, and task demands. On the other hand, the career path is also very different from school and college teachers (Paramasivam, 2015).

Just like self-efficacy, pro-social motivation (an intention to help others) also impacts OCB positively (Grant & Mayer, 2009). Previous research findings suggested that improving an individual's self-efficacy may help motivate employees for better performance (Cherian & Jacob, 2013). In addition, several other studies indicated the positive relationship between pro-social motivation and OCB (Abid, Sajjad, Elahi, Farooqi, & Nisar, 2018; Lebel & Patil, 2018). Moreover, the study of Bandura (1993) suggests that self-efficacy helps induce motivation and learning among teachers. Therefore, we assume that self-efficacy will also induce pro-social motivation. In short, self-efficacy brings positive energy, which will be helpful to induce motivation in a person to do a specific task. This specific task may include but is not limited to demonstrate a courteous attitude towards colleagues, supervisors, subordinates, or organization resulting in pro-social motivation. As self-efficacy and pro-social motivation bring positive results towards OCB, the relationship between self-efficacy and OCB through pro-social motivation has not been thoroughly discussed in earlier studies.

As we have discussed a couple of positive constructs early, including self-efficacy and pro-social motivation, this paper also highlights one of the negative constructs named incivility. Incivility is a negative behavior intended to harm others when mutual respect and professional norms are compromised (Andersson & Pearson, 1999). Research shows the negative impact of incivility on working individuals in a particular workplace (Cortina, Magley, Williams, &

Langhout, 2001), diminishing workers' performance (Arasli, Hejratty Namin, & Abubakar, 2018). Moreover, incivility also negatively impacts worker's self-efficacy (Riadi, Hendryadi, & Tricahyadinata, 2019). Past research shows that workplace incivility lowers employees' intrinsic motivation by increasing their emotional exhaustion (Hur, Moon, & Jun, 2016). Another study conducted by Alola, Avci, and Ozturen (2018) showed negative results of incivility over the turnover intention and job satisfaction in a relationship presenting self-efficacy as a mediator between supervisor's uncivil behaviors and employee's turnover intention and job satisfaction. As a negative construct, it means incivility will change or moderate the positive relationship of two or more variables by a noticeable margin. Therefore, we argue that incivility may moderate the understudied positive relationship between self-efficacy and pro-social motivation.

It is evident from the above-mentioned discussion that incivility hinders the performance of individuals; therefore, this study proposes a framework consisting of constructs like self-efficacy, prosocial motivation, OCB, and incivility. It has been observed that various teachers show different levels of prosocial motivation and OCB in different organizations. This study aims to find out how incivility reshapes the teachers' prosocial motivation and OCB as in the academic organizations in Pakistan.

To the best of our knowledge, there is no study available with reference to Pakistan to investigate the direct and indirect relationship between teachers' self-efficacy and their OCB via prosocial motivation along with incivility as moderator. This study shall contribute valuable insights towards existing literature and practice. The aims of this paper are as follows: (a) to find out the relationship of teachers' self-efficacy with OCB and the indirect relationship of self-efficacy to OCB via pro-social motivation, and (b) to discover the moderating impact of incivility over the direct relationship of teacher-related self-efficacy with pro-social motivation.

## **Literature Review**

### **Self-efficacy and Organization Citizenship Behavior (OCB)**

Teacher self-efficacy defined by Guskey and Passaro (1994) as teachers' beliefs in their ability to attain the desired students' outcomes. It has a negative relationship with burnout and stress of teachers. Further, it is a strong predictor of higher students' motivation and academic achievement (Caprara et al., 2006; Ross, 1992; Schunk, 1991; Schwarzer & Hallum, 2008; Wang, Hall, & Rahimi, 2015). Bandura (1997) explained the positive impact of self-efficacy with the help of self-efficacy theory. This theory states that the people who have self-efficacy characteristics are determined in the face of hindrances and are more task-oriented. In the education field, self-efficacy means positive and effective behavior of teachers in the classroom. The teacher's effectiveness can be judged based on the behavior that may impact the organization's long-term continual progress and performance. OCB is a behavior that produces a positive workplace environment and brings long-term organizational effectiveness (Podsakoff, Ahearne, & MacKenzie, 1997).

The OCBs behaviors are the extra-role behaviors instead of formal job descriptions of employees, which help to increase the organizational effectiveness. This construct has been studied in many fields, primarily in management and organizational behavior literature (Organ & Ryan, 1995). In the educational context, this construct is more important because it is very problematic to define the role of a teacher in the institute. It is difficult for the administrator to

manage and measure the OCBs behaviors of individuals because these behaviors are voluntary and cannot be defined under a formal job description. The antecedents of this voluntary behavior cannot be limited to organizational factors. Self-efficacy is one of the individual-level factors, which can motivate to accept responsibilities and extra-role behaviors (Bogler & Somech, 2004).

Several studies reveal the positive impact of self-efficacy over OCB (Judge & Bono, 2001; Judge et al., 1998). As far as teachers are concerned, Bogler and Somech's (2004) study showed self-efficacy is a strong predictor of OCB. Self-efficacy can be related in an academic context to teacher self-efficacy, principal self-efficacy, and student self-efficacy. According to Goddard et al. (2004), the self-efficacy of tutors can be tracked with teaching success. Furthermore, the judgment of the teacher's commitment toward students learning via teaching skills also reflects a teacher's self-efficacy (Tschannen-Moran & Hoy, 2001). Zee, Koomen, Jellesma, Geerlings, and de Jong (2016) explore positive links between a teacher's self-efficacy with instructional support, class management, and expressive support.

Self-efficacy impacts an instructor's sense of achievement by reducing emotional fatigue. This effect can be seen over a stretched-out period (Brouwers & Tomic, 2000) and aids a transformation of health-related behavior (Bandura, 1997). Furthermore, Lane, Lane, and Kyprianou's (2004) study, conducted in an academic setting, reveals that self-efficacy mediates the relationship between performance accomplishments and academic performance. Recently, the results shown by the study of Paramasivam (2015) indicated a strong self-efficacy impact over teachers' OCB. In contrast, the findings of the study conducted by Ringgasa (2017) confirm that self-efficacy directly and positively impacts OCB. In a nutshell, self-efficacy improves a person's performance due to the self-belief and confidence that he can do what he thinks, and this will also impact his intention to do good for others positively.

Furthermore, Asandimitra and Kautsar's (2019) study revealed that self-efficacy also influences the management behavior of female lecturers. Besides the direct role of teacher-related self-efficacy over OCB, the indirect link of teachers' self-efficacy with OCB is also meaningful as self-efficacy varies with different organizational and environmental factors that may affect the intensity of self-efficacy (Nowakowska, Rasińska, & Głowacka, 2016). Furthermore, Social Cognitive Theory (SCT) emerged from the works of Bandura (1993) embedded with the idea of self-efficacy. This theory explains the ability incarnate of an individual that he adjusts himself through a locus of control over certain actions and behaviors. Therefore, based on the above-discussed literature and cognitive theory, we assume that self-efficacy is positively linked with OCB.

### **Pro-social Motivation as a Mediator**

Pro-social motivation is an aspiration of benefactors to benefit the beneficiaries (Grant et al., 2007). Pro-social motivation has been investigated in many fields like applied psychology, positive organizational studies, and organizational behavior (Grant & Berg, 2012). According to Grant et al. (2007), it concerns the desire to impact individuals positively. In the study of Castanheira, Chambel, Lopes, and Oliveira-Cruz, (2016), pro-social motivation serves as a mediator between resources and work engagement, reflecting high work engagement due to increasing levels of pro-social motivation. In addition, pro-social motivation inspires individuals to frame their behavior to help colleagues (Arieli, Grant, & Sagiv, 2014). Several studies reported a positive

impact of pro-social motivation on OCB and performance (Grant & Mayer, 2009; Grant & Sumanth, 2009; Rioux & Penner, 2001).

Furthermore, Lebel and Patil (2018) showed that employees who are prosocially motivated maintain their tendency to help others. So, when a person is prosocially motivated, he feels an upward swing of positive mood and long-lasting energy, which creates a worthy relationship with others (Abid et al., 2018), insisting that he shows his OCB towards other people. In short, self-efficacy brings positive energy, which will be helpful to induce motivation in a person to do a specific task. This specific task may include but is not limited to demonstrate a courteous attitude towards colleagues, supervisors, subordinates, or organization resulting in pro-social motivation. It means pro-social motivation is directly related to OCB. The higher the pro-social motivation is, the higher will be OCB and vice versa. While, teachers' self-efficacy drives motivation and promotion of learning, which affects the learning environment that teachers create (Bandura, 1993). It means self-efficacy induces motivation or pro-social motivation to help others at learning. Based on SCT, we assume that a self-efficient person may have higher levels of pro-sociality towards others. As self-efficacy and pro-social motivation bring positive results towards OCB, the relationship between self-efficacy and OCB through pro-social motivation has not been thoroughly discussed in earlier studies. We argue that the intensity of self-efficacy will determine the pro-social motivation levels and their subsequent effect on OCB.

### **Incivility as a Moderator**

Incivility refers to "negative behavior with vague intent to harm the object resulting in violation of workstation norms and mutual respect" (Andersson & Pearson, 1999, p. 457). According to past studies, more than seventy percent of people confess that they face uncivil behaviors while at work (Cortina et al., 2001; Cortina et al., 2002, 2008), arising from supervisors, colleagues, and clients (Schilpzand, De Pater, & Erez, 2016). Over time these behaviors increase (Arasli et al., 2018) and now hovering serious concerns for organizations. These uncivil behaviors do damage the functional abilities of employees and fostering low performance. The negative impact of incivility on organizational commitment and job satisfaction has been reported in several studies (Lim & Teo, 2009; Reio & Ghosh, 2009). Furthermore, the supervisor related incivility that catalyst employee withdrawal behaviors (Raza, Ahmed, Zubair, Moueed, 2019; Sliter, Sliter, & Jex, 2012). At the same time, incivility by coworkers has shown an increase in problems related to health (Kobayashi, Kaneyoshi, Yokota, & Kawakami, 2008; Whitaker, 2001).

In academics, uncivil behaviors are common between nursing faculty and administrators (Southern, 2008), and incivility widespread can be seen where low decision-making power exists (DeMarco, Fawcett, & Mazzawi, 2017). As per the study conducted by Reio and Reio (2011), eighty-five percent of the K-12 teachers experienced incivility from their colleagues, and seventy-one percent of teachers experienced workplace incivility from supervisors. Furthermore, past research shows that workplace incivility lowers employees' intrinsic motivation by increasing their emotional exhaustion (Hur et al., 2016).

De Clercq, Haq, and Azeem (2018), also revealed a link between self-efficacy and performance of job mediated by job-associated anxiety and the moderating role of workplace incivility. According to SCT, self-efficacy affects a person's behavior with a direct relationship,

and the influence of negative actions hampers the direct positive relationship. In short, incivility influences motivation levels and the performance of employees; therefore, we propose that self-efficacy positively affects pro-social motivation. Still, workplace incivility influences pro-social motivation, which in turn affects the OCB.

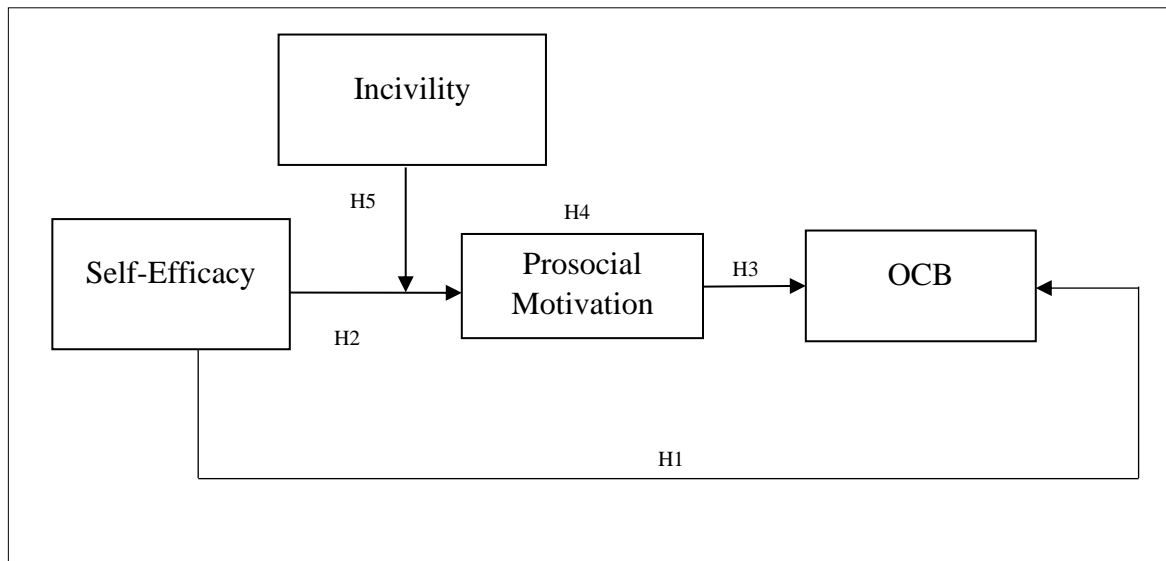


Figure 1. Conceptual framework.

### Research Question and Research Objectives

The research questions of this study are:

Does teachers' self-efficacy have an impact on OCB?

Does pro-social motivation mediate the relationship between self-efficacy and OCB?

Does incivility moderate the relationship between teacher-related self-efficacy and pro-social motivation?

The hypotheses of the study are:

H<sub>1</sub>: There is a positive impact of self-efficacy on organizational citizenship behavior.

H<sub>2</sub>: Self-efficacy is positively related to pro-social motivation.

H<sub>3</sub>: Pro-social motivation is positively related to OCB.

H<sub>4</sub>: Pro-social motivation serves as a mediator between self-efficacy and OCB.

H<sub>5</sub>: The incivility moderates the relationship between self-efficacy and pro-social motivation; such that incivility is high, the relationship will be weaker and vice versa.

### Methodology

#### Participants and Procedure

This study is conducted in different educational institutes that have branches all over Pakistan. Participants (teachers) for the survey have been voluntarily invited by visiting different educational institutions. Therefore, the confidentiality of employees' (teachers) participation was assured. For that purpose, we first invited 51 undergraduate students to participate in the study. Out of 51 students, 48 students were agreed to participate in this study. As an incentive, full assignment marks were given to participating students. We gave instructions to students to go randomly to 48 different educational institutions and ask employees (teachers) to fill out



questionnaires three times. In the first phase of data collection (Time 1), employees (teachers) were asked to respond to their intensities about self-efficacy and incivility along with their demographic details. In the second time phase (Time 2), two weeks later than Time 1, teachers responded about their pro-social motivation levels and the nomination of their best friend at work (colleague name). In the third phase of time (Time 3), exactly two weeks later than Time 2, data were collected from the nominated colleagues of the participant employees (teachers) who were participated in Time 1 and Time 2. The nominated colleagues responded about the levels of OCB of their coworkers (teachers who responded in Time 1 and Time 2). All the teachers and their colleagues filled paper-and-pencil surveys in the absence of each other.

At the start, questionnaires were delivered to 443 participants (teachers) during office hours, with 412 teachers responded to the first questionnaire (response rate was 93.0%). Among them, 379 teachers completed the second questionnaire (response rate was 92.0%). Then, students reached out to all nominated colleagues of these 379 teachers, and questionnaires were delivered to the 379 nominated colleagues. Out of 379 nominated colleagues, 338 nominated colleagues responded third survey (response rate was 89.1%). Furthermore, by ensuring the recommendations of Meade and Craig (2012), we omitted 37 questionnaires filled by nominated colleagues identified as careless responses (i.e., use of the same scale anchor point for response). Hence, the final sample consists of 301 participant teachers.

## Measures

*Self-Efficacy.* Self-Efficacy was measured at Time 1, using the eight-item scale developed by Chen, Gully, and Eden (2001). This eight-item measure comprises items such as, "I will be able to achieve most of the goals that I have set for myself" and "Compare to other people, I can do most tasks very well." Participants responded on a 5-point Likert-type scale ("1 = strongly disagree", "5 = strongly agree"). The internal consistency of this measure in our study is .81.

*Incivility.* We used an eight-item scale developed by Cortina et al (2001) to measure workplace incivility faced by employees from their supervisors or coworkers at Time 1, consisting of items like "Put you down or condescending to you?" and "Made unwanted attempts to draw you into a discussion of personal matters?". Participants rated their responses on a five-point Likert-type scale ("1 = strongly disagree", "5 = strongly agree"). The Cronbach's alpha coefficient for this measure in our study is .83.

*Pro-social motivation.* Participants responded to their pro-social motivation levels at Time 2 by completing the scale developed by Grant and Sumanth (2009). This scale starts with the question, "I get energized by working on tasks that have the potential to benefit others," with other items including "I prefer to work on tasks that allow me to have a positive impact on others" and "I do my best when I'm working on a task that contributes to the well-being of others." The answers from participants were documented on a 5-point Likert-type scale ("1 = strongly disagree", "5 = strongly agree") having internal consistency ( $\alpha = .79$ ).

*Organizational Citizenship Behavior (OCB).* Participants (nominated colleagues) completed the OCBO scale developed by Lee and Allen (2002) to rate the levels of OCB of their fellow teachers (participants of Time 1 and Time 2) directed towards the organization. The first item of this scale is "Attend functions that are not required, but that help the organizational image," and several other items include "Take action to protect the organization from potential problems" and "Offer ideas to improve the functioning of the organization." Respondents'

feedback was noted on a five-point Likert-type scale ("1 = Never", "5 = Always"). Cronbach's alpha for this measure in our study is .78.

### Control Variables

We controlled some demographic variables for their impact on pro-social motivation and organizational citizenship behavior. Control variables included the gender of participants as past research referred to differences in gender in pro-sociality (Eagly & Crowley, 1986). In addition, the age of the participants has been included in the control variables due to the study conducted by Omoto, Snyder, and Martino (2000), suggesting older people are more pro-social than younger people. The participant's designation has also been controlled because of its association using the degree of authority an individual possesses at a job (French & Raven, 1959), consequently connected in the direction of pro-social abilities (Tost, Wade-Benzoni, & Johnson, 2015). Finally, according to Dyne, Graham, and Dienesch (1994), pro-social behavior is associated with the amount of stay within the organization. Therefore, we included participant tenure in an organization in control variables.

### Results

As per Table 1, the participant teachers responded at Time period 1 and Time period 2 (male = 61.5%; married = 48.5%; average age = 32.0 years with  $SD = 9.7$  years; average years of education received = 16.3 years with  $SD = 1.5$  years; average years of tenure in organization = 4.9 years with  $SD = 5.1$  years). The mean results of self-efficacy (SE) and OCB are more than prosocial motivation (PSM). The correlation between self-efficacy and OCB is higher than the positive correlation between self-efficacy and prosocial motivation. The standard deviation (SD) for prosocial motivation is .918, greater among all other constructs. This means that teachers' prosocial motivation is volatile across different organizations due to certain working environments and incivility levels. The results also reported the negative correlation between incivility (INCV) and OCB.

Table 1

*Descriptive Statistics along with Correlations (bivariate)*

		1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1	SE	(.81)							4.17	0.37
2	INCV	.03	(.83)						4.22	0.56
3	PSM	.27**	.05	(.79)					3.97	0.91
4	OCB	.65**	-.13*	.06	(.78)				4.32	0.40
5	Age_T1 (Years)	-.10	.11	.03	-.12*				32.07	9.75
6	Tenure_T1 (Years)	-.05	.10	.04	-.05	.83**			4.93	5.14
7	Age_T2 (Years)	-.10	.07	.04	-.16**	.74**	.61**		32.37	9.46

*Note.* Values in parentheses represent Cronbach's alphas. N = 301

\*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

"IBM SPSS Statistics 22.0" and "SPSS Amos 22" were used for statistical analyses. Multiple confirmatory factor analyses (CFA) have been conducted to check the dimensionality of the four factors comprising self-efficacy, incivility, pro-social motivation, and OCB. Results exhibited that 4-factor model represents better picture of data ( $\chi^2/df = 1.69$ , CFI = .94, TLI = .93, GFI = .89, RMSEA = .48), which is better than all additional models (i.e., 1-factor, 2-factor and 3-factor models). The results of the four different models are presented in Table 2.



Table 2  
The Results of Multiple CFA

Variables	$\chi^2$	df	$\chi^2/df$	CFI	TLI	GFI	RMSEA
(SE, INCV, PSM, OCB)							
1-factor model <sup>a</sup>	1683.09	275	6.12	.55	.51	.62	.13
2-factor model <sup>b</sup>	1570.50	274	5.73	.59	.55	.63	.12
3-factor model <sup>c</sup>	1026.58	272	3.77	.76	.73	.73	.09
4-factor model <sup>d</sup>	453.45	268	1.69	.94	.93	.89	.04

Note.

- a. SE, INCV, PSM, and OCB all combined as one-factor
- b. SE and INCV in a single factor, PSM and OCB in a single factor
- c. SE and INCV in a single factor, PSM in a single factor, OCB in a single factor
- d. SE in a single factor, INCV in a single factor, PSM in a single factor, OCB in the single factor

Furthermore, we also test the moderation mediation model using "PROCESS macro" (Hayes, 2013). Five thousand samples were generated to study the indirect effect (conditional) of self-efficacy over OCB through pro-social motivation at diverse levels of incivility. To test the hypotheses, 5000 samples were set as bootstrapping. Moderated mediation results indicate self-efficacy is positively related to pro-social motivation ( $b=2.931, p=0.10$ ) when the dependent variable is pro-social motivation (mediator variable model). The interaction term of self-efficacy and incivility is significant and negatively associated ( $B = -.53, p = .04$ ) when pro-social motivation is considered a dependent variable in a model. In a model where OCB is taken as a dependent variable, pro-social motivation is negatively associated with OCB ( $B = -.05, p = .01$ ), significant at  $p < .05$ . In contrast, self-efficacy is significant and positively related to OCB ( $B = .72, p = .000, p < .01$ ). The indirect effects (conditional) of self-efficacy on OCB at different levels of incivility are presented in Table 3, indicating self-efficacy is weakly associated with OCB through pro-social motivation when incivility levels are low. With the increase in the levels of incivility, a strong association between self-efficacy and OCB through pro-social motivation can be seen, indicating a negative relation of pro-social motivation towards OCB. The moderated mediation index shows significant result ( $B = .02, 90\%BCa CI = .007 - .06$ ).

Table 3  
Indirect Effect (conditional) of Self-efficacy over OCB through Pro-social Motivation with Incivility as Moderator (N = 301, Bootstrapping = 5000 Samples, Unstandardized Coefficients)

Predictor	B	p	SE	90%SE
DV=PSM (Mediator variable model)				
Self-efficacy	2.93	.01	1.13	1.06 - 4.80
INCV	2.29	.04	1.11	0.46 - 4.13
Self-efficacy × INCV	-0.53	.04	0.26	-0.97 - -0.09
DV=OCB (Dependent variable model)				
PSM	-0.05	.01	0.02	-0.08 - -0.01
Self-efficacy	0.72	.00	0.04	0.65 - 0.80
Indirect effects (conditional) of self-efficacy over OCB at various levels of INCV (moderator)				
Values of moderator	B		Boot SE	90%BCa CI
10 <sup>th</sup> percentile	-.05		.02	-.11 - -.02
25 <sup>th</sup> percentile	-.03		.01	-.06 - -.01
50 <sup>th</sup> percentile	-.03		.01	-.05 - -.01
75 <sup>th</sup> percentile	-.02		.01	-.05 - -.00
90 <sup>th</sup> percentile	-.01		.01	-.04 - -.00
Index of moderated mediation				
PSM (mediator)	.02		.01	.00 - .06

Note. INCV=Incivility, PSM=Prosocial motivation, OCB=Organizational citizenship behavior

Figure 2 shows that teachers with higher self-efficacy demonstrate OCB better than the teachers with low self-efficacy, even there are higher levels of incivility in the organization.

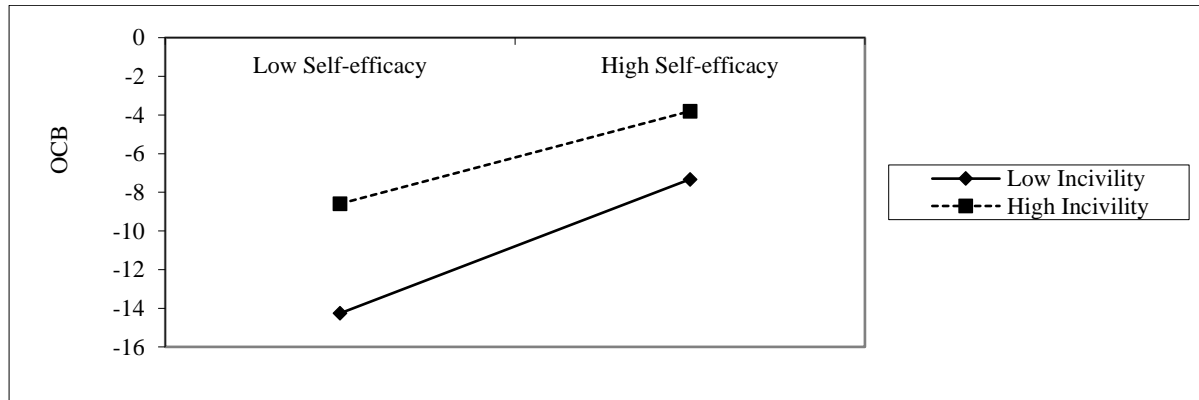


Figure 2. Moderation graph.

## Discussion

The results demonstrate evidence that the link between self-efficacy and OCB through pro-social motivation is moderated by incivility. As per results, self-efficacy is directly related to pro-social motivation. Higher self-efficacy levels lead to higher levels of pro-social motivation, consistent with our hypothesis (H<sub>1</sub>) and in line with the studies of (Bogler & Somech, 2004; Paramasivam, 2015; Raza & Ahmed, 2020; Ringgasa, 2017). Also, from the results, self-efficacy serves as an antecedent to pro-social motivation. Moreover, self-efficacy and pro-social motivation have a positive relationship (H<sub>2</sub>). Results show higher levels of teacher self-efficacy leads to higher levels of prosocial motivation. Hence, this result supports our hypothesis (H<sub>2</sub>). The interaction term for self-efficacy and incivility negatively impacts pro-social motivation. As shown in Table 3, when incivility levels are low, self-efficacy on OCB via pro-social motivation is weaker, but as incivility increases, this effect became stronger. When incivility level increases, individuals' pro-social motivation tends to reduce, negatively associated with OCB.

Furthermore, hypothesis (H<sub>3</sub>) is not supported contrary to the study of Lebel and Patil (2018), which shows workers who are motivated on a pro-social basis maintain their tendency to help others. As per results, pro-social motivation is negatively associated with OCB due to predominant incivility in the organization. The pro-sociality of individuals decreases if they experience incivility. Thus, individuals are not willing to perform OCB towards the organization. However, the direct relationship of self-efficacy over OCB is positive and in line with some studies (Bogler & Somech, 2004; Judge & Bono, 2001; Judge et al., 1998; Paramasivam, 2015).

Moreover, results supported hypothesis (H<sub>4</sub>) that pro-social motivation acts as a mediator between self-efficacy and OCB, which indicates that self-efficacy (individual-level personal factor) is more important and influential than organizational factors in influencing pro-social motivation and OCB behaviors. It is also evident that incivility moderates the relationship between self-efficacy and pro-social motivation, which aligns with our hypothesis (H<sub>5</sub>). Hence, results also supported the hypothesis (H<sub>5</sub>) and validated the results of the studies conducted by Reio and Reio (2011) that teachers face incivility from colleagues and supervisors.

### **Practical and Theoretical Contribution**

This study has both practical and theoretical contributions. First, there is a need to promote and arrange training sessions for enhancing teachers' self-efficacy, which enhances the pro-social motivation and OCB for the development and achievement of students. Second, the administrators should encourage employee initiative, promoting risk-taking, openness to newer ideas, innovation, and leadership. This kind of culture will increase the institute's sense of self-efficacy and effectiveness in the long run. Third, the OCB behavior has been studied in a different context, but few studies underlie the antecedents of OCB behavior in academic institutions' context. So, the findings of this study are unique, based on its nature and scope.

This study results in a twofold contribution towards the existing body of knowledge. First, it shows that self-efficacy acts as a catalyst in enhancing the pro-social motivation of individuals contrary to previous studies, e.g., the influence of self-efficacy on work-related employee motivation (Cherian & Jacob, 2013), and further, it influences academic motivation (Schunk, & Dale, 1991). Thus, self-efficacy serves as an antecedent to pro-social motivation, which has, to our best knowledge, not been discussed earlier in the academic organization setting. Second, this study contributes to the Social Cognitive Theory so that self-efficacy promotes pro-social motivation, leading to OCB. However, earlier studies showed the only direct impact of self-efficacy over OCB (Paramasivam, 2015; Ringgasa, 2017).

### **Limitations and Future Directions**

The first limitation of this study is the participation of students in a response collection, even though the earlier study proposes that there is not a significant difference between the samples collected by students and others (Wheeler, Shanine, Leon, & Whitman, 2014). Therefore, students were given credit against an assignment that wishes to participate in this research study. In addition, those students who were not a part of this study were given additional assignments. The second limitation of this study is incivility was taken as a first stage moderator to assess self-efficacy and pro-social motivation. Future studies shall take other negative constructs such as mobbing, bullying, and harassment as a moderator to assess the relationship between self-efficacy and pro-social motivation. The third limitation of this study is the academic organizational context. Data have been collected from teachers only to assess the moderated mediation analysis.

Future studies can incorporate survey data from different organizations and industries to find new avenues to the understudied relationship of self-efficacy and OCB via pro-social motivation. Future studies should also use multiple location response data to validate the present study, as the data collection in this study is within the boundaries of Lahore, Pakistan. Furthermore, studies in the future should also consider large data samples from different cultural backgrounds.

### **Conclusion**

In a nutshell, this study demonstrates the positive direct impact of self-efficacy over OCB within academic settings. Results showed that self-efficacy is directly proportional to pro-social motivation, and incivility impacts pro-social motivation negatively. The study also indicates that teachers' self-efficacy boosts their desire to help others but not the organization. The inability to demonstrate OCB is the presence of incivility within the academic organization. As teachers experience incivility from their colleagues and other academic and non-academic staff,

their pro-social motivation towards the organization declines. They are unwilling to cooperate with the organization, i.e., lack of interest in organizational developments and lack of participation in the organization functioning of the institution, and employee loyalty issues.

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