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# The Influence of Conscientiousness, Sportsmanship, and Civic Virtue on Organizational Effectiveness in Public Universities of Ethiopia

Mulugeta Guangul Aliyu<sup>1\*</sup>, Melaku Mengistu Gebremeskel<sup>2</sup>

<sup>1</sup>Department of Educational Planning and Management, Bahir Dar University, Dessie, Ethiopia

<sup>2</sup>Department of Educational Planning and Management, Bahir Dar University, Bahir Dar, Ethiopia

### ABSTRACT

This article draws on data collected from a wider PhD study conducted in Amhara National Regional State, Ethiopia, in 2023. The study investigated the relationship between academic staff's extra-role behaviors (conscientiousness, sportsmanship, and civic virtue) and organizational effectiveness in higher education institutions. The study employed a correlational research design. A total of 719 participants were included in the study through proportionate stratified and simple random sampling techniques. It utilized a questionnaire with multi-item scales from pre-existing models and analyzed the data using descriptive and inferential statistics. The results revealed that the status of conscientiousness, sportsmanship, civic virtue, and organizational effectiveness were moderate. It also disclosed that civic virtue, conscientiousness, and sportsmanship had high, medium, and low associations with organizational effectiveness, respectively. The result of the regression analysis showed that conscientiousness, sportsmanship, and civic virtue have significant predictive power for OE. The result further revealed that 86.3% of the variance in organizational effectiveness was explained by the civic virtue behavior of the academic staff members in the study institutions. From the findings, it may be possible to conclude that since studies confirm high levels of conscientiousness and sportsmanship, play key roles in enhancing effectiveness, public universities in the study area appear to be challenged with problems of organizational effectiveness. The study recommends institutional leaders encourage their staff to engage in high-level extra-role behavior so that they can support their colleagues voluntarily without anticipating rewards in return.

#### Keywords:

Academic staff,  
Conscientiousness,  
Sportsmanship, Civic virtue,  
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#### \*Correspondence:

[mulugua2011@gmail.com](mailto:mulugua2011@gmail.com)

In the age of technology and globalization, organizations are constantly trying to achieve effectiveness through the extra-role behaviors of their employees. This behavior was considered as Organizational Citizenship Behavior (OCB) by Organ (1988) for the first time (Subha, 2018). Organ (1988) defined OCB as "individual behaviors that [are] discretionary, not directly recognized by the formal reward system, and that in the aggregate promote the effective functioning of the organization (p. 4). Recently, Abdulrab et al. (2018) described the construct as individual and organizational discretionary behavior that goes beyond established role expectations and is done for the benefit of the organization. Despite the abundance of various meanings of the construct in the literature, there appear to be few minor definitional changes, and the fundamental nature of the construct is similar to that of Organ's (1988) definition.

Understanding the nature and meaning of OCB has long been a high priority for organizational academics (Organ, 1988) and continues to be a topic of interest for many scholars due to its significance for the effectiveness of organizations. Precisely, OCB describes actions that are not formally asked for or immediately rewarded but may be important to an organization's operations (Smith et al., 1983). Without their members acting as good citizens by engaging in a variety of constructive behaviors, organizations cannot live or grow. In the opinion of Organ (1988), OCB is thus important for the survival of the organization. In support of this, Eisenberg et al. (2018) believed that extra-role behaviors help organizations realize effectiveness.

In the literature, several researchers have offered a variety of OCB dimensions to clarify the significance of the construct. Nevertheless, Organ's (1988) five-dimension structure (altruism, courtesy, conscientiousness, sportsmanship, and civic virtue) has received the most empirical attention because these dimensions have reliable measures conducted in different empirical experiments (Podsakoff et al., 1990). From these five dimensions, however, conscientiousness, sportsmanship, and civic virtue were the variables of interest in this study.

Conscientiousness is a crucial element of OCB, referring to actions that go beyond necessary tasks within an organization. It is a discretionary activity where employees go beyond their prescribed tasks, demonstrating systematic, well-managed, accountable, and diligent behavior. This behavior includes going beyond expectations in timeliness, attendance, cleanliness, resource conservation, and overall company responsibility (Lo & Ramayah, 2009). In addition, sportsmanship is a dimension of OCB characterized by employees patiently accepting annoyances in organizational settings without complaining. It involves employees willing to tolerate minor inconveniences and work impositions without complaining, appealing, accusing, or protesting. Sportsmanship employee behavior generally refers to individuals' not showing negative behaviors when things don't go as planned. Further, civic virtue is another dimension of organizational behavior that involves employees' constructive participation in the organization's political process, open expression of opinions, attendance at meetings, discussion of issues, and reading organizational communications, which positively impact the organization's effectiveness (Organ et al., 2005; Podsakoff et al., 2000).

People study organizations, mostly to comprehend the significance of their effectiveness. Despite the centrality of OE in organizational studies from both an academic and practical standpoint, there is still a lot of misunderstanding and uncertainty surrounding it. This is

because different value judgments regarding the nature, purposes, and activities of organizations raise theoretical complexity in the subject of OE studies (Campbell, 1977). In connection with this, Cameron (1986) concluded that the one area of agreement is that there is no agreement on the concept of OE because of the construct's inherent paradoxical nature. Further, Hannan and Freeman (1977) conclude that the absence of systematic research accumulation on this topic leads to theoretical limitations and methodological flaws. The author went on to say that the friction between the leading theories in the field of OE, each of which emphasizes distinct aspects of OE, is largely to blame for the theoretical confusion and methodological flaws.

Despite attempts by academics from numerous disciplines to develop a grand theory for organizational studies, all ideas relating to organizations and OE have really altered within the context of time and space. Therefore, the conceptualization of OE is in disarray and ambiguity, and practically all research on this construct concedes that there is little consensus on what OE means and how to measure it effectively (Cameron, 1986).

Measuring effectiveness is a common goal for all organizations, particularly in this current age of dramatic change and high competition. However, the elusiveness of definitions of OE has led to several dozen different approaches to gauging the effectiveness of organizations (Campbell, 1977). Consequently, organizations are using various approaches (goal, system resource, internal process, strategic constituency, and competing values) to measure their effectiveness (Balduck & Buelens, 2008, as cited in Ashraf & Kadir, 2012). This study, however, was interested in applying the systems resource approach to assess the effectiveness of the institutions in the study area because this approach appears to be most useful in organizations, including higher education institutions (HEIs), where goals are difficult to measure precisely and monitoring effectiveness over a long period is required (Cameron, 1981; Cameron, & Whetten, 1983). Further, this approach was preferred over others because of its capacity to utilize environmental resources and similar factors as a standard to assess OE (Campbell, 1977).

Like other organizations, there is also no comprehensive model suitable for measuring effectiveness in HEIs. As a result, several models are existing in the literature. Among them, Antia and Cuthbert's (1976), Kleemann and Richardson's (1985), Pounder's (1999), An et al.'s (2011), and Cameron's (1978) model of OE are worth mentioning. However, as literature reveals, compared to other models, researchers throughout the world are using Cameron's (1978) OE scale for various reasons. First, the model consists of nine dimensions, namely: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health, which address the major tasks of HEIs. Second, the model has a close relationship with the main OE approaches (goal, system, internal process, strategic constituency, competing values) and has relationships with other models. For instance, Yorke's (1987) study indicated some common features between this model and the models of Antia and Cuthbert (1976), Kleemann and Richardson (1985), Pounder (1999), and An et al. (2011). This may indicate the comprehensiveness of Cameron's model. Third, the reliability and validity of the instrument are tested in different cultural contexts (Ashraf & Kadir, 2012). For instance, Anderson (2000) conducted a study at

Tennessee Community Colleges in the United States and found the instrument was valid and reliable to measure higher education effectiveness. Additionally, Smart (2003) confirmed that the instrument correlates with other well-known university assessment indicators and functions as an effective diagnostic tool to assess the effectiveness of HEIs. Because of the reasons mentioned, the present study preferred Cameron's (1978) OE scale over the other scales, believing the model fits the study's purpose.

Studies revealed that conscientiousness, sportsmanship, and civic virtue were positively and significantly related to OE (Desky et al., 2020; Eka et al., 2022). According to Eka et al. (2022), employees who display high conscientiousness require only minimal supervision from managers, tend to maintain consistently high levels of performance, increase the organization's ability to adapt to changes in their environment, and generally increase organizational success. In addition, Chanko and Rahmat (2022) contended that employees who exhibit sportsmanship behavior will greatly help organizations ensure their effectiveness. Further, Cahyono et al. (2020) argued that high employees' civic virtue behaviors will help increase the effectiveness of organizations. These imply that the higher the extra-role behavior, the better the effectiveness of organizations.

Public universities in Ethiopia are established, aiming to contribute to national development by providing skilled manpower, improving productivity, and adapting technologies. However, they are ineffective due to challenges in access, equity, diversity, quality, relevance, and efficiency. For instance, cheating, poor academic development, a lack of focus on graduate employability, and poor institutional conditions hinder the effectiveness of these institutions (Ethiopian Education Development Road Map, 2018). Consequently, Ethiopian public universities lack the ability to claim their place among the best universities, according to numerous international education ranking agencies, such as the QS World University Ranking (2023). This might be associated with the absence of academic staff who engage in high extra-role behaviors. In favor of this (Abdul-Samad et al., 2020; Asgari et al., 2020; Khandelwal & Nair, 2022; Podskoff et al., 2000; Ramalakshmi & Ravindran, 2021), it was argued that without the faculty who highly engage in extra-role behaviors, attaining effectiveness is a difficult assignment. However, these studies were conducted in other cultural contexts and might not reflect the realities of HEIs in Ethiopia.

Moreover, Anisa (2018) and Dinka (2018) confirmed that the status of teacher extra-role behavior in Ethiopian public universities was low. This implies faculties in Ethiopian HEIs are performing their fundamental missions (teaching, research, and community service) with low extra-role actions so that institutional effectiveness might decrease. However, these studies were conducted at single universities, which might have problems regarding the generalizability and replication of the findings. In addition, anecdotal evidence gathered from informal discussions showed that instructors lack passion and commitment towards their students, their duties, and their institutions. Specifically, faculties were not willing to go beyond their minimum job requirements. Besides, instead of accomplishing even their in-role tasks properly, they complained to their institution about trivial matters. Further, they were unwilling to participate in an organization's political life or support the university's administrative function at the required level. These might strengthen the local empirical findings mentioned.

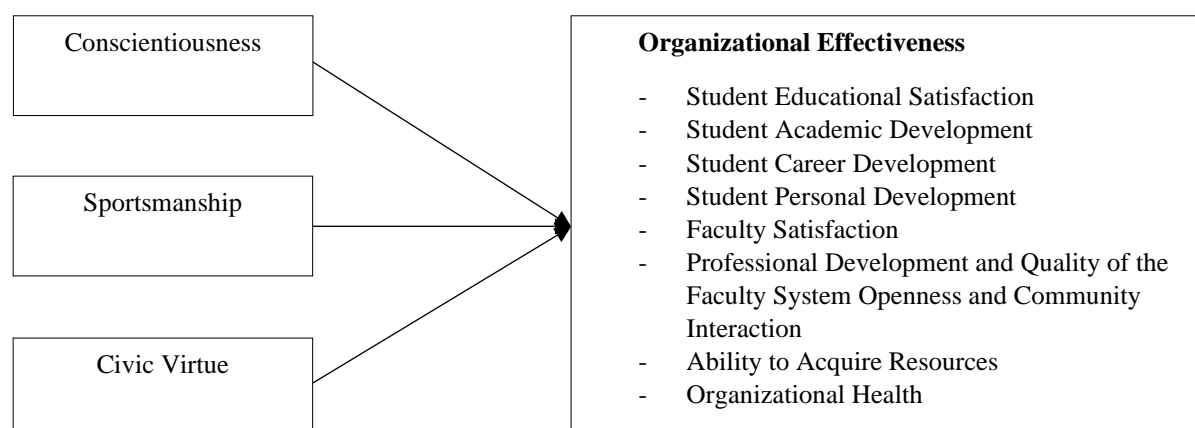
Of course, there are studies in different cultural contexts that attest to the relationship between academic staff-extra-role behavior and OE. Nevertheless, there is a dearth of studies on this issue in the context of HEIs in Ethiopia (Anisa, 2018; Dinka, 2018). This may indicate that the topic is unexplored and that there is a knowledge gap concerning the constructs in Ethiopian HEI contexts. Therefore, this study may contribute to raising staff morale in the research field, increasing their sense of purpose at work, helping establish better social interactions between academic staff members, and helping institutions gain a competitive edge. To that end, the following five fundamental research questions were raised:

1. What is the extent of conscientiousness, sportsmanship, and civic virtue in the public universities in the study area?
2. To what extent HEIs in the study area are effective?
3. To what extent do conscientiousness, sportsmanship, and civic virtue influence the effectiveness of public universities in the current study area?
4. Which variable (conscientiousness, sportsmanship, civic virtue) best predicts OE?
5. Is there a statistically significant relationship between conscientiousness, sportsmanship, civic virtue, and OE in the universities underlined?

Concerning the theoretical framework, this study used Social Exchange Theory (SET) and Organizational Support Theory (OST) as fundamental theories. SET focuses on social and economic interactions within organizations, and OST suggests that organizations that value employee actions and well-being, through supportive support, can increase their perceived organizational support, leading to organizational success (Baran et al., 2011; Kibui et al., 2014). In this study, social relationships refer to the relationships between academic staff members at their universities. If such relations tend to be positive, the academic staff members would exhibit more extra-role behaviors, which would boost effectiveness. Similarly, organizational support implies any type of service provided by public universities to their academic staff members. The model consists of a predictor variable (conscientiousness, sportsmanship, and civic virtue) and an outcome variable (OE). The theorized relationship between the variables is shown in Figure 1.

**Figure 1**

*Theoretical Framework*



## Literature Review

### Organizational Citizenship Behavior

OCB is employee behavior that is not compulsory in job descriptions and is neither rewarded nor punished by organizational management (Podsakoff et al., 2000). Organ (1988) defines it as voluntary individual behavior that is not part of the official duties of employees and is not appreciated by the formal reward system directly or explicitly but improves the overall effectiveness of the organization. Organizations expect their members to demonstrate such behavior because it helps them achieve their goals (Eisenberg et al., 2018; Smith et al., 1983).

Subtle definitional changes have been made to OCB since Organ (1988), but the fundamental construct has not changed. It encompasses all that workers decide to undertake on their own initiative, even if it doesn't directly relate to their contractual duties. Of course, it could show up in higher performance reviews or ratings from coworkers and supervisors, but it might not always be explicitly acknowledged or rewarded by the organization with salary increases or promotions, for instance (Organ et al., 2005). OCB thus indirectly promotes future reward gain in this manner

There are various dimensions of OCB. Organ (1988), identified five OCB dimensions: altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. This study focused on Organ's (1988) three dimensions of OCB (conscientiousness, sportsmanship, and civic virtue), among others, because Organ's (1988) OCB framework has received the most empirical attention in the literature for the following reasons: First, Organ is a well-known researcher with rich experience who has published several OCB articles and book chapters. Second, Podsakoff et al. (1990) developed a reliable measure of Organ's dimensions and carried out some outstanding empirical experiments using this measure. Third, OCB scholars typically presume that behavioral characteristics are advantageous over time in different contexts and organizations (Organ, 2014). Fourth, the dimensions developed by other scholars overlap and are inadequate to describe the entire framework of OCB (Podsakoff et al., 2000). Consequently, the literature reviewed describes the unanimous acceptance of Organ's (1988) OCB dimensions. The dimensions are explained below.

### Conscientiousness

According to Organ (1988), conscientiousness refers to actions that go beyond what is necessary to perform a function in the organization. This means people who display conscientious behavior in an organization go beyond their in-role requirements. Supporting this idea, Ocampo et al. (2018) stated conscientiousness in employee behavior as a discretionary activity to support organizations in which employees generally go beyond their tasks. An employee who demonstrates this type of behavior is someone who is systematic, well-managed, accountable, and diligent. It is a dedication to work that goes beyond the requirements, such as working continuously and offers voluntary execution responsibilities in addition to duties. It serves as an example of going beyond expectations in terms of timeliness, attendance, general cleanliness, a propensity for resource conservation, and an overall appearance of being a responsible member of the company (Lo & Ramayah, 2009).



As believed by Podsakoff et al. (2000), conscientious employees are those who are highly responsible and require less supervision. In an organization, such behaviors manifest in various actions. For instance, as described by Ocampo et al. (2018), conscientiousness in employee behaviors manifests in the form of punctuality, carefully using tea, coffee, and meal breaks, attending regular meetings in organizations, and abiding by all formal and informal rules developed to maintain order in the organization. This implies that workers with high conscientiousness are better able to complete work tasks accurately, take initiative in addressing difficulties, stay devoted to job performance, follow policies, and stay focused on work duties, which can contribute to the effectiveness of an organization.

### **Sportsmanship**

Organ (1988) defined sportsmanship as the practice of patiently accepting the annoyances that are an inescapable element of almost every organizational setting. Such employee behavior refers to an employee's actions to refrain from making unreasonable criticisms about the challenges faced by the organization. In addition, employees who engage in such actions have the ability to tolerate minor and temporary workplace annoyances or workload demands without making any complaints, protests, requests, allegations, or objections. This encourages preserving structural flexibility for the accomplishment of tasks and, to a considerable extent, enhances effectiveness (Podsakoff et al., 1990).

Employees who exhibit sportsmanship behavior in an organization demonstrate various actions. Among these behaviors, not complaining about insignificant things at work, putting in extra effort on the job, taking feedback from coworkers and superiors, opposing favoritism, respecting coworkers, seeing the positive sides of things, having a constructive attitude toward organizational problems, and defending the organization's image and activities in various situations are worth mentioning (Organ, 2014; Organ et al., 2005). These employees tolerate their organizations when the organizations are less than perfect in responding to their claims, which greatly contributes to organizational success (Podsakoff et al., 2000).

### **Civic Virtue**

Civic virtue refers to employees' participation in an organization's political life and support for the organization's administrative functions (Organ, 1988). Similarly, Podsakoff et al. (2000) also expressed the notion of employees' constructive participation in the organization's political process and contribution to that process by freely and openly expressing opinions, attending meetings, discussing organizational issues with colleagues, and reading organizational communications for the organization's success. That means employees who exhibit civic virtue are willing to participate in the organization's political process. In doing so, they freely and honestly express their thoughts, attend meetings, and discuss issues with colleagues. As a result, such employee behaviors positively impact OE.

The concept of employee civic virtue behavior also refers to an employee's dedication to corporate responsibilities, such as following changes in the organization and taking initiatives to recommend a change for the sake of effectiveness and the progress of the company. This type of behavior helps employees develop deep concerns, such as giving their

own suggestions and paying active attention to the existence of the organization. Therefore, such employee behavior contributes much to organizational politics (Organ et al., 2005).

### **Organizational Effectiveness**

Scholars provided different definitions of OE. For example, Yuchtman and Seashore (1967) defined the notion as an organization's ability to utilize the environment in the acquisition of vital resources, whereas Price (1972) stated it as the degree to which organizations met their goals. Further, Kotter and Heskett (2011) explain effectiveness as an organization's ability to accomplish its mission through management, governance, and ongoing rededication to achieve its goals. The attempts at defining effectiveness include many related concepts rather than simplifying and clarifying them (Kumari & Thapliyal, 2017).

Consequently, the term has multiple definitions, and it remains one of the most complex and least solved problems in the study of social organizations. Hence, there is a substantial gap between theoretical and empirical approaches in this field. Yet, there is not much theory that effectively addresses this idea. The majority of the research was done without giving enough thought to the conceptual aspects of the phenomenon and using ad hoc criteria that were not systematically connected to theoretical frameworks that are consistent with our understanding of organizations. Nevertheless, the common theme concerning the conceptual status of OE deals with the degree to which an organization as a social system, given a specific number of means and resources, achieves its goals without depleting those resources or laying an undue burden on its members (Brint & Clotfelter, 2016; Cameron, 1986; Campbell, 1977).

Organizational scholars apply various methodologies to examine OE. For instance, Robertson et al. (2002) argued that evaluating effectiveness focuses on how well a company meets its goals. On the other hand, Yuchtman and Seashore (1967) believe measuring effectiveness should focus on the system's ability to quickly access crucial resources. Yet, Goodman and Pennings (1977) believe that assessing effectiveness should be based on the contribution of the subunits to the overall system in carrying out their own particular set of duties. Furthermore, Schermerhorn et al. (2004) proposed that an assessment of effectiveness links to the system's internal functioning. These imply the absence of compressive effectiveness criteria for all organizations. Consequently, as suggested by Cameron (1981) and Yuchtman and Seashore (1967), criteria appropriate for one organization might be inappropriate for others.

### **Relationship between Extra-Role Behavior and Organizational Effectiveness**

Several studies in the literature attest to the relationship between extra-role behavior and OE. For instance, Organ (1988) first proposed that, when considered over a longer period, extra-role contributes to OE. In addition, Organ et al. (2005) confirmed that such employee behavior increases OE by increasing both employee and manager productivity. Following Organ (1988), Podsakoff et al. (2000) established that extra-role behaviors strongly correlate with OE. This implies that employees who are highly engaged in extra-role behavior contribute a lot to the success of their organizations.



According to Organ et al. (2005), extra-role actions, when properly managed, are a useful management tool that improves the performance of individuals, groups, and organizations. They went on to say that organizations can be successful when their employees are willing to collaborate, help each other, provide input, actively contribute, provide additional services, and make the best use of their working time. Thus, it is believed by most scholars that high employee extra-role behavior significantly increases the performance of HEIs. On top of this, some (Abdul-Samad et al., 2020; Asgari et al., 2020; Podskoff et al., 2000; Ramalakshmi & Ravindran, 2021) contend that the success of HEIs depends on their high level of employee extra-role behavior. Therefore, to survive in today's world economy; employees' extra-role behaviors are paramount. Because it helps in the coordination of activities within and across work groups, which improves the stability of organizational performance and contributes to the overall effectiveness of an organization (Ahmad & Awang, 2015; Gupta et al., 2017; Ocampo et al., 2018; Romlee et al., 2016).

Studies on the effect of dimensions of extra-role behavior on OE specifically demonstrate that they have strong associations with OE. For instance, those employees who are willing to perform beyond their role requirements (conscientiousness) will put in more effort than the company expects. This, in part, greatly contributes to the effectiveness of the organization (Organ et al., 2005). In addition, employees who engage in sportsmanship behavior also contribute to organizational peacekeeping and complaint avoidance, helping teams focus their resources on task completion and resulting in better individual and team performance. Further, employees with civic virtue take a genuine interest in the growth and survival of their organization and avoid unplanned absences that have a significant impact on the OE (Organ et al., 2005).

### **Method and Materials**

A correlational research design using the quantitative approach was used in the study to examine if there were significant relationships between the variables under investigation. This design was favored over others because it helps examine potential relationships between variables and make predictions based on the findings (Creswell, 2012). There were 10 public universities at the time of this study, which were divided into four strata based on their age of establishment. To make the study manageable, five universities (50%) were chosen as study samples using stratified random sampling. The target population of the study consists of 6241 academic staff members currently on duty. Survey participants were selected using the sample size determination formula. Next, participants in sample universities were assigned proportionally to the total population of academic staff members in their respective colleges and departments. Finally, a simple random sampling procedure was used to select individual samples. Previously standardized instruments developed by Podsakoff et al. (1990) OCB scale and Cameron's (1978) OE scale were used to collect data. In both scales, a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree was applied. A pilot-test, involving 85 participants selected randomly from one public university which was not included in the samples of the main study was carried out to check the reliability of the instruments. Consequently, reliability coefficients of .83, .87, .73, and .82 were recorded for conscientiousness, sportsmanship, civic virtue, and OE respectively. Reliability tests resulting in an alpha of .7 and above are generally considered high (Rovai et al., 2014). The

dissemination and gathering of the questionnaire among sample participants were self-administered by the authors. The authors found 719 completed and returned questionnaires usable for data analysis after cleaning and removing 59 unreturned and 66 incomplete ones respectively with an 85.1% return rate. Before running the actual statistical tests, data screening for any irregularities based on the assumption of t-tests, correlation, and regression analysis was checked. Finally, to analyze the data, both descriptive and inferential statistics were applied using Statistical Package for Social Science (SPSS-27). The interpretation for the mean was modified from Landall (1997, as cited in Saari, & Rashid, 2013). with the mean value 1.0 to 2.33 = low level, 2.34 to 3.67 = moderate level, and 3.68 to 5 = high. For inferential statistics, an alpha value of ( $\alpha = .05$ ) was chosen to show if there was a significant difference between the variables (Creswell, 2012). The strength of relationships between the independent variables and the dependent variable was measured with the help of Pearson's product-moment correlation ( $r$ ), where a correlation coefficient ( $r$ ) between .10 and .30 was interpreted as weak or low; between .40 and .60 was considered moderate; and greater than .70 was considered a strong or high relationship (McMillan et al., 2009). Multiple regressions were used to analyze the relationship between independent variables and dependent variables. Accordingly, the links between the variables were analyzed using this method.

## Results

The analysis of the demographic characteristics of participants designates the values of participants' sex composition, educational levels, service years in the universities, current occupational status, and major involvement in the university. Concerning the sex composition of participants, as portrayed in Table 1, the majority (87.2%) were males, which indicates male dominance in the career. Considering the educational levels, the majority of the participants were MA/MSc (77.6%), followed by PhD holders (14.5%), and the rest (7.9%) were BA/BSc. This suggests that participants have the relevant educational background to easily detect and respond to the extent of variables and their effect on the accomplishment of OE in the HEIs. Considering participants' length of service years in the universities, the result designates that the majority (90.5%) of the participants have served for more than five years, which indicates that participants may have better knowledge regarding the status of academic staff extra-role behavior and its influence on the outcome variable. Finally, with respect to participants' major involvement in the university, the majority (65.1%) of the participants have been involved in teaching tasks, only suggesting a low culture in conducting research.

**Table 1**  
*Demographic Characteristics of Respondents*

No	Item		Frequency	Percent
1	Sex	Male	627	87.2
		Female	92	12.8
		Total	719	100
2	Educational Level	Degree	57	7.9
		Master	558	77.6
		PhD	104	14.5
		Total	719	100
3	Service year in the university	Below 5 years	68	9.5
		5- 10 years	457	63.5
		Above 10years	194	27
		Total	719	100
4	Occupational Status	Manager	64	8.9
		Instructor	655	91.1
		Total	719	100
5	Major current Involvement	Research	41	5.7
		Teaching	468	65.1
		Both teaching and research equally	210	29.2
		Total	719	100

Table 2 depicts one sample t-test result on the status of conscientiousness, sportsmanship, and civic virtue in the institutions under study. The results revealed academic staff members in the study area moderately engaged in conscientiousness behavior, as demonstrated by the scores ( $M = 3.32$ ,  $SD = .57$ ,  $df = 718$ ,  $t = 14.87$ ), with a significance level of  $p < .001$ . The output shows that academic staff members exhibit behaviors such as not taking extra breaks, respecting organizational rules, and going beyond assigned tasks at a moderate level. In addition, they exhibited sportsmanship behavior moderately, as proved by their scores ( $M = 3.24$ ,  $SD = .54$ ,  $t = 12.08$ ,  $df = 718$ ), with a significance level of  $p = < .001$ . The result demonstrates that academic staff members did not complain and exaggerate small problems and did not find fault with what the organization was doing. Further, the analysis portrays that they had exhibited civic virtue behavior moderately, as proved by their scores ( $M = 3.17$ ,  $SD = .57$ ,  $t = 8.21$ ,  $df = 718$ ), with a significance level of  $p = < .001$ . The output shows that academic staff members attend meetings and functions that are not mandatory, read organization announcements, etc., to a moderate extent. One sample t-test result also suggests that participants had statistically significant differences concerning the practice of the three variables in this study context. Besides, the effect sizes ( $d = .57$ ), ( $d = .53$ ), and ( $d = .57$ ) for conscientiousness, sportsmanship, and civic virtue, respectively, were moderate when viewed against Cohen's (1988) effect size classification, indicating that participants had moderate differences regarding the practice of the variables in the institutions under consideration.

**Table 2**  
*One Samples T-test on Conscientiousness, Sportsmanship and Civic Virtue (n=719)*

Test values =3						
Variable	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>p</i> (2-tailed)	Effect size ( <i>d</i> )
Conscientiousness	3.34	.57	14.87	718	.000	.57
Sportsmanship	3.24	.53	12.07	718	.000	.53
Civic virtue	3.17	.57	8.20	718	.000	.57

As shown in Table 3 the results of one sample t-test indicate that participants perceived their institutions as moderately effective, with aggregate scores ( $M = 3.10$ ,  $SD = .45 = .57$ ,  $t = 5.95$ ,  $df = 718$ ), with a significance level of  $p < .001$ , signifying that participants had a statistically significant difference concerning the effectiveness of their institutions. The effect sizes ( $d = .46$ ) were small when viewed against Cohen's (1988) effect size classification, suggesting participants had negligible differences in their perceptions concerning the effectiveness of their institutions.

When the extent of OE dimensions is compared, the highest value is observed in the "SOCI" dimension, with scores ( $M = 3.16$ ,  $SD = .57$ ,  $t = 7.30$ ,  $df = 718$ ), with a significance level of  $p < .001$ . The result suggests that universities offer moderate community service programs that are adapted to the needs of the local community. On the contrary, PDQF was the lowest among the nine dimensions, with scores ( $M = 3.08$ ,  $SD = .60$ ,  $t = 3.82$ ,  $df = 718$ ) with a significance level of  $p < .001$ . The result still shows that practice related to the opportunity given to faculty for professional development endeavors, the extent of their publications, and the nature of work achievement in general were moderate. The effect sizes for all OE dimensions were medium, ranging from ( $d = .53$  to  $.60$ ), signifying that the participants had moderate differences in the practice of each OE dimension in the study institutions.

**Table 3**

*Status of Organizational Effectiveness (One sample t-test, n = 719)*

Variable	Test value =3					
	M	SD	T	df	p(2-tailed)	Effect size (d)
OE	3.10	.46	5.95	718	.000	.46
SES	3.09	.60	4.18	718	.000	.60
SAD	3.09	.60	4.14	718	.000	.60
SCD	3.09	.58	4.31	718	.000	.58
SPD	3.09	.58	4.34	718	.000	.58
FS	3.09	.59	4.20	718	.000	.59
PDQF	3.08	.60	3.82	718	.000	.60
SOCI	3.16	.57	7.30	718	.000	.57
AAR	3.09	.60	4.18	718	.000	.60
OH	3.10	.53	5.10	718	.000	.53
OE	3.10	.46	5.95	718	.000	.46

Note. OE=Organizational Effectiveness, SES=Student Educational Satisfaction, SAD=Student Academic Development, SCD=Student Career Development, SPD= Student Personal Development, FS= Faculty Satisfaction, PDQF= Professional Development and Quality of the faculty, SOCI=System Openness and Community Interaction, AAR= Ability to Acquire Resources and OH= Organizational Healthy

Pearson correlation was used to examine the relationship between the predictor and the outcome variables. In this regard, the association between conscientiousness and OE is demonstrated in Table 4. The result shows that conscientiousness had significant moderate positive relationships with OE ( $r = .51^{**}$ ). On the other hand, sportsmanship had low positive associations with OE ( $r = .15^{**}$ ). Finally, compared with others, civic virtue had the highest association with OE ( $r = .90^{**}$ ). These results indicate that while academic staff members exhibit extra-role behaviors, institutional effectiveness is more likely to be higher.

**Table 4**  
Pearson's Correlation Coefficients Among Variables (N = 714).

		Conscientiousness	Sportsmanship	Civic virtue	OE
Conscientiousness	Pearson Correlation	1	-.05	.50**	.51**
	Sig. (2-tailed)		.17	.00	.00
	N	719	719	719	719
Sportsmanship	Pearson Correlation	-.05	1	.14**	.15**
	Sig. (2-tailed)	.17		.00	.00
	N	719	719	719	719
Civic virtue	Pearson Correlation	.50**	.14**	1	.90**
	Sig. (2-tailed)	.00	.00		.00
	N	719	719	719	719
OE	Pearson Correlation	.51**	.15**	.90**	1
	Sig. (2-tailed)	.00	.00	.00	
	N	719	719	719	719

Note. \*\*. Correlation is significant at the 0.01 level (2-tailed).x<sup>2</sup>

Table 5 illustrates the model summary of the regression analysis. As shown in Table 5, R value of .91 indicates a good level of prediction. In addition, a value of .82 indicates that. The predictors together account for 82.4% of the variance in OE. On the other hand, 17.1% (100%–82.9%) of the variation was caused by factors other than the predictors included in this model. The standard error value designates that the model would be wrong by .19, which is an ignorable amount.

**Table 5**  
Regression Results Model Summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.91 <sup>a</sup>	.82	.82	.19

a. Predictors: (Constant), Civic virtue, Sportsmanship, Conscientiousness

In the ANOVA summary of Table 6, the regression model overall results (F(3, 715) = 1152.17, p < .001) established that civic virtue, sportsmanship, and conscientiousness significantly predict OE.

**Table 6**  
ANOVA Results

Model	Sum of Squares	df	Mean square	F	p
Regression	125.908	3	41.969	1152.176	.000 <sup>b</sup>
Residual	26.045	715	.036		
Total	151.952	718			

Note. a. Dependent Variable: OE; b. Predictors: (Constant), Civic virtue, Sportsmanship, Conscientiousness

Table 7 shows the direct effect of the independent variables on the dependent variable was examined using beta coefficients. Thus, the effects of civic virtue (β = .86, t = 47.10, p = .000) on OE were statistically significant. That is to say, 86.3.1% of the variance on OE was accounted for by civic virtue. The value of conscientiousness (β =.07, t = 4.33, p = .000) and sportsmanship” (β =.03, t =.1.97, p = .000) had also statistically significant effect on OE.

**Table 7**  
Coefficient of Variables

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	SE	β	t	p	Tolerance	VIF
1	(Constant)	.60	.06		9.59	.000		
	Conscientiousness	.06	.01	.07	4.33	.000	.72	1.37
	Sportsmanship	.02	.01	.03	1.97	.049	.95	1.04
	Civic virtue	.69	.01	.86	47.10	.000	.71	1.40

Note. a. Dependent Variable: OE

## Discussion

The results of the analysis concerning the status of conscientiousness, sportsmanship, and civic virtue among academic staff in the study institutions revealed moderate practices. Unless employees exhibit high levels of extra-role behavior, OE may decline because different sources of literature (Abdul-Samad et al., 2020; Asgari et al., 2020; Podskoff et al., 2000; Ramalakshmi & Ravindran, 2021) contend that the success of HEIs depends on the high level of extra-role behavior of their staff. The result of this study was consistent with Abo-Tiah (2012), Khandelwal and Nair (2022), who reported moderate practice of conscientiousness, sportsmanship, and civic virtue in employee actions in their studies. Nevertheless, the result in this study was inconsistent with Mirshekar and Haddadi (2017), who reported a low status of employees' extra-role behavior in their respective studies, suggesting that employees were uninterested in going beyond their formal responsibilities to support the operation of their organization.

An employee who demonstrates high conscientiousness is well-managed, accountable, and diligent. Employees who exhibit more sportsmanship, on the other hand, demonstrate actions such as not complaining about insignificant things at work and putting in extra effort on the job (Eka et al., 2022; Organ et al., 2005; Organ, 2014; Podskoff et al., 2000). Further, employees who willingly take feedback from coworkers, participate in administrative tasks, and attend meetings that are not required by the organization exhibit civic virtue (Organ et al., 2005; Organ, 2014; Podsakoff et al., 2000). Such extra-role behavior helps in the coordination of activities within and across work groups, which improves the stability of organizational performance and contributes to the overall effectiveness of an organization (Ahmad & Awang, 2015; Gupta et al., 2017; Ocampo et al., 2018; Romlee et al., 2016). Therefore, it can be concluded that the more the academic staff exhibits extra-role behavior, the higher the effectiveness of the institution will be. This implies that to ensure success, HEIs must rely on employees who will not only do their official tasks competently but also engage in voluntary and spontaneous actions that help their coworkers and the organization as a whole.

Moreover, the results on the status of organizational effectiveness show that participants perceive their institution as moderately effective. The results indicate that institutions in the study area satisfy the educational needs of their students, help their students to ensure academic, personal, and career development, offer professional development opportunities for their staff, provide community services, acquire resources from their environment, and maintain the health of their institutions at a medium level. Moreover, in terms of the degree of attainment of OE dimensions, the study's findings show that HEIs gave better emphasis to system openness followed by community interaction, the ability to acquire resources, and organizational health indicators as compared to the other dimensions of OE. Regardless of differences in magnitude, the status of the aggregate effectiveness in each dimension of OE does not exceed the average. For institutions intending to foster long-term transformation and development, this is not an encouraging result. Thus, to enhance their overall effectiveness, HEIs should develop staff members who willingly perform high-level extra-role activities. To this effect, the HEIs should create an organizational culture that encourages their staff to attend more office functions.

In line with this result, Pandya and Srivastava (2017) and Bitew and Gedifew (2020) reported a moderate status of OE in their respective studies. Additionally, Getachew and



Richard (2006) supported the aforementioned conclusions and said that public civil service organizations, including HEIs, make a variety of commitments and activities, but their efficiency is low and even their accomplishments vary greatly between institutions and indicators. On the other hand, Solomona Nebiyu and Kassahun's (2021) investigations, whose findings scored highly on aggregate OE and its dimensions, disagree with this outcome. Thus, disparities among the findings may help researchers conduct more in-depth and large-scale studies and triangulate the results in the higher education sector and even in other social organizations for better outcomes.

Further, the results of the correlation between the variables revealed low to high positive relations. In this regard, the association between civic virtue and OE was strong and significant. This strong positive relationship shows that the more academic staff members exhibit civic virtue behavior, the higher universities' attainment of their effectiveness. To that effect, institutional leaders should encourage their staff to exhibit actions such as willingly attending functions that are not required but help the institution's image. This result was consistent with Cahyono et al. (2020), who contended that strong positive relationships enhance the effectiveness of institutions. As opposed to this study, Khadivi et al. (2015), in their study of the association between OCB and the educational performance of faculty members at Tabriz University of Medical Sciences in Iran, showed that there were low correlations and a non-significant relationship between civic virtue and educational performance. Besides, vis-à-vis the relationship between conscientiousness and OE, the result showed moderately positive relations. The result is consistent with the research findings of Desky et al. (2020) and Eka et al. (2022). They came to the conclusion that when employees become more conscientious, OE inevitably increases. Further, the correlation between sportsmanship and OE was weak. The result implies that employees in the study institutions may not tolerate small problems and focus on the negative side of their institutions. Such behavior might reduce institutional performance. Thus, leaders in HEIs should encourage their workforce to work for the good of their organizations by tolerating trivial matters. The result was consistent with Kumari and Thapliyal (2017) and Romle et al. (2016). In sum, differences among the results may help researchers conduct more in-depth and large-scale studies and triangulate the results in the higher education sector for better outcomes. Finally, the result of the regression analysis also indicated that the application of academic staff extra-role behavior in HEIs significantly impacts OE. Therefore, it has significant predictive power for OE. This is also congruent with the research findings of Khandelwal and Nair (2022).

## Conclusion

Several studies showed that employee extra-role behavior plays a key role in creating effective institutions and making them reputable as well as competent. The same is true for HEIs. With three pillars mandated for higher education institutions (instructional processes, research activities, and community services), demonstrating effectiveness becomes an indisputable expectation from all stakeholders and beneficiaries. The study therefore attempts to investigate the influence of academic staff conscientiousness, sportsmanship, and civic virtue behavior in public universities. Based on the analysis made, among the three dimensions of OCB emphasized, civic virtue was found to be the only OCB dimension that the academic staff of public universities in the study area displayed. In other words, except for

civic virtue, conscientiousness is found to be significantly average, while sportsmanship is found to be significantly lower than the average score. Since studies confirm a high level of conscientiousness and sportsmanship play key roles in enhancing effectiveness, public universities in the study area appear to be challenged with problems of organizational effectiveness.

### **Limitations and Further Research**

The study's conclusions may help HEIs under investigation and their stakeholders to understand the state of extra-role behavior practices and how they affect their institutions' overall OE. Like previous research projects, this one, too, has its limitations. The study first examines the extra-role activities of academic staff and how they affect five public universities that are sampled and situated in a single regional state of Ethiopia. As a result, it was impossible to extrapolate the findings and recommendations to every public university in the nation. Second, participants' self-reported data were used in the data-gathering process, which may result in bias in the study. Thirdly, there are no causal links between the variables in the study. As a result, further research is needed to fully comprehend the effect of staff extra-role behavior on the OE in the higher education sector of the country.

### **Recommendations**

The results of this study demonstrated that academic staff exhibiting a high level of extra-role behaviors in universities contributes a lot to institutional effectiveness. As a result, it is recommended that managers in public universities (at any level) encourage academic staff members to exhibit a high degree of conscientiousness, sportsmanship, and civic virtue behaviors so that they can support their colleagues voluntarily without anticipating rewards in return. Besides, the university's board needs to design different strategies for academic staff members through capacity-building schemes that include short-term training programs and experience and sharing visit schemes focusing on the contribution of employees' extra-role behavior in maximizing the level of OE.

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