



Trust, Perceived Support and Organizational Citizenship Behavior Among Undergraduate Students in Universiti Sains Malaysia

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ABSTRACT

Most research on organizational citizenship behavior (OCB) has been conducted in industrial or organizational environments. This paper explores the concept of OCB among undergraduate students in Universiti Sains Malaysia. This paper investigates the link between trust, perceived support, and OCB. The findings indicate that students with high-quality social exchange relationships with their lecturers, classmates, and university are more likely to develop OCB. This indicates that trust and perceived support lead to OCB among undergraduate students. This study provides important insight to university management and academic staff about how trust and perceived support can boost their students' OCB. The survey was carried out through Google Form. These data were analyzed using SPSS.

Keywords: Organizational Citizenship Behavior (OCB), Perceived Support, Trust, Undergraduate Students, University

INTRODUCTION

One of the primary goals of educational institutions is to prepare students for career success and mold them into better leaders for the nation. In an ideal world, undergraduates will demonstrate this training by participating in a variety of activities at university, displaying outstanding academic performance in different disciplines, and achieving success in other areas. Many studies have pinpointed the skills and habits that are associated with such performance. Organizational Citizenship Behavior (OCB) was the name given to all of these abilities.

OCB was one of the most fundamental principles in organizational behavior, and it drew the attention of researchers all the time. The definition of OCB is the most important topic in the field of educational leadership for improving school teachers' academic performance. Regardless of its academic strength, the OCB is not given much priority in school management methods (Shrestha & Subedi, 2020). However, high academic



achievement among school instructors, on the other hand, is closely linked to organizational success (Yamoah, 2013). Many studies have shown the importance of OCB in bringing organizational progress in areas such as personality, organizational engagement (Yadav & Rangnekar, 2015), leadership (Majid & Cohen, 2015), and organizational justice (Choi, Moon, Ko & Kim, 2014). Lim et al. (2020) argued that OCB provides several benefits and encourages both organizational efficiency and functioning.

Although organizational citizenship behaviors (OCBs) are widely investigated in the organizational and occupational health literature, existing OCB metrics necessarily assume that people are engaging these behaviors while physically at work. However, recent technological advancements have given employees more freedom to engage in work-related activities at home, raising the question of whether OCBs can be conducted from home and how they differ from traditional OCBs (Smith, Kim, & Carter, 2020).

The majority of previous research has primarily focused on the role of OCB in academic performance and career progress, as well as the value of academic staff OCB in a high-education environment. The OCB study is still applicable today, as the Ministry of Higher Education (MOHE) requires students to participate in a variety of volunteer activities and be equipped with values and skills undergrad. As a result, OCB practice was one of the strategies that could help students develop their willingness to perform extra-role performances in general and volunteer activities in particular.

The current study looked at how students in one USM behaved like people in relation to two major predictors: trust and perceived support. Since the relationship between student confidence in their lecturer and perceived organizational support, perceived supervisory support, and OCB should be dependent on the quality of the relationship in the university, these predictors were chosen. As a result, it is important to comprehend the consistency of the student-lecturer relationship. Although students engage with their families rather than their families, they must still fulfill academic demands.

Also, studies have shown that OCB is linked to academic performance and can help you succeed in your career (Kurtessis et al., 2017; LeBlanc, 2014). This research would mainly assist students in learning more about OCB and possibly posing more OCB. For example, when students assist a classmate who is having difficulty with an assignment or is absent, they can gain a better understanding. OCB, especially for business management-related programs, can be of significant assistance to students in the long run, assisting them in becoming better employees and managers (leaders).

This study was mainly to enrich the understanding of OCB in the educational setting by identifying the major predictors of students' OCB; trust and perceived support. The educational environment was chosen because the majority of previous research had mostly focused on the organizational context. Since the current study focused on OCB in an educational environment, it is hoped that the findings would help to promote OCB culture in Malaysian educational institutions. By conducting this study, the causes and benefits of OCB practice among students were indirectly exposed, not only in terms of



academic achievement but also in terms of other aspects. Furthermore, this research will serve as a resource for potential researchers interested in research and development in these fields.

OCB is essential for an organization, according to previous research, because it provides numerous benefits to the organization. Studies have also shown that people with OCB are more effective and successful. Since the majority of previous research was done in a work context, this study looked at OCB in the educational setting and looked at predictors like trust and perceived support, as well as tenure as a moderating factor. This present study examined from the wider perspective encompassed the five dimensions of OCB, namely as altruism, courtesy, conscientiousness, sportsmanship, and civic virtue.

The literature review examines the organizational citizenship behavior as "individual behavior that is discretionary by Organ (1988) not specifically or expressly acknowledged by the structured incentive system, but, taken together, facilitates the organization's successful functioning. OCB is an individual's deliberate commitment to a business or office that is unimportant for their authoritative duties. Since the last part of the 1970s, OCB conduct has been examined. Interest in these propensities has risen significantly throughout the most recent thirty years.

The activities include assisting another partner in understanding how things function in the Malaysia education or USM student, choosing to organize the organization cookout, and providing ideas to the board of directors about how to boost business steps. These activities contribute to the smooth operation of a company. Following company or university rules, not complaining, and actively participating in organizational affairs.

Gambetta (1988) defined organization trust (OT) as the members' global evaluation of an association's trustworthiness. It is the representative's conviction that the organization can make a positive move or in any event does not hurt them. A couple of the connected segments of the form are confidence in administration or university, trust about their conduct, reasonableness, and idealistic assumption (McCauley & Kuhnert, 1992). The reasonableness of an association's presentation assessment process and employer stability, for example, is linked to confidence in administration overwork and social factors, which may explain the fluctuation in trust in administration overwork and social factors (for example, as a student and administrative help). This element underscores how certainty is a different way. The discoveries support the idea that the administration's disposition toward its laborers is passed on by its choices and approaches. Representatives will compensate the executives for imparting trust in them. USM students will react with doubt if an association's cycles, duties, and climate express an absence of trust in them.

Students are integrated into the organizational context where the structure and support received affect the way they perform their studies. Social relationships maintained in the work environment reinforce the idea that support is a key factor and suggests that there



are several ways support can influence work-related outcomes (McGuire, 2007). Supporting organizations, introduced to organizational behavior since 1986 by Eisenberger and his associates, offer alternative perspectives on interactions between individuals and organizations, expanding the consideration of other bonds that bind them, considers socio-emotional needs, social exchange, and reciprocity.

Students' performance is determined by organizational tenure, which refers to the amount of time a student spends in an organization. The widespread notion that overrides ideas about longevity is that the longer a student has been with a university, the greater their level of performance will be. Students with a longer tenure learn more about their job and the organization than those with a shorter tenure. The manifestation of either positive or bad behaviors changes depending on the tenure of the organization. Many studies have been undertaken in the past that looked at how an organization's duration affects its employees' attitudes regarding organizational citizenship (Kim, 2018). There was a favorable relationship between organizational tenure and job performance as well as citizenship behaviors; however, as tenure increases, the advantage of tenure decreases (Ng and Feldman 2010).

Organizational citizenship behaviors are recognized as an important measure of organizational behavior and are considered essential in the area related to employee performance. OCB has been acknowledged as a diverse construct and considerable expansion in recent decades' research by the fields of work psychology and organizational behavior. Nevertheless, though many studies have looked into the dimensions and importance of organizational citizenship behaviors in the workplace, the nature of work has changed, and with this transformation, such behaviors have suffered consequences, necessitating a broadening of perspectives on the social context that pervades such behaviors.

RESEARCH METHOD

Sample and Procedure

The sample consisted of 100 students that were selected randomly from 3 USM campuses: USM Main Campus, Engineering Campus, located in Penang, and Health Campus located in Kelantan. A total of 97 (97%) respondents are from the main campus and 1 (1%) from Engineering Campus and 2 (2%) respondents from Health Campus. The respondents consist of students from different fields of study such as Management, Accounting, PPIP, Civil Engineering, and Fine art.

In the survey, questionnaires (Appendix A) were utilized as the data collection method. There is only one way the researcher of the present study used to distribute the questionnaire. All questionnaires were designed by using Google Form. The online questionnaires were distributed via WhatsApp with the help of friends in the respective campuses.



Measures

A total of 18 items of OCB was employed to assess five dimensions of OCB (altruism, courtesy, conscientiousness, sportsmanship, and civic virtue), adapted from Podsakoff and MacKenzie (1994), modified to accommodate the context of the present study. The changes were made based on the relevancy and the comprehension of the student in USM. For example, "attendance at work" is replaced with "attendance at the lecture"; "heavy workload" is replaced with "heavy assignment"; "attends functions" is replaced with "participate in university programs"; "company images" is replaced with "university images"; "work-related problems" is replaced with "academic-related problems"; "attends meeting" is replaced with "attend activities"; "coworkers" is replaced with "course mates"; "employees" is replaced with "students in university"; "the organization" is replaced "my university"; "orient new peoples" is replaced with "orient new students (juniors)"; "company rules and regulations" is replaced with "university rules and regulations"; "other people's jobs" is replaced with "other students' affair" and "organization announcement, memo and so on" is replaced with "university news, announcements, and activities."

The four dimensions, namely altruism, courtesy, conscientiousness, and sportsmanship, were measured by five items. Four items measured civic virtue. The 24-item of OCB was adapted into a self-report format and randomly ordered. Even though supervisors are a common source of citizenship rating, the present study chose to use students as the source of citizenship rating. The main reason is that the participants will know how much and which dimensions of OCB they have exhibited. Supervisors and peers might only observe some parts of an individual's OCB (Allen, Barnard, Rush & Russell, 2000). They reported that both supervisor and self-rating of OCB did not differ significantly. They also commented that both supervisors and self-rating of OCB were better predictors compared to peer rating. Hence, a self-report measure is more appropriate than a supervisor or peer rating in this context.

Students' ratings of their citizenship behaviors were obtained on a 5-point Likert Scale ranging from "1-Strongly disagree, 2-Disagree, 3-Neutral, 4-agree, and 5-Strongly agree". The questions number 14S, 15S, 18S, and 22S were reverse-coded. An example of altruism item is "I willingly help others who have heavy assignment"; for the courtesy item is "I try to avoid creating the problem with course mates"; for conscientiousness, the item is "My attendance at lecture is above the norm"; for sportsmanship, the item is "I always focus on what is right rather than the negative side" and for civic virtue, the item is "I participate in university programs that are not required but help university images." The Cronbach alpha reported by Podsakoff and MacKenzie for each dimension is 0.717, 0.85, 0.855, 0.864, and 0.870.

Trust, perceived support, and demographic variables act as the predictor variable in the present study. In section 1, the students were asked to rate their lecturers in USM based on the Likert Scale ranging from 1= "Strongly Disagree to 7= "Strongly Agree." The questions number 06S and 18O were reverse-coded. The 44-item Condition of Trust Inventory developed by Butler (1991) was adopted to assess trust relationships. Instead of using 44-item, only 11 items were used in the present study, representing the 11



conditions of trust correspondingly. The 11 conditions used in the questionnaire were availability for item 01, competence for item 02, consistency for item 03, discreetness for item 04, fairness for item 05, integrity for item 06, loyalty for item 07, openness for item 08, promise-fulfilling for item 09, receptivity for item 10 and overall trust for the last item. The internal reliability of the adapted scale was found at 0.81 for this study. As the context of the present study was in university, the items were modified into educational settings instead of organizational settings. For example, “organization” is replaced with “university,” and “immediate supervisor” is replaced with “lecturer”.

Section 2 was to measure the perceived support received by the students. The students were required to rate based on a 7-point Likert Scale ranging from 1= “Strongly Disagree” to 7= “Strongly Agree” regarding how much support they received from the university and lecturers. There were nine items for each variable of perceived support adopted from Perceived Organizational Support (SPOS) developed by Eisenberger, Huntington, Hutchison, and Sowa (1986). Likewise, the 9-items were modified to suit the present student. Some of the words that were modified are “company management” replaced with “university”; “immediate supervisor” replaced with “lecturers”; “general satisfaction at work” replaced with “academic performance” and “my accomplishment at work” replaced with “my achievement.” The 18-items were ordered randomly to minimize the method variance. The result of the Cronbach Alpha in Eisenberger et al.’s scale was 0.96.

Lastly, demographic variables. Demographic variables include the respondents’ personal information such as age, sex, cultural background, year of study, campus location, the program of study, and CGPA. Respondents are required to tick and write their answers in the box and space provided.

Table 1. Descriptive Statistics, Cronbach’s Coefficient Alpha and Zero-Order Correlations of All Study Variables

		Section 1: Details	Age	What is your cultural background?	Under-graduate	Years of study with USM	Campus Location	Program of study	Current Cumulative Grade Points Average (CGPA)
Section 1: Details	Pearson Correlation	0.717	.118	-.031	-.012	.174	-.176	-.204*	-.164
	Sig. (2-tailed)		.240	.759	.904	.084	.080	.041	.104
	N	100	100	100	100	100	100	100	100
Age	Pearson Correlation	.118	0.717	.014	.265**	.374**	.382**	-.004	.180
	Sig. (2-tailed)	.240		.890	.008	.000	.000	.972	.074
	N	100	100	100	100	100	100	100	100
What is your cultural background ?	Pearson Correlation	-.031	.014	0.850	.449**	-.048	.075	-.068	.096
	Sig. (2-tailed)	.759	.890		.000	.636	.457	.500	.342
	N	100	100	100	100	100	100	100	100
Undergraduate	Pearson Correlation	-.012	.265**	.449**	0.855	.159	.177	-.059	.153
	Sig. (2-tailed)	.904	.008	.000		.114	.077	.561	.128
	N	100	100	100	100	100	100	100	100



Years of study with USM	Pearson Correlation	.174	.374**	-.048	.159	0.864	.016	-.363**	-.169
	Sig. (2-tailed)	.084	.000	.636	.114		.871	.000	.093
	N	100	100	100	100	100	100	100	100
Campus Location	Pearson Correlation	-.176	.382**	.075	.177	.016	0.858	.240*	.038
	Sig. (2-tailed)	.080	.000	.457	.077	.871		.016	.708
	N	100	100	100	100	100	100	100	100
Program of study	Pearson Correlation	-.204*	-.004	-.068	-.059	-.363**	.240*	0.870	.262**
	Sig. (2-tailed)	.041	.972	.500	.561	.000	.016		.008
	N	100	100	100	100	100	100	100	100
Current Cumulative Grade Points Average (CGPA)	Pearson Correlation	-.164	.180	.096	.153	-.169	.038	.262**	0.893
	Sig. (2-tailed)	.104	.074	.342	.128	.093	.708	.008	
	N	100	100	100	100	100	100	100	100

This study uses the Statistical Package for Social Science (SPSS version 22) to analyze the data. It has shown more benefits than the traditional ways of analyzing data. There are three stages involved in this data analysis. The first stage was to analyze the respondents' profile using descriptive statistics such as means, standard deviation, frequency, and percentage. Some of the respondents' profiles analyzed were age, sex, cultural background, undergraduate, years of study, campus location, the program of study, and CGPA.

In stage 2, construct validity involved all the study variables: OCB, trust, and perceived support. Firstly, by using the variances, the test of variability was conducted on the individual items. The researcher of the present study determined the number of factors by using the eigenvalues greater than or equal to 1, where only items that had eigenvalues greater than one were selected. Then, Cronbach alpha was used to test the reliability. The scale reliability that was subject to the test exceeded the cut-off of 0.717. Descriptive analysis to examine the independence and variability of the subscales are means, standard deviations, and intercorrelations.

In stage 3, a test of the hypothesized relationship between the predictors (trust and perceived support) and moderating variable (tenure) against the dependent variable (OCB) was used in hierarchical multiple regression and subgroup analysis. Hierarchical regression was used to test hypotheses 1 and 2 about the relationship between trust, perceived support, and OCB. Begin, independently entered predictor variable and regressed with the four dimensions of OCB. The significant relationship between predictor and dependent variables will be shown in the significant variance in R².

For hypotheses 3 and 4, the subscale of the predictor was entered, followed by the interaction terms of subscale and moderator. For example, the moderator (tenure) would positively relate to trust, perceived support, and OCB if the significant variance in R² increased. The analyses continued by calculating and tabulating the mean scores of OCB that were significant to form four quadrants with their high and low subgroups. High and low subgroups were formed using z-scores. This method was repeatedly used for each significant moderating effect.



Furthermore, those criteria show that (Hoffman, Blair, Meriac, & Woehr, 2007) organizational citizenship behavior (OCB) is work-related focused on individuals and the organization as a whole outside the area of formal job statements (in-role behaviors) and official organizational reward systems.

Overall, it encourages and promotes the efficient and effective functioning of the organization.

RESULTS AND DISCUSSION

Table 2. Summary of Hierarchical Multiple Regression Analysis

Predictor variables	Standard coefficient Beta, B
What is your cultural background	.005
Undergraduated	.181
Years of study with usm	-.198
Campus location	.009
R ²	.062
R ² change	.062
Adjusted R ²	.022

Note: N=90; What is your cultural background; Years of study with USM; Years of study with USM; Campus location

In an academic environment, the university's image, policies, and processes have a significant impact on students' trust. It is proven that it helps determine students' citizenship behavior. In practice, this means that students have more faith in their lecturers and have greater faith in them in relational exchanges. According to social exchange theory, those who share a relationship aim to reciprocate with OCB. As a result, the findings support the idea that trust plays a significant role in generating students' voluntary activity in social trade. Trust was found to have positive correlations with OCB qualities such as altruism and civic virtue, civility, and tolerance. The study of Yilmaz and Altinkurt (2012) found a moderate and positive relationship between organizational trust and OCB. Also, in line with the finding of the present study was a study conducted by Singh and Srivastava (2016). They discovered that altruism, civic virtue, and conscientiousness all had a positive connection with trust. In the context of



the current study, since trust is positively associated with altruism and civic virtue, it may be assumed that students will engage in more voluntary behavior such as assisting new students with orientation, assisting classmates with difficult assignments, and being careful and honest.

Furthermore, the findings show that students with a high level of tolerance are more likely to engage in OCB. Audretsch, Seitz, and Rouch (2017) found a strong correlation between tolerance and institutional and social trust in their study. Furthermore, several researches have shown that a lack of tolerance, widespread trust, and voluntary involvement in a single group are all linked. According to the findings of this study, tolerance includes actions such as 'focusing on what is right rather than what is wrong, not infringing on other rights and trying to avoid causing problems for others. In this circumstance, the students' social relationships determined their level of trust. There must be a presence of trust for a student to tolerate. The study also shows that students' trust is positively associated with civility, with students being more considerate and compromising with their attitudes because of their increased trust in their instructors. For example, they will be more mindful and will consider the effect of their attitude toward other students.

The study also indicated that sportsmanship has no significant relationship with trust. This contrasts with the concept of sportsmanship, which refers to an individual's avoidance of potentially tense behavior, complaints, escalating difficulties, and a disrespectful attitude (Jasmi & Hin, 2014). It means that students' trust in lecturers, the students will not exhibit good sportsmanship behavior by taking a positive attitude. The fact that students obtained lower for the sportsmanship dimension indicates that they did not complain much (Altuntas & Baykal, 2010). In university, the management had their own platforms for students to address their problems directly or indirectly. The indirect way allows the students may voice out their problems through the Student Representative Council. Moreover, most of the time, instead of problems that are related to the university, students usually faced a personal issue, which is private, so that they did not complain about them.

A university lecturer's role is to provide supervisory support in the university. According to Yadav and Rangnekar (2015), a positive relationship between supervisor and subordinate (lecturers and students) can improve an organization's performance while also increasing OCB. In comparison to others, a supervisor who is also a lecturer is the one who interacts with students the most. Thus, a positive relationship between a competent supervisor and a commitment creates mutual expectations (Sultana, Rabie, Farooq & Amjad, 2016). Because the quality of the relationship between the two parties was high, students were more likely to demonstrate OCB in this situation. In simply, students who received good support from lecturers could have resulted in them engaging in OCB.

Second, the findings show that students who receive more support from the university are more likely to engage in good sportsmanship behavior. Unlike supervisory support,



where lecturers interact directly with students, an organization communicates with students through policies developed by the organization. In line with the finding of the present study is the study Azim and Dora (2016). Whatever the policies developed by the university authorities, the policies are mandatory, where the students must follow without complaining. In this case, the students must do the check-and-balance between the positive and the negative side behind the implementation of those policies. With the support from the university also, the students will display positive attitudes such as obeying the university rules and regulations and preventing themselves from unnecessary complaints about trivial matters.

It is undeniable that OCB develops in response to time circulation. There are a few reasons why tenure in the educational setting does not moderate the OCB relationship. Regardless of how long a student has been at the university, we believe that their OCB is uncertain. According to the definition of OCB, first-year students exhibit more OCB because they are new to the environment and eager to try new things. Most participants in a university program, according to observation, are first-year students. On the other hand, it could be a final-year student who has conquered a university program due to their interest in and love for the university. Another aspect is that final-year students are more likely to be involved in OCB or less involved in university programs. This is because they are most likely more focused on learning about the industry and starting their career at this point.

CONCLUSIONS

Our analysis concludes that trust and perceived support are the two major predictors. As OCB is linked to academic performance, it has also proved helpful in succeeding in a student's career too. Organizational citizenship behaviors are recognized as an important measure of organization. OCB is an individual's deliberate commitment to a business or office that is not important for their authoritative duties. With trust and perceived support (organizational and supervisory), one can do the activities that include assisting another partner in understanding how things function in the Malaysia education or USM student. Organizational Citizenship Behaviors has been acknowledged as a diverse construct and considerable expansion in recent decades' (research by the fields of Work Psychology and Organizational Behavior).

The relevant hypotheses such as descriptive statistical factor analysis, bivariate analysis, hierarchical multiple regression analysis, we could say that, overall, encourage and promote the efficient and effective functioning of the organization. And it is also conducted with five (5) dimensions of OB which are Altruism, Courtesy, Conscientiousness, Civic virtue, Sportsmanship.

It is proven that it is helpful in determining students' citizenship behavior. The findings support the idea that trust plays a significant role in generating students' voluntary activity in social trade. Trust was found to have positive correlations with OCB qualities. The findings show that students with a high level of tolerance are more likely to engage in OCB.



Tolerance includes actions such as 'focusing on what is right rather than what is wrong. The study's results and findings may shed light on the relationship between OCB in the educational setting and trust and perceived support. The findings of this study have theoretical as well as practical implications. In general, the findings show that when students have positive relationships with lecturers and the organization, they are more likely to promote OCB. Furthermore, the findings show that tenure has no effect on the OCB relationship in the educational setting.

As an overall conclusion, the results of the study demonstrate that teachers' identification with the school plays a significant role in promoting organizational citizenship behaviors. Furthermore, this study's findings also suggest that organizational identification serves as an integral mediating mechanism among teachers' organizational citizenship behaviors, perceived organizational justice, and organizational support based on exchange and identity theories. Because teachers' organizational citizenship behavior improves school effectiveness, principals should understand the antecedents of these behaviors and be able to make use of them (Demir, 2015).

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