

Organizational Citizenship Behavior among Academic Leaders in the Faculties of Educational Sciences from High Diploma Student Point of View

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Abstract

The study aimed at identifying the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences at the Isra and Amman Arab Universities in Amman, from high diploma students' point of view. The descriptive methodology was used in this study. The study sample consisted of (124) male and female students of high diploma in these two universities. The questionnaire was used as a means to collect data after verifying its validity and reliability. The findings showed that the degree of practicing organizational citizenship behavior among the academic leaders in the faculties of educational sciences was high, from high diploma students' point of view. There were no statistically significant differences at ($\alpha \leq 0.05$) between the means of organizational citizenship behavior among academic leaders in the faculties of educational sciences according to gender and bachelor's degree specialization. But there were significant differences at ($\alpha \leq 0.05$) due to the number of training courses variable in favor of the category of those with training courses (1–3). Among the recommendations of the study, conducting a study similar to the current study on other educational institutions, with variables other than those addressed in this study.

Keywords: Organizational citizenship behavior, Academic leaders, Isra University, Amman Arab University, High diploma.

Introduction

The two knowledge and technological revolutions led to wide changes in the various fields of life, which had the greatest role in determining the general features that characterize the educational field, which adopted methods and techniques that fit the changes and developments that occurred in many parts of the world.

Employees in different institutions perform some voluntary behavior to accomplish some work, which called Organizational Citizenship Behavior (OCB), which, as Polat (2009) mentioned, is one of the types of behavior beneficial to both the institution and its management and employees. This behavior encourages the achievement of high levels of performance, production and efficiency without obtaining a material or moral reward. Al – Mahdi (2006) added that this behavior contributes to improving the overall performance of the institution through managing reciprocal relations between employees, which leads to an expected increase in the volume of the total outputs of the work.

Organ (1988) clarified that organizational citizenship behavior represents a set of practices or activities that are performed in the workplace that go beyond the official work

requirements, and are of a voluntary nature and contribute to achieve the effective performance of the institution. Moideenkutty (2005) and Freund & Carmeli (2004) pointed out the positive effects of organizational citizenship behavior, which are represented in: reducing the financial burdens of the institutions, providing the institution with an opportunity to practice democracy, work to consolidate relations between employees, raise the level of job satisfaction for them, increase the enthusiasm of employees in performing tasks, enhance employees' sense of belonging and contribute to solve work problems.

The organizational citizenship behavior is evident through its active role and its contribution to improve the overall performance of the institution and maintaining its strength and cohesion (Zorob, 2016; Abu Samaan, 2015). The educational and administrative literature has indicated the important role played by organizational citizenship behavior in supporting performance, increasing its effectiveness and enhancing the creative orientations of employees, as well as contributing to improve the ability of administrators and those working with them to perform the tasks assigned to them (Al - Mahd-, 2006).

Tabatabai, Takapoo & Leilaeyoun (2015) added that this behavior takes many forms that go beyond the official tasks of employees, such as helping peers, avoiding conflicts, performing some work voluntarily in order to achieve the effectiveness of the institution and increase its outputs in quantity and quality.

Organizational citizenship behavior describes the behavior of educational employees who volunteer to make an extra effort to assist students in obtaining knowledge and skills, as well as helping peers to achieve success in educational institutions (Dipaola, Tarter & Hoy, 2005). This behavior reflects voluntary action that is not formally imposed. It is a personal issue related to the individual himself. This behavior is not directly rewarded, and the accumulation of its practice leads to improve and develop the level of organizational effectiveness of the institution (Boline & Turnely, 2003).

Chou and Pearson (2012) defined organizational citizenship behavior as that behavior that employees perform with their will and according to what they deem appropriate, and is not related to regulations and instructions.

It is considered one of the most effective and efficient types of organizational behavior in achieving the goals of the institution.

In light of this definition, it can be concluded that this behavior is a pattern of voluntary behavior that is based on the personal desire of individuals, in order to develop the work of the institution and improve its products. Podsakoff and Mackenzie (2000) added that a person who does not practice it is not punished or held accountable, because this behavior cannot be imposed by supervisors and officials on employees in institutions. Zheng, Zhang and Li (2012) indicated that employees who practice organizational citizenship behavior are not given any formal reward, because it goes beyond the job description. In essence, it is a voluntary behavior that is not related to the incentives and rewards system in the institution. It may contribute to achieve organizational effectiveness by helping employees each other, using their own methods to overcome some work problems. This behavior, as indicated by Nielsen and Sundstrom (2002) may contribute to increase the performance of the work team and encourages self – management among employees and increases their ability to perform and coordinate their efforts to achieve their goals and the goals of the organization. Low rates of absenteeism and job resignation as associated with organizational citizenship behavior. This behavior helps to increase productivity, efficiency and satisfaction of employees and customers, as well as

lowering costs. This behavior has shown a positive impact on the performance of the followers, their well – being and the success of the institution, as well as the perception of this behavior as a kind of organizational commitment due to its voluntary nature (Podsakoff, et al., 2009).

Organ (1994) described organizational citizenship behavior as one of the types of behavior that serves the organization and helps it achieve its goals.

In light of the foregoing, the organizational citizenship behavior works to provide the institution with positive means of interaction between employees within the organization that leads to increased productivity and possibility of the institution achieving its goals.

The extra voluntary effort made by the employees reflects positively on the performance of the institution. This is what the current study aims to find out through the academic leaders' practice of organizational citizenship behavior.

Problem of the study

Management researchers have realized the importance of organizational citizenship behavior practiced by leaders and employees in enhancing performance effectiveness as a behavior that includes many benefits for the organization and its employees. It assumes free giving through voluntary behavior that does not stop at the limits of the job description of the individual. Since the academic department head practice administrative and technical roles and interacts with faculty members and students during the university's daily work, they appear clear in various behavioral patterns, including that voluntary behavior which is called "organizational citizenship behavior".

Since this behavior has not been determined its impact on the university educational institution, and the role of the head of the department in its practice and support was unknown, and in light of what previous studies, such as Al – Muasher study (2014) and Al – Hashem (2017) study, recommended to conduct more studies in the field of organizational citizenship behavior. Therefore, this study came, the problem of which was determined by the following question:

What is the degree to which academic leaders in the faculties of the educational sciences at the Isra and Amman Arab Universities practice organizational citizenship behavior from the point of view of higher diploma students?

Study objective and questions

The current study aimed at revealing the degree to which academic leaders practice organizational citizenship behavior at the Isra and Amman Arab Universities, by answering the following two questions:

- What is the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences at the Isra and Amman Arab Universities from higher diploma students' point of view?
- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences at the Isra and Amman Arab Universities due to gender, bachelor's specialization and number of training courses variables?

Importance of the study

The importance of the current study stems from the importance of organizational citizenship behavior and its role in developing performance, improving its level and increasing employees' cohesion and cooperation. This behavior acquires its importance through the following:

- It is hoped that the results of this study will benefit the department heads and faculty members through their knowledge of the degree to which academic leaders practice organizational citizenship behavior, and taking the necessary procedures to maintain this behavior and encourage its practice.
- This study may be a starting point for other studies, as it provides theoretical literature, previous studies and a data collection tool whose validity and reliability have been confirmed.
- It is expected that this study will enrich the Arab educational library in general and the Jordanian educational library in particular, through the new topics it tackled in the field of organizational citizenship behavior.

Definition of terms

Academic leaders

They mean academic department heads and deans of faculties, who are charged with administrative, scientific and leadership tasks, according to the nature of the position they occupy.

Organizational citizenship behavior

Al – Jawish (2007) defined organizational citizenship behavior as that behavior that the employee practices voluntarily and with psychological consent and without expecting any material reward. Dash and Pradan (2014) defined it as a functional behavior that a person performs voluntarily, and has nothing to do with job duties, and the individual is not rewarded for it. It includes five dimensions: altruism, conscience awareness, sportsmanship, civilized behavior and civility.

It is defined operationally as the degree obtained by the academic department heads and deans through the answers of high diploma students on the questionnaire of organizational citizenship behavior used in this study.

Higher diploma students

They are the students who have completed the bachelor's level in one of the scientific or humanitarian disciplines and have joined the Higher Diploma Program at the Isra and Amman Arab Universities.

Limitations and delimitations

This study was limited to higher diploma students, enrolled in Isra and Amman Arab University in Amman Governorate for the second semester of the academic year (2021 – 2022).

The results of this study are determined by the degree of validity and reliability of the questionnaire, the objectivity of the responses of the sample subjects to the items of the questionnaire, their accuracy and scientific honesty, and that the results of this study can be generalized to the population from which the sample was drawn and similar populations.

Theoretical literature

The concept of organizational citizenship behavior

Zadan (2000) pointed out that the organizational citizenship behavior is the behavior of a living conscience, that is, the completion of work in light of what the conscience dictates. Or it is the behavior of the optional additional role that includes providing aid and assistance to others and the institution in general, as well as improving the image of the institution in front of those who do not belong to it, or in front of competing institutions. This behavior is practiced by a person without waiting for incentives or rewards, and refraining from practicing it does not expose its owner to punishment or accountability. Performing this behavior on a regular basis contributes to increase the effectiveness of employees and achieve their well – being.

Al – Hashem (2017) clarified that one of the most important characteristics of organizational citizenship behavior is that it is a free, spontaneous behavior of a voluntary nature. It is not required for the employee to perform it, and it is not included in the job description, because it is voluntary behavior.

The organizational citizenship behavior is defined as a voluntary behavior, that the individual performs voluntarily and willingly in light of what he deems appropriate. This behavior exceeds the limits of the established job duties, and is not covered by the formal incentives contained in the organization's incentive structure (Chien, 2011). This behavior is defined as the informal behavior of the worker or employee, which is to voluntarily engage in helping others to achieve the desired benefit for the individual and the organization (Ensher, Grand – Vallone & Donald son, 2001).

Al – Juaid (2004) defined organizational citizenship behavior as those voluntary actions that are performed by the employees, each within the scope of his work, and that have nothing to do with the job roles required to be performed according to the official system. The goal of this behavior is to enhance the performance of the organization and achieve its goals effectively.

Al – Anazi (2006) defined this behavior as a work or social activity that the worker or employee in on his own initiative and with his well, and he does not want any financial return or reward from it. It is non – functional obligation, but rather a moral obligation based on moral, social, humanitarian or religious considerations.

In light of the previous definitions, organizational citizenship behavior can be defined as that voluntary behavior that an individual performs on his own. It is not part of his job duties, and is not related to the job description and does not entail financial rewards. Abstaining from it does not expose its owner to punishment or accountability.

Factors affecting organizational citizenship behavior

Organizational citizenship behavior is described as a voluntary behavior that is directly or indirectly related to a number of main determinants that affect it, which are:

Job satisfaction:

Job satisfaction is defined as the positive emotional state that results from an individual's evaluation of his work. It expresses the driving force of individuals to perform their tasks at the highest levels of achievement. It is the largest determinant of organizational citizenship behavior, as it expresses the individual's conviction in the work he practices. It is

the largest source of individual satisfaction. It is an internal feeling that an individual feels about the work he is doing. These feelings may be positive or negative in light of his awareness of the nature of the work that he practices (Al – Tuwaijri, 2008).

Job commitment:

Commitment means connection and harmony. It arises through the exchange relations that take place between the employee and the institution. There was a positive correlation between job commitment and organizational citizenship behavior. Commitment is the individual's feeling of integration with the environment in which he lives. It is the basis for the employee's stability and indicates a feeling of his connection with the organization, and the tendency to represent its goals and defend them as part of them (Al – Hiyasat, 2015).

Organizational justice:

Organizational justice includes three basic dimensions: distributive justice, procedural justice, and transactional justice. They are interrelated dimensions that lead to a sense of organizational justice within the institution. The organizational citizenship behavior of employees is affected by the values of organizational justice. The individual may exchange his sense of the fairness of the institution in its dealings with him, by showing the behavior of organizational citizenship that does not fall within the duties written in the job description (Al – Mahdi, 2006).

Administrative leadership:

Since leadership is the art of influencing others to urge them to work enthusiastically and voluntarily to achieve goals, there is a strong positive relationship between administrative leadership and organizational citizenship behavior. The leadership behavior affects the employees and their level of performance, and that the employee performs voluntary practices, when he feels his confidence in his leader of administrative head is high, and the opposite happens if he feels a loss of confidence (Goel, 2003).

Organizational culture:

Organizational culture is one of the important factors that govern the behavior of organizational citizenship, the nature of the work carried out by individuals, and the performance and level of the institution through its support or opposition. It has an impact on the attitudes of leaders and employees. Organizational culture is a set of values, habits and beliefs that govern the way of thinking of individuals working in the organization, the method of making decisions, dealing with environmental variables, the way information is dealt with, and the method of employing it in the service of the institution (Armstrong, 2006).

Intrinsic motives:

Intrinsic motives mean the internal needs of the individual and his desire for achievement and self – realization, which lead to stimulate behavior and psychological processes. A worker or employee who has intrinsic motives tends to practice organizational citizenship behavior more than others, because these motives serve to satisfy the internal needs of the individual (Al – Tuwaijri, 2008).

Previous studies

Al – Sharifi (2011) conducted a study aimed at finding out the degree to which secondary school teachers in Amman practice organizational citizenship behavior, and whether there were statistically significant differences in the degree of practicing this behavior due to the variables of gender, experience, academic qualification, occupation and school type. The sample of the study consisted of (30) male and female principals, and (150) male and female

teachers who were chosen by using the random method. A questionnaire was built to measure the degree of practicing organizational citizenship behavior. The results showed that teachers in Jordan practice organizational citizenship behavior to a moderate degree, whether their point of view, from the point of view of principals, or from the point of view of both. There were statistically significant differences at ($\alpha \leq 0.05$) in the degree of practicing this behavior due to gender and occupation variables, and there were no statistically significant differences due to the variables of experience, academic qualification and type of school.

The study of Al – Muasher (2014) aimed at finding out the degree to which the principals of the General Secretariat of Christian educational institutions in Amman practice servant leadership and its relationship to organizational citizenship behavior among teachers from their point of view. The sample of the study consisted of (278) male and female teachers who were selected by using proportional stratified random method. The questionnaire was used as a means to collect data. The findings showed that the degree of practicing servant leadership by the principals was medium. The organizational citizenship behavior was medium too. There was a statistically significant correlation between servant leadership and organizational citizenship behavior. There were statistically significant differences at ($\alpha \leq 0.05$) in the degree of practicing servant leadership attributed to gender, in favor of the males, to academic qualification, in favor of the bachelor's holders, for the variable of study stage in favor of the basic stage, for experience variable in favor of the category of (5 – less than 10) years. As for the organizational citizenship behavior, the results showed that there were statistically differences due to the gender variable, in favor of males, and to the variable of experience in favor of the category (5 – less than 10 years).

Avci (2016) conducted a study to identify the relationship between the two styles of transformational and transactional leadership practiced by school principals and organizational citizenship behavior, from teachers' point of view. The descriptive methodology was used. The study sample consisted of (1723) male and female teachers. Two scales were used to collect data. The findings showed that the degree of practicing transformational and transactional leadership by principals was high, and the degree of practicing organizational citizenship behavior was high too, from teachers' point of view. Finally, there was a positive, statistically significant correlation between the degree of practicing transformational and transactional leadership and organizational citizenship behavior.

Al – Hashem (2017) carried out a study aimed at revealing the degree of mindfulness available to the principals of governmental secondary schools in Amman and its relationship to the degree of practicing organizational citizenship behavior for teachers from their point of view. The descriptive correlational methodology was used. The study sample consisted of (313) male and female teachers who were chosen by using proportional stratified random method. Two tools were used to collect the data of the study. The results indicated that the degree of practicing organizational citizenship behavior by teachers was moderate from their point of view. There were no statistically significant differences in the degree of practicing this behavior due to the gender variable. While there were statistically significant differences due to academic qualification variable, in favor of the graduate studies category, and for the variable of experience, in favor of (10 years and above) category. There was a positive, statistically significant correlation between the degree of availability of mindfulness and the degree of practicing organizational citizenship behavior.

The study of Bou Khamkham and Ibn Hussein (2018) aimed at finding out the nature of the relationship between empowerment and organizational citizenship behavior among

employees at the universities of Constantine and Setif (1). The study sample consisted of 161 employees from both universities. The questionnaire was used as a data collection tool. The results showed a positive effect of the empowerment components on the organizational citizenship behavior of the study subjects.

As for the Al – Otaibi (2019) study, it aimed at identifying the degree of practicing organizational citizenship behavior among the leaders of public education schools in the city of Riyadh from teachers' point of view, and to reveal the differences in the view points of the sample subjects that are due to the variables of study stage and experience. The descriptive methodology was used in this study. A questionnaire was developed and developed to a sample of (330) female teachers. The results showed that the degree of female teachers' practice of organizational citizenship behavior was medium, and there were statistically significant differences due to the variable of educational stage, in favor of the secondary stage, and to the variable of experience, in favor of the category (10 – less than 15 years).

The aim of Shahry (2019) study was to identify the level of practicing organizational citizenship behavior by faculty members in Algerian public universities from the academic leaders' point of view. The descriptive methodology was adopted in this study. The questionnaire was used to collect study data. The study sample consisted of (100) leadership employees at the universities of Bou Merdes and Algiers. The results showed that the level of practice of organizational citizenship behavior by faculty members was medium from the academic leaders' point of view. And that there were statistically significant differences at ($\alpha \leq 0.05$) in organizational citizenship behavior attributed to the academic qualification variable. But there were no statistically significant differences due to the variables of gender, age, experience and university.

The study of Muhammad (2020) aimed at identifying the impact of the etheric climate on the relationship between employee empowerment and organizational citizenship behavior. The study sample consisted of (301) employees in the office sector of the Ministry of Higher Education. The questionnaire was used as a means of data collection. The results indicated a positive impact of the etheric climate in empowering teachers. The opportunities for learning and personal development were among the strongest independent variables influencing the dependent variable.

Finally, the dimension of trust in the administrative leaders and the extent of their credibility were not statistically significant.

Al – Jamal and Al – Atari (2020) conducted a study, the aim of which was to find out the level of cultural intelligence among the principals of International Schools in Amman Governorate, and its relation to the organizational citizenship behavior of teachers from their point of view. The descriptive methodology was used. Two questionnaires were distributed for collecting data. The study sample was chosen by the cluster method. The number of its subjects was (494) male and female teachers in (30) schools. The results of the study showed that the level of cultural intelligence of principals and the level of organizational citizenship behavior of teachers from their point of view were high. There was a positive, statistically significant, correlation between the cultural intelligence of principals and organizational citizenship behavior for teachers. Finally, the cognitive and motivational cultural intelligence have contributed in a statistically significant way in predicting organizational citizenship behavior.

The objective of the study of Al – Adham (2021) was to identify the degree of transformational leadership practiced by secondary school principals in Gaza, and its relation

to the level of organizational citizenship behavior. The descriptive methodology was used. The study sample consisted of (263) male and female teachers. The findings showed that the degree of principals' practice of transformational leadership was moderate from the teachers' point of view, and the degree of teachers' practice of organizational citizenship behavior was also moderate from their point of view.

As for the study of Al – Habsi, Al – Hudaibi, Ibrahim and Amzat (2021), it aimed to discuss the level of availability of ethical leadership among educational leaders, represented by school principals and their assistants, and the degree to which teachers practice the organizational citizenship behavior. The Analytical descriptive methodology was adopted. A stratified random sample of (380) educational supervisors and teachers in the schools of the Sultanate of Oman. Two questionnaires were developed to collect data. The results indicated that the degree of availability of ethical leadership among principals and their assistants was great. The sample subjects' estimates of the degree to which teachers practice organizational citizenship behavior were also great.

Finally, there was a statistically significant correlation between the ethical leadership of principals and their assistants, and the organizational citizenship behavior of teachers.

Methodology

The descriptive methodology was used in this study, as the appropriate method, to reveal the degree to which academic leaders practice organizational citizenship behavior from the point of view of high diploma students at Isra and Amman Arab Universities in Amman Governorate.

Population of the study

The study population included all high diploma students at the Jordanian universities of Isra and Amman Arab.

Sample of the study

The study sample consisted of (124) male and female students of higher diploma, (62) male and female students from each university, who were chosen by simple random method.

Study Tool

The two researchers developed a questionnaire to find out the degree to which academic leaders practice organizational citizenship behavior in both universities, with reference to the studies of Al – Sharifi (2011), Al – Hashem (2017), Al – Jamal and Al – Atari (2020) and Al – Habsi, et al. (2021). The questionnaire, in its final form, included (20) items.

Validity and reliability of the tool

To verify the validity of the tool, the internal validity was found, by submitting it to a group of arbitrators from faculty member with specialization in educational leadership and administration.

To verify the reliability of the organizational citizenship behavior questionnaire, it was applied to a pilot sample consisted of (25) male and female students of high diploma. After two weeks, it was re – applied on them and the value of the reliability coefficient was extracted using the Pearson correlation coefficient, which amounted to (0.85). The value of the internal consistency by Cronbach’s Alpha method was (0.87). These values are suitable for the purposes of the current study.

In order to find out the degree to which academic leaders practice organizational citizenship behavior, the following equation was used:

$$\frac{\text{High alternative value} - \text{Minimum alternative value}}{\text{Number of levels}} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

Thus, the low degree is from (1–2.33)

The medium degree is from (2.34–3.67)

The high degree is from (3.68–5.00)

Statistical processing

The following statistical methods were used:

Means, standard deviations, three – way ANOVA, and Scheffe’ test.

Results of the study and discussion

The results of the answer to the first study question, which states: What is the degree of organizational citizenship behavior among academic leaders in the faculties of educational sciences at the Isra and Amman Arab Universities from the point of view of high diploma students?

This question was answered by finding the means, standard deviations, and ranks to the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences from high diploma students’ point of view. Table (1) shows that.

It is noticed from the results of table (1) that the degree of practicing organizational citizenship behavior among the academic leaders in the faculties of educational sciences from high diploma students’ point of view was high, as the mean reached (3.69) with a standard deviation of (0.64). The items of the questionnaire were of high and medium degrees, as they ranged between (4.21 – 2.73). Item (19) came in the first rank, which states: “The leader shows the image of the institution in a positive way during his speech”, with a mean of (4.21) and a standard deviation of (0.79). In the last rank came item (13) that states: “The leader talk about his desire to quit the job”, with a mean of (2.73) and a standard deviation of (1.35).

In light of the foregoing results, it is clear that the academic leaders practice organizational citizenship behavior to a high degree, in their belief that this behavior has a positive effect on the employees and students; and may make them feel psychologically comfort, so they perform their work, which leads to overcome the obstacles related to work or their personal lives. The leader who is characterized by this type of behavior is an example for the employees and students, who may take him as a role model and ideal for them. Since the

organizational citizenship behavior is one of the positive behavior patterns in the workplace, therefore, the adoption and practice of this behavior by academic leaders will lead to raise the morale of employees and students, overcoming difficulties and achieving organizational goals.

Table (1) Means, standard deviations and ranks for the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences from the point of view of high diploma students

Item No	Item	Mean	Standard deviation	Rank	Degree
19	The leader shows the image of the institution in a positive way during his speech.	4.21	0.79	1	High
7	The leader puts a lot of effort into his work.	4.11	0.99	2	High
20	The foundation's committee work effectively with the cooperation of the leader.	4.02	0.93	3	High
6	The leader shows great interest in time management.	3.98	1.01	4	High
17	The leader keeps pace with developments at the institution level.	3.98	1.07	4	high
16	The leader participates in meetings related to the organization.	3.92	1.07	6	High
15	The leader abides by the institution's instructions and procedures without supervision.	3.89	1.02	7	High
8	The Leader volunteers to help new colleagues.	3.87	0.87	8	High
3	The leader is committed to the time, and does not leave unless necessary.	3.85	1.03	9	High
9	The leader presents innovative proposals to improve the quality of performance.	3.79	0.99	10	High
14	The leader adheres to deadlines.	3.79	1.01	10	High
5	The leader volunteers to sponsor directed activities.	3.66	0.94	12	Medium
10	The leader defends the rights of colleagues.	3.66	1.15	12	Medium
1	The leader dedicates part of his time to help students.	3.65	0.89	14	Medium
4	The leader volunteers to work on committees at the department, college and university levels.	3.65	0.94	14	Medium
11	The leader leaves his work immediately after the end of working hours.	3.47	1.00	16	Medium
2	The leader helps colleagues who have stressful workload.	3.37	1.10	17	Medium
18	The leader spends a lot of time complaining about simple things.	3.13	1.45	18	Medium
12	The leader tends to exaggerate problems.	2.98	1.24	19	Medium
13	The leader talks about his desire to quit the job.	2.73	1.35	20	Medium
Total score		3.69	0.64	-	High

This result agreed with the studies of: Avci (2016), Al – Jamal & Al – Atari (2020) and Al – Habsi, et al. (2021). While it differed with the studies of: Al – Sharifi (2011), Al – Muasher (2014), Al – Hashem (2017), Al – Otaibi (2019), Shahry (2019), and Al – Adham 2021, in which the degree of practicing organizational citizenship behavior was medium.

The results of the answer to the second study question that states: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences at the Isra

and Amman Arab Universities due to gender, bachelor's specialization and number of training courses variables?

This question was answered by calculating the means and standard deviations of the degree of organizational citizenship behavior among academic leaders in the faculties of educational sciences from high diploma students' point of view according to gender, specialization in the bachelor's degree, and the number of training courses. Table (2) shows that.

Table (2) Means and standard deviation of the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences from high diploma students' point of view according to gender, bachelor's degree specialization and number of training courses

Variable	No	Mean	Standard deviation
Gender	Male	46	3.64
	Female	78	3.71
Specialization	Humanitarian	78	3.72
	Scientific	46	3.62
Number of training courses	No training courses	26	3.72
	1 – 3 training courses	58	3.76
	4 – 5 training courses	14	3.81
	More than 6 training courses	26	3.42

The results of table (2) show that there were apparent differences between the means of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences from the point of view of high diploma students, according to gender, bachelor's degree specialization, and number of training courses. To find out whether these differences were statistically significant, a three – way ANOVA was used. Table (3) shows this.

Table (3) The results of the three – way ANOVA of the degree of practicing organizational citizenship behavior among academic leaders in faculties of educational sciences from high diploma students' point of view according to gender, specialization in the bachelor's degree and the number of training courses

Source of variance	Sum of squares	df	Mean square	F-value	Level of significance
Gender	0.790	1	0.790	2.018	0.158
Specialization	1.030	1	1.030	2.633	0.107
Number of training courses	3.839	3	1.280	3.270	0.024
Error	46.184	118	0.391		
Total	1734.680	124			

The results in table (3) indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) between the means of organizational citizenship behavior among academic leaders in the faculties of educational sciences according to the variables of gender and specialization. The F-value reached 2.018 and 2.633 respectively, with a level of significance greater than (0.05).

In order to find out the return of these differences, the Scheffe's test for post – comparisons was extracted. Table (4) shows this.

Table (4) *The results of Scheffe test for post – comparisons to examine the significance of differences between the means of the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences according to the number of training courses*

No of courses (I)	No of courses (J)	Mean Difference	Level of significance
1.00	2.00	- 0.0484	0.744
	3.00	- 0.0918	0.659
	4.00	0.3000	0.086
2.00	1.00	0.0484	0.744
	3.00	- 0.0433	0.816
	4.00	0.3484	0.020
3.00	1.00	0.0918	0.659
	2.00	0.0433	0.816
	4.00	0.3918	0.061

It is clear from the results of table (4) that the differences between the means of the degree of practicing organizational citizenship behavior among academic leaders in the faculties of educational sciences, according to the variable number of training courses, are attributed to the favor of the category of those with training courses (1 – 3).

In light of the results in table (3), the variables of gender and specialization with a bachelor's degree were not statistically regard to the gender variable, the results of this study agreed with the results of Al – Hashem (2017) and Shahry significant at ($\alpha \leq 0.05$).

It is inferred from these results that these two variables are not influential in the responses of high diploma students, which were not different in statistical significance, regardless of gender and specialization.

With regard to the gender variable, the results of this study agreed with the results of Al – Hashem (2017) and Shahry (2019) studies, and differed with the studies of Al – Sharifi (2011) and Al – Muasher (2014).

As for the variable of specialization, the results of the current study differed with the results of studies: Al – Muasher (2014), Al – Hashem (2017), and Shahry (2019).

With regard to the variable “number of training courses” discussed in this study, it was not addressed by the previous studies that were discussed in this study.

Recommendations

In light of the findings of the study, the researchers recommended and suggested the following:

- Encouraging the academic leaders in the faculties of educational sciences at the Isra and Amman Arab Universities to continue to practice organizational citizenship behavior in their dealings with followers and students.
- Conducting a study similar to the current study on other educational institutions, with variables other than those addressed in this study.

- Dissemination the results of this study to the universities of Isra and Amman Arab to find out the degree to which academic leaders in the faculties of educational sciences practice organizational citizenship behavior.

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