




# Formulation of a Qualitative Model for the Development of Organizational Citizenship Behavior and Its Managerial Solutions and Validation

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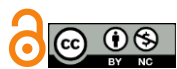
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### ABSTRACT

**Objective:** The aim of this research was to formulate a model for the development of organizational citizenship behavior (OCB), its appropriate managerial solutions, and its validation.

**Methodology:** This study is fundamental-applied in terms of its objective and qualitative in nature, employing synthesis research and grounded theory. The research population comprised all studies related to the topic, as well as academic and organizational experts. The sample size in the qualitative section included 19 interviewees selected through purposive sampling and based on the principle of saturation. Data collection tools included a synthesis research checklist and semi-structured interviews. To calculate validity, expert opinions were used, and for reliability, the retest method and intra-rater agreement were employed. The data analysis method involved theoretical coding (open, axial, and selective).

**Findings:** The research results indicated that the dimensions of OCB identified in Islamic Azad Universities of Fars Province included objective (citizenship knowledge, citizenship attitude, and citizenship skill) and behavior (individual behavior, social behavior, and organizational behavior). Additionally, influencing factors included individual factors (individual characteristics and individual training), organizational factors (job satisfaction, organizational culture, and job engagement), and educational factors (educational infrastructure, educational quality, and staff as learners). Furthermore, managerial solutions were identified based on dimensions of command (effective leadership, development of participatory culture, coaching) and human resource management (feedback and encouragement management, promotion management considering OCB, violation management, and effective communication management).

**Conclusion:** Ultimately, based on identified indicators and components, the conceptual model of the research was presented. This model, derived from the qualitative sections (synthesis research and expert interviews), demonstrated a good fit.

**Keywords:** *Organizational Citizenship Behavior, Model, Appropriate Managerial Solutions.*

## 1 Introduction

Today's world is the world of organizations, and human beings are the custodians of these organizations; in other words, the philosophy of an organization's existence is reliant on human life. A workforce committed to work ethics and organizational values is not only a factor for the organization's superiority over others but also a sustainable competitive advantage for many organizations. Successful organizations today are those with empowered, committed, and ethical employees. Organizations strive to employ individuals who perform beyond their designated job descriptions; this is because it is believed that these extra-role behaviors will influence employees' participation in programs and can be a factor in organizational performance (Berimani & Rezaei Paji, 2020). OCB comprises behaviors beyond duty and role that employees perform to help others and the organization. The nature of these behaviors is such that they are voluntary and self-initiated, with organizational reward and punishment systems having little effect on them. Organ (2015) posits that OCB is an individual and voluntary behavior not formally designed by organizational reward systems but nonetheless enhances organizational efficiency and effectiveness (Nikookar et al., 2021). Organ (2015) also believes that OCBs are spontaneous employee behaviors toward organizations that employ them. This concept, one of the newer concepts in organizational behavior management, emphasizes extra-role behaviors of employees and managers and refers to behaviors such as support, endorsement, and assistance within the psychological and social contexts of the organization that positively affect the organization and its members, acting as primary facilitators of task performance. According to this definition, it is expected that individuals will serve organizational goals beyond their role requirements. In other words, OCB structure seeks to identify, manage, and evaluate the extra-role behaviors of employees that contribute to organizational effectiveness. OCB is a spontaneous and conscious behavior since it is not a role obligation from the job description but a personal choice, and its omission does not result in punishment. These behaviors are often performed by employees to support organizational resources, even if they may not directly benefit personally. Therefore, organizations must create

conditions that encourage employees to serve organizational goals beyond role requirements and formal duties (Bello & Ologbenla, 2022; Juliansyah et al., 2023; Ng et al., 2021).

Graham categorizes OCBs in organizations into three types: organizational information, organizational loyalty, and organizational participation. He suggests that the term "organizational information" describes behaviors that are necessary and desirable and have been recognized and accepted within a reasonable structure of rules and regulations. Indicators of organizational information include behaviors like adherence to organizational rules, thorough task completion, and fulfilling responsibilities with regard to organizational resources. The term "organizational loyalty" represents individuals' loyalty to themselves, others, various organizational units, and overall organizational dedication, advocacy, and defense. "Organizational participation," the third category, manifests through behaviors such as attending meetings, sharing personal opinions with others, and staying informed about organizational issues. Graham asserts that these behaviors are directly influenced by the rights granted to individuals by the organization. Within this framework, organizational citizenship rights include employment justice, appraisal justice, and grievance handling. When employees perceive they have organizational citizenship rights, they are more likely to exhibit citizenship behaviors (of the obedience type) (Askariyan & Taheri Atar, 2012; Bello & Ologbenla, 2022; Chiang & Hsieh, 2012). In the social rights dimension, organizations encompass fair treatment of employees, such as pay raises and social positions, because when employees perceive they have social rights within the organization, they remain loyal and demonstrate citizenship behaviors (of the loyalty type). Finally, when employees perceive their political rights are respected in the organization, allowing them participation and decision-making in policy-making domains, they again exhibit citizenship behaviors (of the participation type) (Qiu et al., 2020; Ravikumar & Raya, 2019; Safarifard et al., 2022).

It should also be considered that in modern organizations, the importance of managerial behavior has prompted management scholars and researchers to identify the characteristics and traits of successful organizations. Unlike

the past, where managers could rely on formal and hierarchical channels for employee effectiveness, in today's conditions, merely emphasizing such matters does not ensure employee effectiveness (Guvin et al., 2018).

In this context, Karimi et al. (2022) showed that employee development positively affects OCB through the mediating role of organizational trust (0.19) and organizational commitment (0.16) (Karimi & Ahmadi, 2023). Safarifard et al. (2022) found that identified organizational factors include organizational justice, organizational support, job security, reward and encouragement systems, organizational culture, training, quality of work life, job nature, organizational structure, and organizational spirituality in developing OCB (Safarifard et al., 2022). Mithulan and Opatha (2023) showed that managers' personal characteristics influence organizational citizenship and ethical behavior (Mithulan & Opatha, 2023). The findings of Juliansyah et al. (2023) indicated that organizational leadership and culture significantly impact employees' OCB, but self-efficacy does not significantly affect OCB (Juliansyah et al., 2023). Bello and Ologbenla (2022) found that human resource management impacts the development of OCB (Bello & Ologbenla, 2022). Ravikumar and Raya (2022) showed that management and economics significantly affect OCB (Ravikumar & Raya, 2019). Ng et al. (2021) indicated that job engagement is a factor influencing job satisfaction and OCB. The findings of Ali and Anwar (2021) showed that OCB development affects business behavior outcomes and employee performance (Ng et al., 2021).

The results of reviewing the research literature and previous studies indicate that undoubtedly having capable and efficient employees is a critical asset for an organization and can bring substantial benefits. However, achieving a well-performing organization with capable employees necessitates adopting appropriate management practices that include proper OCB across all organizational systems. Many factors influence the emergence and development of OCB, which this study aimed to identify and examine. Given the importance of OCB in organizations, especially educational institutions like universities, it is essential to identify the influencing factors to improve the skills of employees and university members, hoping to clear obstacles and pave the way for developing OCB in the university. Thus, the present study aimed to answer the question of what dimensions, components, and factors influence the development of OCB in Islamic Azad University of Fars Province and what model can be outlined based on the identified factors and its

validity, as well as the appropriate managerial solutions that can be proposed.

## 2 Methods and Materials

Given that the aim of the present research was to identify the factors influencing the development of organizational citizenship behavior (OCB), propose a model, and offer appropriate managerial solutions, the qualitative research domain was fundamental-applied, employing synthesis research and grounded theory (data-driven theory). The research population comprised two sections:

### Document Analysis of Scientific Records and Documents

Scientific records and documents included specialized books, conducted research, dissertations, and articles from domestic and international databases on OCB from 2000 to 2022, using the following databases: Scholar, Google, Eric, Ebsco, Emerald, Science Direct, Springer, Magiran, and Irandoc.

### University Professors and Administrators

a) University professors from the Islamic Azad University in the 2021-2022 academic year based on the following inclusion criteria:

At least three years of teaching and research experience related to OCB;

Holding a Ph.D. and being a faculty member in human resource management, educational management, or organizational behavior;

Sufficient expertise and experience in OCB, such as authoring articles, books, or research projects.

b) Experienced administrators from the Islamic Azad University based on the following inclusion criteria:

Sufficient expertise and experience in OCB, such as authoring articles, books, or research projects;

Holding a Ph.D. in the mentioned fields.

In this research, purposive sampling was used in the first section. In the second section, a non-random purposive sampling method was employed to select interviewees based on the inclusion criteria mentioned in the study population section. This method relies on the researcher's judgment to select sample cases based on the study objectives and the nature of the research. In this study, 19 interviewees were considered based on the principle of saturation.

### 2.1 Data Collection

For data collection, two methods were used:

Documentary Method: Information was collected through the study of books, journals, internet sources, and

databases. After selecting the sources, notes were taken, and the desired texts were translated. The result of this section was identifying the initial components and indicators of OCB based on theoretical and practical foundations.

**Field Method:** For conducting semi-structured interviews, a number of academic and organizational experts were selected purposefully, and after making the necessary arrangements, interviews were conducted at their workplaces.

In the qualitative part of this research, semi-structured interviews were used. To validate the tools, expert opinions were used, and for reliability, the retest method and intra-rater agreement were employed.

In the individual interviews with the interviewees, four preliminary interview questions were used, which were derived from the research topic and objectives. The researcher, after making the necessary arrangements, conducted the interviews at the interviewees' workplaces, recorded the conversations with their permission using a tape recorder, and extracted the codes after each interview. The researcher found that no new codes were added after interviews 20 and 21, so the process was not continued with the next interviewees. An expert in statistics and one of the university professors also provided input on the codes. During the interviews, opinions on the indicators, components, and dimensions of OCB were collected, and the main factors were finalized. Each interview lasted between 30 to 90 minutes.

2.2 Data Analysis

The data analysis method in the qualitative section was theoretical coding derived from thematic analysis using Maxqda software. Theoretical coding involves operations

through which data are decomposed, conceptualized, and rearranged in a new form, forming the main process through which theory is generated based on data. The three main elements in this method are "concepts," "categories," and "propositions." In this approach, theory is formed based on "raw data." In any study as a whole, data collection, data organization, and data analysis are interdependent. To analyze the data obtained from the interviews and theoretical foundations, three types of coding were used: open coding, axial coding, and selective coding.

3 Findings and Results

In response to the first question, based on the PRISMA model, after screening, 36 articles were ultimately selected, whose quality was reviewed and analyzed. The results of searching all journals related to OCB indicators, components, and dimensions, both domestically and internationally, indicate that from 2011 to 2023 domestically and from 2000 to 2023 internationally, only 36 articles with the keywords OCB, organizational behavior, organizational attitude, organizational skill, organizational knowledge, and social behavior were published. The overall compliance rate of the quality of the reviewed articles with the reporting criteria of the checklist was estimated at 64%. The most significant quality deficiencies were found in the methods section of the articles, estimated at 54%. The most notable shortcomings in the systematic review reports were related to errors in the primary studies, errors from combining study results, and lack of bias acknowledgment.

Most of the articles found were from 2017 to 2020 (64.7%) and 2017 to 2020 (68.2%). Of these articles, 33.3% were domestic, and 66.6% were international.

Table 1

Chi-Square Test Results for the Role of Researcher Discipline, Publication Years, and Number of Authors on Article Report Quality

Variable	Chi-Square Statistic	Degrees of Freedom	Significance Level	Result
Researcher Discipline	0.69	1	0.41	No Difference
Publication Year	0.54	9	0.57	No Difference
Number of Authors	0.78	4	0.35	No Difference

Based on the chi-square test and Table 1, it can be said that the quality of articles authored by researchers from the two disciplines of human resource management and organizational behavior did not differ (p = .41). The quality of article reports did not show a statistically significant difference across different years (p = .57). Additionally, the

number of authors did not significantly affect the quality of article reports (p = .35).

It is noteworthy that the selected articles, after analysis based on their nature, were categorized into four types: synthesis, review, qualitative, and quantitative to facilitate

synthesis conditions. The frequency and percentage of these four categories of articles are shown in Table 2.

**Table 2**

*Frequency and Percentage of Analyzed Articles Based on Their Nature*

Nature of Articles	Synthesis	Documentary	Qualitative	Quantitative	Total
Frequency	10	7	12	7	36
Percentage	27.8%	19.4%	33.4%	19.4%	100%

As shown in Table 2, the most analyzed articles in the synthesis process were qualitative articles (12 articles), and the fewest were documentary (7 articles) and quantitative (7 articles). Additionally, 10 articles were synthesis research.

In this research, thematic analysis was used to analyze the data. The tools used in thematic analysis include coding, software, thematic templates, and thematic networks. In this

study, Maxqda-V10 software was used for coding in thematic analysis.

In the coding conducted (open, axial, and selective), basic themes are converted to organizing themes, and organizing themes to overarching themes. Based on the study of theoretical foundations and previous research, the dimensions of OCB were reviewed and coded, and the results are presented in Table 3.

**Table 3**

*Extracted Codes from Systematic Literature Review for Identifying OCB Dimensions*

Basic Themes (Indicators)	Organizing Themes (Components)	Overarching Themes (Dimensions)	Construct
Voluntary participation in scientific collaboration	Citizenship Knowledge	Goal	Organizational Citizenship Behavior
Knowledge of rules and regulations			
Functional knowledge			
Knowledge of organizational goals			
Accountability knowledge			
Promoting citizenship culture	Citizenship Attitude		
Enhancing thinking styles towards peers			
Instilling the need for success in relationships			
Performing quality work			
Enhancing self-efficacy			
Promoting the sense of value and self-determination			
Promoting dialogue skills	Citizenship Skill		
Enhancing personal development skills			
Enhancing professional skills			
Enhancing behavior evaluation skills			
Enhancing responsibility nurturing skills			
Enhancing effective interaction skills			
Emphasizing helpfulness and daily assessments by HR	Individual Behavior	Behavior	
Emphasizing sportsmanship and encouraging related behaviors			
Ensuring honesty and arranging informal talks			
Demonstrating individual initiative in brainstorming sessions			
Demonstrating integrity in work and hiring principled people			
Self-development traits for striving for improvement			
Interpersonal relationships to enhance interactions	Social Behavior		
Job sacrifice and recognizing helpful colleagues			
Helping others for interaction and strengthening bonds			

Supporting organizational goals  
 Challenging the status quo through various sessions  
 Organizational motivation for innovative behavior      Organizational Behavior  
 Behavior based on organizational belonging  
 Experience-based behavior through participation in events  
 Participation in organizational decisions through groups

The results indicate that out of the 32 existing indicators, 6 main components can be identified. Based on the literature,

background, and coding, these components and dimensions are named in Table 4.

**Table 4**

*Identified Components for OCB Dimensions Based on Systematic Review*

Dimension	Component	Number of Indicators
Goal	Citizenship Knowledge	5
	Citizenship Attitude	6
	Citizenship Skill	6
Behavior	Individual Behavior	6
	Social Behavior	5
	Organizational Behavior	4

In response to the second question, the results of searching all journals related to the factors influencing the development of organizational citizenship behavior (OCB) inside and outside the country indicate that between the years 2011 to 2023 domestically and 2000 to 2023 internationally, only 34 articles with a meta-composite approach and without a meta-composite approach were published with the keywords job engagement, organizational culture, job satisfaction, educational infrastructure, individual training, educational quality. Table 7 shows the quality assessment results of the published articles based on

the 27-item PRISMA checklist. The overall compliance rate of the quality of the reviewed articles with the reporting criteria of the checklist was estimated at 62%. The most significant quality deficiencies were found in the methods section of the articles, estimated at 52%. The most notable shortcomings in the systematic review reports were related to errors in the primary studies, errors from combining study results, and lack of bias acknowledgment.

Most of the articles found were from 2017 to 2020 (64.7%) and 2017 to 2020 (66.3%). Of these articles, 35.4% were domestic, and 64.6% were international.

**Table 5**

*Chi-Square Test Results for the Role of Researcher Discipline, Publication Years, and Number of Authors on Article Report Quality*

Variable	Chi-Square Statistic	Degrees of Freedom	Significance Level	Result
Researcher Discipline	0.66	1	0.39	No Difference
Publication Year	0.51	9	0.55	No Difference
Number of Authors	0.76	4	0.34	No Difference

Based on the chi-square test and Table 5, it can be said that the quality of articles authored by researchers from the two disciplines of human resource management and organizational behavior did not differ ( $p = .39$ ). The quality of article reports did not show a statistically significant difference across different years ( $p = .55$ ). Additionally, the

number of authors did not significantly affect the quality of article reports ( $p = .34$ ).

It is noteworthy that the selected articles, after analysis based on their nature, were categorized into four types: synthesis, review, qualitative, and quantitative to facilitate synthesis conditions. The frequency and percentage of these four categories of articles are shown in Table 6.

**Table 6**

*Frequency and Percentage of Analyzed Articles Based on Their Nature*

Nature of Articles	Synthesis	Documentary	Qualitative	Quantitative	Total
Frequency	9	7	13	5	34
Percentage	26.4%	20.6%	38.3%	14.7%	100%

As shown in Table 6, the most analyzed articles in the synthesis process were qualitative articles (13 articles), and the fewest were documentary (7 articles) and quantitative (5 articles). Additionally, 9 articles were synthesis research.

**Table 7**

*Extracted Codes from Systematic Literature Review for Identifying Factors Influencing the Development of OCB*

Basic Themes (Indicators)	Organizing Themes (Components)	Overarching Themes (Dimensions)	Construct			
Personality traits of employees as an influencing factor due to individual differences	Individual Characteristics	Individual Factors	Influencing Factors			
Empathy with others considering the changing environment and daily challenges in the academic setting						
Prosocial behavior and facilitating relationships between other employees by creating opportunities for informal interaction in various university units						
Mutual personal coordination						
Courtesy	Individual Training					
Work conscience and solving student issues impartially						
Altruism by demonstrating adaptive behaviors in the academic setting						
Training to enhance thinking using critical thinking components in in-service training						
Stress reduction training and creating opportunities for stress control by attending counseling sessions						
Other-assessment training and providing feedback from colleagues						
Self-control training by involving employees in organizational challenges and issues						
Decision-making power and its evaluation by supervisors monitoring unit employees				Job Satisfaction	Organizational Factors	
Enjoyment of work						
Feeling valued				Organizational Culture		
Job progress and its evaluation by measuring employee job engagement						
Satisfactory career advancement by providing managerial solutions for facilities, etc.						
Adaptability to the changing environment						
Employee coordination with management						
Existence of cohesion in the work environment	Job Engagement					
Common thought patterns						
Attention to community values						
Enthusiasm for work	Educational Infrastructure	Educational Factors				
Dedication to work						
Belongingness to the job and other employees	Educational Quality					
Existence of suitable educational facilities for employees to enhance OCB						
Using educational technologies to enhance OCB						
Effective educational programs for changing employee behavior						
Dedicated equipment for employees						
Presence of expert instructors to present organizational behavior content to employees						
Organizing educational content according to employee needs for behavioral change						
Using participatory and active methods in in-service training						
Optimal evaluation system for assessing employee behavior change after training						
Employee readiness for better understanding of training				Employees as Learners		

Employee effort to develop individual behavior  
Employee motivation to exhibit OCB and attention to relevant training

**Table 8**

*Identified Components for Factors Influencing the Development of OCB Based on Systematic Review*

Dimension	Component	Number of Indicators
Individual Factors	Individual Characteristics	7
	Individual Training	4
Organizational Factors	Job Satisfaction	5
	Organizational Culture	5
	Job Engagement	3
Educational Factors	Educational Infrastructure	4
	Educational Quality	4
	Employees as Learners	3

Based on the data collected in interview format, which reached theoretical saturation through continuous comparison, after defining the main interview questions for which a quantitative scale was defined, the coding of the collected interviews can begin by defining the characteristics and dimensions and the descriptive diagrams of these characteristics. It is noteworthy that 19 experts in this field were interviewed using a semi-structured interview with a single question. Thematic analysis and MAXQDA software were used to answer this question. The responses provided to the questions were coded by the researcher and two statisticians.

In axial coding, relationships between related concepts and categories were established. It contains 7 categories,

each encompassing subcategories and related concepts. The final stage of the current qualitative analysis process involved centering the findings around the main objective and linking the codes (open coding), revealing the concepts (axial coding).

Data analysis began with extracting concepts and categories (open coding) and removing unrelated and redundant concepts and categories. The analysis results show that out of the 31 existing indicators, 7 main components can be identified. Finally, the dimensions, components, and indicators of the questionnaire are named in Table 9.

**Table 9**

*Results of Qualitative Section Coding from Semi-Structured Interviews*

Dimension	Component	Indicator Count
Command	Effective Leadership	5
	Development of Participatory Culture	4
	Coaching	5
Human Resource Management	Feedback and Encouragement Management	3
	Promotion Management Considering OCB	4
	Violation Management	4
	Effective Communication Management	6

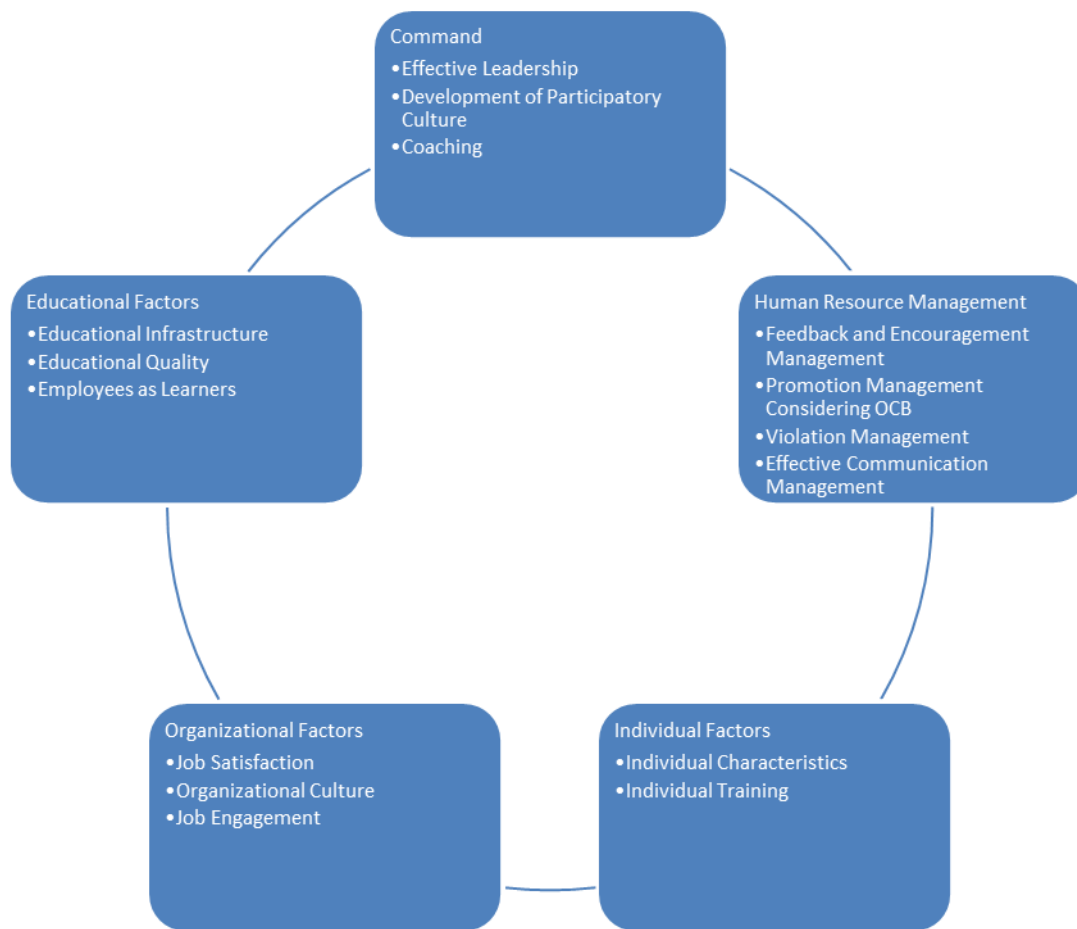
Response to the Third Question: What model can be proposed for developing OCB in the Islamic Azad Universities of Fars Province?

Based on the findings from the two sections of the research (synthesis research and expert interviews), the following conceptual model is proposed.



Figure 1

Final Conceptual Model



Response to the Fourth Question: What is the validity of the organizational citizenship behavior development model in the Islamic Azad Universities of Fars Province?

To evaluate the validity of the final model, a questionnaire measuring the model was designed using a

five-point Likert scale and distributed to 23 experts in this field. The collected data were then evaluated using a one-sample t-test, and the results are shown in Table 10:

Table 10

Results of One-Sample t-Test for Determining the Validity of the Proposed Model

Row	Item	Questions	Mean	Standard Deviation	t	df	p
1	Correspondence	Are the concepts derived from the reviewed data?	3.74	1.24	10.83	22	0.00
2	Comprehensibility	Are the concepts identified and systematically related?	3.61	1.21	10.71	22	0.00
3		Are the categories well formulated?	3.54	1.33	9.59	22	0.00
4	Generalizability	Is the theory explained to consider varying conditions?	3.66	1.25	10.84	22	0.00
5		Are the macro conditions that may affect the phenomenon explained?	3.65	1.18	10.79	22	0.00
6	Control	Do the theoretical findings appear significant?	3.69	0.88	11.53	22	0.00

The results indicate:

**Correspondence:** The calculated t-statistic (10.83) is significant at the 0.01 level. Comparing the mean of this model component (3.74) with the expected mean shows that the correspondence of the model is valid from the experts' perspective and is confirmed with 99% confidence.

**Comprehensibility:** The calculated t-statistic (10.15) is significant at the 0.01 level. Comparing the mean of this model component (3.57) with the expected mean shows that the model's comprehensibility is valid from the experts' perspective and is confirmed with 99% confidence. Regarding the comprehensibility questions, the calculated t-statistic for both questions is significant at the 0.01 level, and the observed mean for each question is higher than the expected mean (3); therefore, the comprehensibility component of the model is validated by the experts.

**Generalizability:** The calculated t-statistic (10.81) is significant at the 0.01 level. Comparing the mean of this model component (3.65) with the expected mean shows that the model's generalizability is valid from the experts' perspective and is confirmed with 99% confidence. Regarding the generalizability questions, the calculated t-statistic for both questions is significant at the 0.01 level, and the observed mean for each question is higher than the expected mean (3); therefore, the generalizability component of the model is validated by the experts.

**Control:** The calculated t-statistic (11.53) is significant at the 0.01 level. Comparing the mean of this model component (3.69) with the expected mean shows that the control aspect of the model is valid from the experts' perspective and is confirmed with 99% confidence. Regarding the control questions, the calculated t-statistic for both questions is significant at the 0.01 level, and the observed mean for each question is higher than the expected mean (3); therefore, the control component of the model is validated by the experts.

#### 4 Discussion and Conclusion

The aim of this research was to formulate a qualitative model for the development of organizational citizenship behavior (OCB), its appropriate managerial solutions, and its validation. Initially, using synthesis research, two questions were examined: the first question was about the indicators, components, and dimensions of OCB in the Islamic Azad Universities of Fars Province. The second question was about the factors influencing the development of OCB in these universities. In the second part, using grounded theory research, the third research question was answered, which

was about the appropriate managerial solutions for developing OCB in these universities. Finally, a conceptual model for the development of OCB was designed and validated.

In response to the first research question about identifying the indicators, components, and dimensions of OCB in the Islamic Azad Universities of Fars Province, the findings showed that from the 36 reviewed studies, the analysis results indicated that among the 32 existing indicators, 6 main components could be identified. The identified dimensions included objective (citizenship knowledge, citizenship attitude, and citizenship skill) and behavior (individual behavior, social behavior, and organizational behavior). These findings align with the prior results {Ali, 2021 #25831; Askariyan, 2012 #25832; Bello, 2022 #25833; Berimani, 2020 #25834; Chiang, 2012 #25835; Ghiyashi, 2018 #25837; Ginsburg, 2016 #25838; Juliansyah, 2023 #25839; Karimi, 2023 #25840; Mahdavi Nejad, 2018 #25841; Mithulan, 2023 #25842; Ng, 2021 #25844; Nikookar, 2021 #25845; Qiu, 2020 #25846; Ravikumar, 2019 #25847; Safarifard, 2022 #25848; Suharto, 2018 #25850}.

In response to the second research question, the results showed that the factors influencing the development of OCB included individual factors (individual characteristics and individual training), organizational factors (job satisfaction, organizational culture, and job engagement), and educational factors (educational infrastructure, educational quality, and employees as learners).

In response to the third research question about the appropriate managerial solutions for developing OCB in the Islamic Azad Universities of Fars Province, the analysis results showed that among the 31 existing indicators, 7 main components could be identified. Based on the results, the dimensions of command (effective leadership, development of participatory culture, coaching) and human resource management (feedback and encouragement management, promotion management considering OCB, violation management, and effective communication management) were identified.

In response to the final research question about what model can be proposed for developing OCB in the Islamic Azad Universities of Fars Province and the extent of its validity, a multidimensional conceptual model was formulated. To evaluate the validity of the final model, a questionnaire measuring the model was designed using a five-point Likert scale and distributed to 23 experts in this field. The collected data were then evaluated using a one-

sample t-test. The results showed that in correspondence, the calculated t-statistic (10.83) is significant at the 0.01 level. Comparing the mean of this model component (3.74) with the expected mean shows that the correspondence of the model is valid from the experts' perspective and is confirmed with 99% confidence. In comprehensibility, the calculated t-statistic (10.15) is significant at the 0.01 level. Comparing the mean of this model component (3.57) with the expected mean shows that the model's comprehensibility is valid from the experts' perspective and is confirmed with 99% confidence. Regarding the comprehensibility questions, the calculated t-statistic for both questions is significant at the 0.01 level, and the observed mean for each question is higher than the expected mean (3); therefore, the comprehensibility component of the model is validated by the experts. In generalizability, the calculated t-statistic (10.81) is significant at the 0.01 level. Comparing the mean of this model component (3.65) with the expected mean shows that the model's generalizability is valid from the experts' perspective and is confirmed with 99% confidence. Regarding the generalizability questions, the calculated t-statistic for both questions is significant at the 0.01 level, and the observed mean for each question is higher than the expected mean (3); therefore, the generalizability component of the model is validated by the experts. In the control section of the model validity evaluation, the calculated t-statistic (11.53) is significant at the 0.01 level. Comparing the mean of this model component (3.69) with the expected mean shows that the control aspect of the model is valid from the experts' perspective and is confirmed with 99% confidence. Regarding the control questions, the calculated t-statistic for both questions is significant at the 0.01 level, and the observed mean for each question is higher than the expected mean (3); therefore, the control component of the model is validated by the experts.

#### Recommendations Based on the Objective Dimension:

Encourage employees to voluntarily participate in organizational research within the university.

Provide employees with brochures outlining university rules and regulations for them to study.

Provide job descriptions to university employees and review the expectations of the supervisors.

Display organizational goals as posters for employees.

Educate employees on the importance of customer service and provide necessary training.

Provide an ethical charter for appropriate behavior.

#### Recommendations Based on the Behavioral Dimension:

Evaluate the level of helpfulness and assess it daily by the HR management team.

Pay attention to the sense of sportsmanship among employees to encourage commitment and reward those who exhibit such behavior.

Recognize employees who demonstrate high levels of honesty.

Encourage individual initiative during brainstorming sessions to solve university issues and reward creative employees.

#### Recommendations Based on Individual Factors:

Organize training courses and awareness programs on the principles of citizenship behavior and organizational values for employees. These courses can cover topics such as respect for others, positive interaction, cooperation, and responsibility.

Employees should observe positive examples of citizenship behavior in the organization. This can be achieved through recognizing and rewarding employees who exhibit citizenship behavior.

#### Recommendations Based on Organizational Factors:

Evaluate decision-making power by monitoring unit employees through supervisors.

Assess leave and absenteeism rates among employees by unit supervisors.

Provide satisfactory career advancement by offering managerial solutions for various facilities, services, and training.

#### Recommendations Based on Educational Factors:

Provide suitable educational facilities for employees to enhance OCB, such as libraries, conference halls, etc.

Use educational videos to enhance OCB and make them available to employees.

### Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

### Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

### Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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## Declaration of Interest

The authors report no conflict of interest.

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## Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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