

The Effect of Conscientiousness on Organizational Citizenship Behavior: The Mediating Role of Digital Self-Efficacy among University Lecturers

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Abstract: Organizational citizenship behavior (OCB) is increasingly important in higher education because lecturers are expected to contribute beyond their formal duties while adapting to digital transformation. This study examines whether digital self-efficacy mediates the effect of conscientiousness on organizational citizenship behavior among university lecturers. **Methodology:** This study employed a quantitative cross-sectional design involving 112 lecturers in Jakarta selected through convenience sampling. Data were collected using an online questionnaire distributed through Google Forms and analyzed using correlation and path analysis with JASP software. **Findings:** Conscientiousness positively influenced both digital self-efficacy and organizational citizenship behavior. Digital self-efficacy also positively affected organizational citizenship behavior. However, the indirect effect of conscientiousness on organizational citizenship behavior through digital self-efficacy was weaker than its direct effect. Therefore, digital self-efficacy did not significantly mediate the relationship between conscientiousness and organizational citizenship behavior. **Implications:** The findings indicate that lecturers' voluntary contributions are more strongly influenced by stable personality traits, professional responsibility, and commitment to academic roles than by confidence in using digital technology. Higher education institutions should therefore strengthen professional values, collaborative culture, and recognition of lecturers' extra-role contributions while continuing to support digital competency development. **Originality:** This study integrates conscientiousness, digital self-efficacy, and organizational citizenship behavior within a single empirical model and demonstrates that digital self-efficacy is not the primary psychological mechanism connecting conscientiousness with OCB among lecturers.

Keywords: conscientiousness; digital self-efficacy; lecturers; organizational citizenship behavior; higher education.

INTRODUCTION

Organizational citizenship behavior (OCB) has become an increasingly important topic in higher education because institutional success depends not only on lecturers' formal responsibilities but also on their voluntary contributions beyond prescribed job duties. Lecturers frequently engage in additional activities such as assisting colleagues, developing

teaching materials, mentoring students outside regular working hours, and participating in institutional development initiatives. In recent years, academic activities have also become increasingly integrated with digital technologies, including online learning, academic information systems, and research collaboration through digital platforms ([Haleem et al., 2022](#)). These developments require lecturers not only to demonstrate organizational citizenship behavior but also to adapt effectively to digitally transformed work environments ([Podsakoff et al., 2000](#); [Venkatesh et al., 2012](#)).

Organizational citizenship behavior refers to discretionary behavior that is not explicitly recognized by formal reward systems but contributes significantly to organizational effectiveness ([Organ, 1988](#)). Such behavior includes helping colleagues, maintaining a positive work environment, and taking initiative to support organizational goals ([Organ, 1988](#)). Within the context of higher education, OCB is particularly important because lecturers often perform additional roles beyond their formal job descriptions, including academic collaboration, curriculum development, and student services. These extra-role behaviors enhance teamwork, improve organizational effectiveness, and foster a supportive academic climate ([Hanson et al., 2022](#); [Podsakoff et al., 2009](#)).

One of the personality traits most consistently associated with organizational citizenship behavior is conscientiousness. Within the Big Five Personality framework, conscientiousness describes individuals who are disciplined, responsible, organized, and achievement-oriented ([McCrae & Costa, 1997](#)). Individuals with high levels of conscientiousness tend to demonstrate strong work commitment and a greater willingness to exert extra effort in accomplishing their responsibilities. Consequently, conscientiousness has been consistently found to be positively associated with various forms of extra-role behavior, including organizational citizenship behavior ([Barrick & Mount, 1991](#); [Organ & Ryan, 1995](#)).

At the same time, rapid technological advancement in higher education has positioned digital self-efficacy as an essential factor supporting lecturers' professional performance. Digital self-efficacy refers to an individual's belief in their capability to use digital technologies effectively to accomplish work-related tasks ([Bandura, 1997](#); [Eastin & LaRose, 2000](#)). In increasingly digitalized higher education environments, lecturers with high digital self-efficacy are more confident in utilizing online learning platforms, learning management systems, and various digital collaboration tools for teaching, research, and academic administration ([Fan et al., 2023](#); [Hu et al., 2025](#)). This confidence may strengthen

the relationship between conscientiousness and organizational citizenship behavior, as lecturers who are disciplined, organized, and confident in their digital competencies are more likely to demonstrate proactive behaviors and make voluntary contributions across technology-supported academic activities.

Research examining organizational citizenship behavior among Indonesian lecturers remains relatively limited, particularly studies integrating personality traits and digital competencies within a single conceptual framework. Previous studies have primarily focused on leadership, job satisfaction, or organizational commitment as antecedents of OCB. However, the ongoing digital transformation of higher education requires lecturers not only to possess strong work-related personality characteristics but also to have confidence in their ability to utilize digital technologies effectively. Therefore, this study addresses an important research gap by investigating the roles of conscientiousness and digital self-efficacy in explaining organizational citizenship behavior among lecturers in the digital era.

Based on the preceding discussion, this study aims to empirically examine whether digital self-efficacy mediates the direct effect of conscientiousness on organizational citizenship behavior among university lecturers.

RESEARCH METHOD

The unit of analysis in this study consisted of university lecturers employed at higher education institutions located in the Special Capital Region of Jakarta (DKI Jakarta), Indonesia. Lecturers were selected as the focus of the study because they play multiple academic roles that extend beyond teaching, including research, community service, institutional development, and collaboration with colleagues. These responsibilities make lecturers an appropriate population for examining the relationships among conscientiousness, digital self-efficacy, and organizational citizenship behavior (OCB) in the context of digital transformation in higher education. A total of 112 lecturers voluntarily participated in the study, comprising 53 males (46.90%) and 59 females (52.67%). The participants had a mean age of 38.01 years ($SD = 7.81$).

This study employed a quantitative research design using a cross-sectional survey approach. A quantitative design was selected because the objective of the study was to empirically examine the direct and indirect relationships among conscientiousness, digital self-efficacy, and organizational citizenship behavior through statistical hypothesis testing.

The cross-sectional approach enabled the collection of data from participants at a single point in time, making it suitable for investigating the mediating role of digital self-efficacy in the relationship between conscientiousness and organizational citizenship behavior among university lecturers.

The primary source of data consisted of self-reported responses obtained from lecturers through standardized psychological measurement instruments. Organizational citizenship behavior was measured using the Organizational Citizenship Behavior Scale developed by (da Silva et al., 2024), consisting of 23 items across five dimensions: value, employee sustainability, civic virtue, helping, and social participation. Participants responded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument demonstrated excellent internal consistency with a Cronbach's alpha coefficient of 0.960. Digital self-efficacy was assessed using the Digital Self-Efficacy Scale developed by (Paredes-Aguirre et al., 2024), which consists of 25 items representing five dimensions: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. Responses were recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with a reliability coefficient of $\alpha = 0.979$. Conscientiousness was measured using the six-item conscientiousness subscale from the Indonesian Big Five Inventory developed by (Ramdhani, 2012). The items were introduced with the statement, "I am a person who...", and rated on a seven-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The conscientiousness scale demonstrated excellent reliability ($\alpha = 0.965$).

Data were collected using an online questionnaire administered through Google Forms. The survey link was distributed electronically to lecturers working at universities in DKI Jakarta using institutional and professional communication networks. Participation in the study was voluntary, and respondents were informed about the purpose of the research before completing the questionnaire. All responses were recorded anonymously to ensure confidentiality and minimize social desirability bias. Prior to statistical analysis, the collected data were screened for completeness and consistency to ensure the quality of the dataset.

Data analysis was performed using descriptive and inferential statistical techniques. Descriptive statistics were calculated to summarize participants' demographic characteristics and the distribution of study variables. Pearson correlation analysis was

conducted to examine the relationships among conscientiousness, digital self-efficacy, and organizational citizenship behavior. To test the proposed mediation hypothesis, path analysis was employed to evaluate both the direct effect of conscientiousness on organizational citizenship behavior and the indirect effect through digital self-efficacy. Statistical significance was evaluated at the 95% confidence level ($\alpha = 0.05$), and all analyses were conducted using statistical software appropriate for mediation and path analysis.

RESULTS

The findings indicate that conscientiousness has a significant direct effect on organizational citizenship behavior (OCB) among university lecturers. The results also confirm that conscientiousness significantly influences digital self-efficacy, and digital self-efficacy has a significant positive effect on organizational citizenship behavior. However, digital self-efficacy failed to mediate the direct relationship between conscientiousness and organizational citizenship behavior, as the magnitude of the indirect effect was smaller than the direct effect of conscientiousness on organizational citizenship behavior. A more detailed presentation of the research findings is provided in Figure 1 and Table 1.

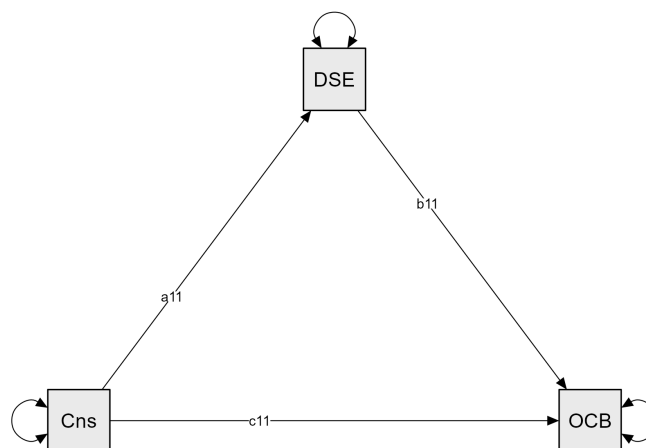


Figure 1. Path Analysis Model of the Research Findings

Table 1. Statistical Results of the Path Analysis

	Estimate	Std. Error	z-value	p	95% CI	
					Lower	Upper
Conscientiousness → OCB	0.477	0.061	7.859	< .001	0.353	0.586
Conscientiousness → digital self-efficacy	0.443	0.091	4.886	< .001	0.232	0.596
Digital self-efficacy → OCB	0.451	0.064	7.065	< .001	0.329	0.569
Conscientiousness → digital self-efficacy → OCB	0.200	0.048	4.165	< .001	0.109	0.297

DISCUSSION

The personality trait of conscientiousness describes individuals who are responsible, disciplined, organized, and strongly committed to their duties and work standards ([Costa & McCrae, 1992](#)). Within the context of higher education institutions, lecturers with high levels of conscientiousness are more likely to demonstrate work behaviors that extend beyond their formal job responsibilities. This tendency is reflected in their willingness to assist colleagues, maintain the quality of teaching, and actively participate in institutional activities that are not explicitly included in their formal job descriptions. Such behaviors are consistent with the concept of organizational citizenship behavior (OCB), which refers to discretionary behaviors that contribute to organizational effectiveness without being formally rewarded ([Organ, 1988](#)). Previous empirical studies have consistently identified conscientiousness as one of the strongest predictors of OCB because conscientious individuals possess a strong sense of responsibility and moral obligation toward organizational success ([Ilies et al., 2009](#)).

Conscientiousness also plays an important role in the development of digital self-efficacy, which refers to an individual's confidence in their ability to use digital technologies effectively in work-related activities. According to ([Bandura, 1997](#)) self-efficacy theory, efficacy beliefs are developed through successful experiences, self-regulation, and persistent learning efforts. Individuals with high conscientiousness are generally characterized by discipline, perseverance, and strong goal orientation, making them more willing to learn new technologies and overcome technical challenges. In increasingly digitalized higher education environments, lecturers with high conscientiousness are therefore more likely to proactively explore digital learning platforms, learning management systems, and communication technologies for academic purposes. Previous studies have also demonstrated that personality traits such as conscientiousness are positively associated with confidence in technology use and successful adaptation to digital work environments ([Devaraj et al., 2008](#); [Ta et al., 2025](#)). Digital self-efficacy may contribute to the emergence of organizational citizenship behavior (OCB) because confidence in using digital technologies enables individuals to make broader contributions within their organizations. Lecturers who believe they can effectively utilize digital technologies are more likely to share knowledge regarding digital learning platforms, assist colleagues experiencing technical difficulties, and participate in technology-based instructional innovations. According to ([Bandura, 1997](#)) self-efficacy

influences behavioral choices, the amount of effort invested, and persistence when facing challenges. Within modern organizations, digital competence accompanied by strong self-confidence often promotes cooperative behaviors and voluntary contributions consistent with the concept of OCB (Organ et al., 2006; Podsakoff et al., 2009). Research in organizational technology has similarly shown that technology self-efficacy is positively associated with proactive and collaborative behaviors that enhance organizational effectiveness (Compeau & Higgins, 1995; Paredes-Aguirre et al., 2025).

However, the findings of the present study indicate that digital self-efficacy failed to mediate the direct relationship between conscientiousness and organizational citizenship behavior. Several explanations may account for this finding. First, conscientiousness is inherently associated with discipline, responsibility, task orientation, and a willingness to exceed formal job requirements. Individuals with high conscientiousness naturally exhibit voluntary behaviors that benefit their organizations because they possess a strong commitment to work quality and professional responsibility (Barrick & Mount, 1991; Organ et al., 2006). In the context of higher education, these characteristics directly encourage lecturers to engage in organizational citizenship behaviors, such as helping colleagues, participating in institutional activities, and supporting academic processes. Since these behaviors originate from a relatively stable personality disposition, the contribution of digital self-efficacy becomes less influential. In other words, lecturers with strong professional commitment are likely to demonstrate OCB regardless of whether they possess high confidence in their digital capabilities.

A second explanation relates to the conceptual distinction between digital self-efficacy and organizational citizenship behavior. Digital self-efficacy reflects an individual's confidence in using digital technologies effectively in work-related activities (Bandura, 1997; Eastin & LaRose, 2000). In contrast, organizational citizenship behavior primarily involves social and prosocial behaviors within organizations, such as assisting colleagues, maintaining harmonious working relationships, and demonstrating loyalty to the institution (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Within the academic profession, many forms of OCB do not directly involve digital technology. Examples include providing additional academic guidance to students, assisting colleagues with teaching and research activities, and participating in faculty committees or institutional events. Consequently, although lecturers may possess high levels of digital self-efficacy, this capability does not

necessarily serve as the primary psychological mechanism linking conscientiousness to organizational citizenship behavior.

A third explanation concerns the influence of contextual factors within academic organizations. Organizational citizenship behavior among lecturers is frequently shaped by organizational commitment, job satisfaction, and professional identity as academics (Podsakoff et al., 2009; Somech & Drach-Zahavy, 2004). Professional norms in higher education emphasize responsibility for teaching, research, and community engagement, thereby encouraging conscientious lecturers to contribute beyond their formal responsibilities. Under these circumstances, digital self-efficacy may not represent the principal pathway through which conscientiousness influences organizational citizenship behavior. Instead, work-related attitudes and professional values are likely to function as more significant mediating mechanisms. Therefore, the inability of digital self-efficacy to mediate this relationship may indicate that lecturers' organizational citizenship behavior is driven more strongly by professional values and academic commitment than by confidence in using digital technologies.

CONCLUSION

This study demonstrates that conscientiousness plays a significant role in promoting organizational citizenship behavior (OCB) among university lecturers. Lecturers who are disciplined, responsible, organized, and committed to maintaining high work standards are more likely to engage in voluntary behaviors that support institutional effectiveness, including assisting colleagues, participating in academic and institutional activities, and maintaining teaching quality. The findings also reveal that although conscientiousness positively influences both digital self-efficacy and OCB, digital self-efficacy does not mediate the relationship between conscientiousness and organizational citizenship behavior. These results suggest that lecturers' extra-role behaviors are primarily driven by stable personality traits, professional values, and commitment to their academic responsibilities rather than by their confidence in using digital technologies.

This research contributes to the literature by integrating conscientiousness, digital self-efficacy, and organizational citizenship behavior into a single empirical model within the context of higher education. While previous studies have generally examined personality traits or digital competence separately, this study provides evidence that digital self-efficacy does not function as a mediating mechanism between conscientiousness and OCB

among university lecturers. These findings extend the understanding of organizational citizenship behavior in digitally transforming academic environments and highlight that personality characteristics remain more influential than digital confidence in explaining lecturers' voluntary organizational contributions.

Despite these contributions, the study has several limitations. First, the research employed a cross-sectional design, which limits the ability to establish causal relationships among the variables. Second, the sample consisted exclusively of lecturers from higher education institutions in DKI Jakarta, thereby limiting the generalizability of the findings to other regions or educational contexts. Third, all variables were measured using self-report questionnaires, which may be subject to common method bias and social desirability bias. Future research is therefore encouraged to employ longitudinal or multi-source research designs, include more diverse samples from different geographical regions, and investigate additional mediating or moderating variables such as organizational commitment, professional identity, job satisfaction, or organizational support to provide a more comprehensive understanding of the mechanisms underlying organizational citizenship behavior among university lecturers in the digital era.

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