

The Influence of student self-efficacy and lecturer leadership on student OCB

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ARTICLE HISTORY	ABSTRACT
<p>Received : February 17th, 2025 Revised : March 2nd, 2025 Accepted : March 15th, 2025</p> <p>Keywords:</p> <p>higher education lecturer transformational leadership organizational citizenship behavior student self-efficacy</p>	<p><i>This study aims to analyze the influence of student self-efficacy and lecturer leadership on the organizational citizenship behavior (OCB) of students in higher education. Using the library research method with a qualitative approach, this study explores the complex interactions between internal and external factors that shape students' organizational citizenship behavior. The results of the study revealed that student self-efficacy, which is manifested in academic beliefs, social efficacy, emotional regulation, and resilience to adversity has a significant effect on the dimension of student OCB through organizational identification mechanisms and intrinsic motivation. Lecture leadership, especially transformational leadership styles, creates a learning climate that encourages the internalization of prosocial values. The innovative finding of this study is the identification of compensatory interaction patterns, where the influence of lecturer leadership on student OCB is stronger in students with low to moderate self-efficacy. The implication is that universities need to develop an integrative approach that simultaneously strengthens student self-efficacy and lecturer leadership capacity to cultivate student OCB in a sustainable manner.</i></p>

INTRODUCTION

Higher education is one of the main pillars in the development of quality and globally competitive human resources. In the current era of technological and information disruption, universities are not only required to produce graduates who have qualified academic competence, but also social skills, leadership, and good civic behavior (Oktaviani & Arifin, 2023). One of the interesting behavioral constructs to be studied in the context of higher education is Organizational Citizenship Behavior (OCB) in students. OCB refers to the voluntary behavior of individuals who are not directly recognized by a formal reward system but contribute positively to the effectiveness of the organization (Shah & Safrida, 2024). Students as the main component in higher education not only play a role as recipients of knowledge, but also as agents of change who are expected to be able to contribute positively to the progress of educational institutions. The implementation of OCB in students can be manifested in various forms such as active involvement in academic and non-academic activities, mutual helping behavior among fellow students, compliance with campus regulations, and positive contributions to the development of the institution. However, the level of student involvement and contribution in organizational civic behavior is still diverse and influenced by various internal and external factors.

Self-efficacy or self-efficacy is one of the internal factors that is predicted to have a significant influence on student OCB. This concept was first introduced by Bandura which refers to an individual's belief in his or her ability to organize and execute a series of actions necessary to achieve a specific goal. Students with high levels of self-efficacy tend to have strong intrinsic motivation, resilience in the face of challenges, and a willingness to contribute

more than just formal demands (Shah & Safrida, 2024). However, there have not been many empirical studies that explore how student self-efficacy plays a role in shaping organizational civic behavior in the Indonesian university environment. On the other hand, external factors such as leadership or lecturer leadership are also seen as important variables that may affect student OCB. Lecturers not only play the role of teachers, but also as leaders, guides, and role models for students. The leadership style, pedagogical approach, and quality of interaction developed by lecturers can create an academic climate that encourages or inhibits the emergence of organizational civic behavior in students (Hoza et al., 2022). Interestingly, the relationship between lecturer leadership and student OCB has not received adequate attention in the academic literature, especially in the context of higher education in Indonesia.

Research on the interaction between student self-efficacy and lecturer leadership in forming student OCB is becoming increasingly relevant during the transformation of the current world of higher education. Universities in Indonesia are facing various challenges such as global competition, accreditation demands, and adaptation to the student-centered educational paradigm. In such conditions, a comprehensive understanding of the factors that affect student OCB can provide valuable insights for the development of more effective educational policies and practices. Previous research conducted by (Juliansyah et al., 2023) indicates a positive correlation between self-efficacy and OCB in the context of student organizations. However, the study has not integrated lecturer leadership variables as potential external factors. Meanwhile, the study (Hendrawan et al., 2020) highlighting the importance of lecturers' transformational leadership styles in increasing student learning motivation, but has not directly linked it to organizational civic behavior.

This theoretical and empirical gap is what prompted this research. Given the complexity of the OCB phenomenon in students, a multidimensional approach is needed that considers internal (student self-efficacy) and external factors (lecturer leadership) simultaneously. Therefore, this study aims to analyze the influence of student self-efficacy and lecturer leadership on student OCB in higher education. Based on this background, the formulation of the problem in this study is: How does the self-efficacy of students and lecturer leadership, both partially and simultaneously, affect the organizational citizenship behavior (OCB) of students in higher education? To answer the formulation of this problem, this study asks several research questions as follows: 1). To what extent does student self-efficacy affect the student OCB in college? 2). How does lecturer leadership affect the level of student OCB in higher education? 3). Is there a simultaneous influence between student self-efficacy and lecturer leadership on student OCB in higher education? 4). What are the dynamics of interaction between student self-efficacy and lecturer leadership in forming student OCB in higher education?

This research is expected to make significant theoretical and practical contributions. Theoretically, this research can enrich the wealth of knowledge about OCB in the context of higher education, as well as develop a conceptual model that integrates the perspectives of educational psychology and organizational leadership. The findings of the research can provide conceptual clarification on how internal and external factors interact in shaping organizational civic behavior in students (Hasibuan & Andri Soemitra, 2022). Practically, the results of this study can be a reference for higher education institutions in designing effective

interventions to improve student OCB. For university leaders, the findings of the research can provide insight into the importance of building an education system that not only focuses on developing academic competencies but also strengthening student self-efficacy. For lecturers, the results of the research can be a critical reflection on how the leadership style and learning approach applied can affect students' OCB (Yusnandar & Sinurat, 2025).

Furthermore, this research is also expected to be useful for the development of a more comprehensive higher education policy. A deep understanding of the factors that affect student OCB can be the basis for formulating a more holistic curriculum, evaluation system, and student development program oriented towards character formation and social skills that are relevant to the demands of the world of work and society (Eka & Sugiarto, 2022).

LITERATURE REVIEW

The concept of organizational citizenship behavior (OCB) has undergone significant evolution since it was first introduced by Organ in 1988. OCB is defined as individual behavior that is discretionary, not directly or explicitly recognized by the organization's formal reward system, but in aggregate promotes the effective functioning of the organization (Winata & Nurhasanah, 2022). In the context of higher education, student OCB refers to voluntary behavior that goes beyond formal academic requirements and contributes to the effectiveness of educational institutions. Relevant dimensions of OCB in the student context include altruism (helping other students), awareness (attendance and punctuality), sportsmanship (tolerance of discomfort), politeness (respect for the rights of others), and social virtue (participation in institutional activities).

Self-efficacy or self-efficacy is a psychological construct that reflects an individual's belief in his or her ability to organize and carry out the actions necessary to achieve specific goals. (Haq et al., 2022) states that self-efficacy affects an individual's mindset, motivation, and actions. In the context of higher education, academic self-efficacy is related to students' confidence in their ability to complete academic tasks. Research conducted by (Ferdiansyah, 2023) revealed that there is a positive relationship between self-efficacy and OCB in students. These findings indicate that college students with high levels of self-confidence tend to be more willing to engage in behaviors that benefit the organization outside of their formal responsibilities.

Leadership or lecturer leadership is an important variable in the higher education ecosystem. (Sabrina et al., 2025) categorize leadership into transformational and transactional. Transformational leadership is characterized by the leader's ability to inspire, motivate, and stimulate the intellect of his followers, while transactional leadership focuses on the exchange of rewards and consequences. Empirical investigations conducted by (Sari et al., 2024) It shows that lecturers' transformational leadership styles are positively correlated with the level of student involvement in academic and non-academic activities. These results suggest that lecturers who apply transformational leadership can encourage students to contribute more than just formal demands of learning.

The interaction between student self-efficacy and lecturer leadership in forming student OCB can be explained through social exchange theory. This theory posits that social

relations involve the exchange of resources that are reciprocal and based on the principle of reciprocity. In the context of higher education, when lecturers demonstrate effective and supportive leadership, students tend to respond with positive behaviors that go beyond formal expectations. This response is reinforced in students who have high levels of self-efficacy because they have the confidence to succeed in the behavior (Samsuryaningrum & Umamy, 2024).

This research uses an integrative perspective that combines the theory of educational psychology and organizational leadership to understand the complex dynamics that make up student OCB. This approach broadens the understanding of how internal (self-efficacy) and external (lecturer leadership) factors interact in the higher education ecosystem, as well as their implications for the development of effective educational policies and practices.

METHOD

This study uses a qualitative approach with the library research method to examine the influence of student self-efficacy and lecturer leadership on the organizational citizenship behavior (OCB) of students in higher education. The literature research method was chosen because it allows for in-depth investigation of existing theoretical concepts and empirical findings, as well as facilitating a comprehensive synthesis of knowledge without being limited by time and geographical constraints. Literature research is carried out systematically through several stages: identification, selection, extraction, and analysis of information sources relevant to the focus of the research.

The primary data sources in this study include scientific journal articles, dissertations, theses, and research reports published between 2015-2025. The electronic databases used include Scopus, Web of Science, ERIC, Google Scholar, Garuda Portal, and SINTA. The search was conducted using relevant keywords such as "student self-efficacy", "lecturer leadership", "organizational citizenship behavior of higher education", and a combination of Indonesian and English. Inclusion criteria include: (1) research that focuses on the variables of self-efficacy, leadership, and OCB; (2) the context of higher education; (3) accessible full-text articles; and (4) publication in peer-reviewed journals. Data analysis was carried out through content analysis and meta-synthesis approaches to identify patterns, trends, gaps, and relationships between variables from the various studies studied.

RESULT

Conceptualizing Student Self-Efficacy in the Context of Higher Education

Student self-efficacy is a psychological construct that reflects an individual's belief in their ability to organize and execute a series of actions to achieve the expected academic performance. In the context of higher education, the dimension of self-efficacy is not only limited to belief in cognitive abilities, but also includes aspects of self-regulation, perseverance in the face of challenges, and the ability to develop adaptive strategies in the learning process. Based on the results of the literature search, it was identified that student self-efficacy is

manifested in four main dimensions: confidence in academic ability, social efficacy, efficacy of emotion regulation, and efficacy in dealing with adverse situations in the context of higher education.

Research conducted by (Athia Mayalianti, Laili Fatimahtuzzahro, 2024) revealed that students with a high level of self-efficacy show distinctive characteristics in the learning process. They tend to have a clear goal orientation, develop effective learning strategies, and demonstrate better resilience when faced with academic challenges. In contrast, students with low levels of self-efficacy tend to experience doubts about their own abilities, have difficulty managing academic stress, and are less persistent when faced with complex tasks. These findings indicate that self-efficacy acts as a psychological mechanism that mediates between students' actual potential and the actualization of their academic performance.

The dimension of academic self-efficacy in students is not formed in a vacuum but is influenced by various contextual factors. The results of a comprehensive analysis of contemporary literature show that previous mastery experience, vicarious experience, verbal persuasion, and physical and psychological conditions play a significant role in the formation of student self-efficacy. From these four sources, previous success experiences are confirmed as the strongest predictors for the development of students' academic self-efficacy (Alfaiz et al., 2017).

The practical implementation of the understanding of student self-efficacy is reflected in several intervention models that have been developed in the context of higher education. Self-efficacy strengthening programs based on experiential learning principles, gradual goal setting strategies, and cognitive reframing approaches have shown effectiveness in improving students' self-confidence and academic performance. However, the effectiveness of such interventions varies depending on the demographic characteristics, sociocultural background, and field of study of students (Widyastuti & Maharani, 2021).

Lecturer Leadership Dynamics and Its Implications in Student Capacity Development

Lecture leadership in the context of higher education represents a complexity of roles that goes far beyond conventional instructional functions. The transformation of the educational paradigm from teacher-centered learning to student-centered learning has shifted the positionality of lecturers from mere conveyors of information to facilitators, mentors, and catalysts for holistic development of students' potential. A systematic search of contemporary literature identifies four predominant lecturer leadership typologies in the higher education ecosystem: transformational leadership, transactional leadership, authentic leadership and servant leadership.

Longitudinal studies conducted by (Nugraheni, 2016) A survey of 127 lecturers and 843 students at eight universities found that lecturers' transformational leadership styles characterized by the ability to inspire, intellectual stimulation, individual consideration, and idealistic influence were positively correlated with academic engagement levels, intrinsic motivation, and student psychological well-being. Lecturers with transformational leadership characteristics tend to create a learning climate that encourages intellectual exploration, critical thinking, and student self-actualization. They not only transmit knowledge but also inspire

students to develop higher aspirations and a clear personal vision.

The relational dimension in lecturer leadership is a crucial aspect that is often overlooked in academic discourse. Thematic analysis of 34 qualitative studies revealed that the quality of lecturer-student interaction which is reflected in accessibility, responsiveness, and authenticity of communication plays a fundamental role in shaping students' perceptions of lecturer leadership. Students tend to identify lecturers as effective leaders when they feel heard, valued, and supported in the learning process. These findings underscore the importance of developing lecturers' interpersonal competencies as an integral component of their leadership capacity (Wijaya, 2024).

The institutional context also moderates the manifestation and effectiveness of lecturer leadership. Comparative research conducted on universities with different characteristics (public-private, religious-public, research-teaching focus) found significant variation in lecturer leadership practices. Factors such as academic autonomy, organizational culture, reward-recognition system, and human resource development policies act as enablers or inhibitors for the actualization of lecturer leadership potential. The implication is that lecturer leadership development initiatives need to consider the specificity of the institutional context to maximize its effectiveness (Fitri & Kustanti, 2020).

Manifestations of Student Organizational Citizenship Behavior and Its Determinants

Student Organizational Citizenship Behavior (OCB) is a multidimensional phenomenon that reflects students' willingness to contribute beyond formal expectations in the context of higher education. Based on the synthesis of literature, student OCB is manifested in five main dimensions: altruism (behavior of helping other students), conscientiousness (compliance with academic regulations), sportsmanship (tolerance of imideal situations), courtesy (preventing the emergence of interpersonal problems), and civic virtue (participation in institutional life). The configuration of these dimensions is not static, but rather varies depending on the sociocultural context, institutional characteristics, and phase of student development.

The exploration of the determinants of student OCB identified the complexity of variables interacting at the individual, interpersonal, and institutional levels. At the individual level, psychological attributes such as proactive personality, academic engagement, and institutional commitment contribute significantly to the emergence of student OCB. Research conducted by (Chairiyati, 2023) Of the 428 students, it was found that mastery goal orientation and organizational identification were strong predictors of the dimensions of civic virtue and conscientiousness of students' OCB.

At the interpersonal level, the quality of interaction in the academic community both between students and lecturers and between students moderates the manifestation of OCB. Positive social exchange, characterized by reciprocity, trust, and procedural fairness, encourages students to behave altruistically and cooperatively. Conversely, experiences of marginalization, discrimination, or injustice in academic interactions tend to inhibit the emergence of student OCB (Di Virgilio et al., 2015).

Institutional factors such as organizational culture, governance structure, and curriculum design also form an ecosystem that facilitates or hinders student OCB. Institutions

that apply a collaborative pedagogical approach, a comprehensive assessment system (not solely cognitive based), and provide a platform for student participation in institutional decision-making have proven to be more effective in fostering student OCB. These findings imply the importance of a holistic approach in the development of educational policies and practices oriented towards the cultivation of student organizational citizenship (Ayu & Solichin, 2022).

Interaction between Student Self-Efficacy, Lecturer Leadership and Student OCB: Integration Model

A comprehensive search of literature reveals a complex pattern of interaction between student self-efficacy, lecturer leadership, and student OCB. The integration model proposed in this study places student OCB as a dependent variable that is directly influenced by student self-efficacy and lecturer leadership, as well as moderated by contextual factors such as institutional culture and student demographic characteristics.

Student self-efficacy contributes to OCB through several psychological mechanisms. First, students with high levels of self-efficacy tend to have a more positive perception of their ability to contribute effectively to social and academic contexts. This belief encourages them to engage in prosocial and supportive behavior towards fellow students. Second, self-efficacy plays a role in the development of resilience and the ability to manage stress, which facilitates the sportsmanship dimension in OCB. Third, students with high self-efficacy tend to develop a stronger identification with educational institutions, stimulating the civic virtue dimension in OCB (Gea et al., 2019).

Lecturing leadership influences student OCB through several paths that interact with each other. The transformational leadership style of lecturers, for example, creates an inspiring learning atmosphere and encourages students to develop aspirations that go beyond personal interests. This process facilitates the internalization of the prosocial and collaborative values that are the foundation of OCB. In addition, effective lecturer leadership contributes to the development of a cohesive learning community, where organizational citizenship behavior becomes an institutionalized norm (Widodo, 2015).

The integration model developed in this study also identifies the interaction effect between student self-efficacy and lecturer leadership on student OCB. The influence of lecturer leadership on student OCB tends to be stronger in students with low to moderate levels of self-efficacy, indicating the compensatory role of lecturer leadership. In contrast, students with very high levels of self-efficacy showed relatively stable OCB despite variations in lecturers' leadership styles, indicating a more autonomous self-regulatory capacity.

The implications of this integration model include some practical recommendations for the development of higher education policies and practices. Educational institutions need to develop an education system that simultaneously strengthens student self-efficacy and lecturer leadership capacity. Lecturer professional development programs that focus on transformational leadership competencies, particularly the ability to inspire and provide individual support, have the potential to be significant in the cultivation of students' OCB. At the same time, interventions designed to strengthen student self-efficacy such as mentoring

programs, success experience scaffolding, and metacognitive skills training can increase students' capacity to contribute proactively in the academic community.

CONCLUSION

This study reveals that student self-efficacy and lecturer leadership have a significant influence on the organizational citizenship behavior (OCB) of students in higher education, both partially and simultaneously. Student self-efficacy, which is manifested in four dimensions (academic confidence, social efficacy, emotion regulation, and resilience in the face of adversity), acts as an internal catalyst that encourages students to contribute beyond formal academic expectations. Meanwhile, lecturer leadership, especially transformational leadership styles that emphasize intellectual stimulation and individual consideration, creates a learning ecosystem that facilitates the actualization of students' organizational civic behavior. The dynamic interaction between the two variables shows a compensatory pattern, where lecturer leadership has a more substantial impact on students with low to moderate levels of self-efficacy.

The implications of these findings suggest the need for an integrative approach in the development of higher education policies that simultaneously strengthen student self-efficacy and lecturer leadership capacity. Universities need to design professional development programs for lecturers that focus on transformational leadership competencies, especially the ability to inspire and provide individual support. In parallel, structured interventions to strengthen student self-efficacy such as the implementation of success experience scaffolding systems, peer mentoring programs, and metacognitive skills training need to be integrated into the higher education curriculum to cultivate students' OCB in an ongoing manner.

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