Beyond Leadership and Commitment: Organizational Citizenship Behavior as a Stronger Predictor of Lecturer Performance in Muhammadiyah Universities

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ABSTRACT:
This study examines the relationships among participative leadership, organizational citizenship behavior (OCB), and lecturer performance in Muhammadiyah universities in Jakarta. The study was motivated by the need to reassess whether lecturer performance in faith-based higher education is more strongly influenced by leadership participation or by discretionary extra-role behavior. A quantitative explanatory approach was employed using survey data collected from 300 lecturers selected through stratified random sampling from four Muhammadiyah universities. The data were analyzed using correlational and regression-based procedures to evaluate the direct relationships among the observed variables and the indirect role of OCB in linking participative leadership to lecturer performance. The results show a selective empirical pattern. OCB demonstrated a positive and statistically significant relationship with lecturer performance, whereas participative leadership did not significantly influence lecturer performance and did not significantly predict OCB.

The indirect effect of participative leadership on lecturer performance through OCB was also not supported. These findings suggest that lecturer performance in the studied universities is more closely associated with enacted citizenship behavior than with perceived participation in leadership processes alone. The study contributes to the higher education and organizational behavior literature by showing that in faith-based academic institutions, OCB may function as a more immediate behavioral resource for performance than participative leadership. The findings also imply that universities should complement leadership development with stronger institutional support for voluntary collaboration, collegial contribution, and academic service.

Keywords: participative leadership; affective commitment; organizational citizenship behavior; lecturer performance; higher education; Muhammadiyah universities

1. Introduction

Higher education institutions operate in an increasingly competitive environment in which institutional reputation, graduate quality, and academic output determine long-term sustainability. In such a context, lecturer performance becomes a strategic determinant of institutional quality because it directly shapes teaching, research, and community service outcomes. The growing emphasis on performance accountability in higher education has therefore intensified scholarly interest in organizational and behavioral antecedents of academic staff performance.

Among the organizational factors associated with employee effectiveness, participative leadership has received sustained scholarly attention. Participative leadership is commonly understood as a leadership style that invites subordinates into decision-making processes, promotes openness, enhances autonomy, and supports shared responsibility (Wang et al., 2022; Miao et al., 2014; Bhatti et al., 2019; Khassawneh & Elrehail, 2022; Elsetouhi et al., 2023). In the Indonesian management literature, participative leadership is also described as a style in which leaders place substantial trust in subordinates, actively seek their ideas, and use those contributions constructively in organizational decision-making (Thoha, 2015; Hasibuan, 2010). In higher education settings, leadership style is particularly consequential because universities are knowledge-intensive institutions in which coordination often relies on professional discretion rather than rigid command structures (Akanji et al., 2020). A participative approach is therefore often expected to strengthen trust, engagement, and performance-related behavior among academic staff (Chan, 2019; Sari & Atmaja, 2025; Riza et al., 2025).

In Muhammadiyah higher education, however, participative leadership may also be understood through the Islamic principle of *musyawarah*, namely consultative deliberation in pursuit of collective benefit, fairness, and wisdom. This principle is explicitly grounded in the Qur'an. In Surah Ali 'Imran (3:159), Allah commands the Prophet Muhammad to consult with others in communal affairs: **فَبِمَا رَحْمَةٍ مِّنَ ٱللَّهِ لِنتَ لَهُمْ ۖ وَلَوْ كُنتَ فَظًّا غَلِيظَ ٱلْقَلْبِ لَٱنفَضُّوا۟ مِنْ حَوْلِكَ ۖ فَٱعْفُ عَنْهُمْ وَٱسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِى ٱلْأَمْرِ**. This verse is highly relevant to participative leadership because it links consultation to gentleness, inclusion, and collective decision-making rather than coercive authority. Similarly, Surah Ash-Shura (42:38) describes believers as those **وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ**, underscoring that shared deliberation is not merely a procedural preference but a normative principle of governance within the Islamic worldview. These verses suggest that leadership in Islamic institutions may be evaluated not only by administrative efficiency but also by the extent to which it embodies dialogue, mutual respect, and consultative responsibility.

The principle of *musyawarah* is further reflected in Surah Al-Baqarah (2:233), which states: **فَإِنْ أَرَادَا فِصَالًا عَن تَرَاضٍ مِّنْهُمَا وَتَشَاوُرٍ فَلَا جُنَاحَ عَلَيْهِمَا**. Although the verse is situated in the context of family decision-making, it highlights the ethical foundations of consultation through mutual willingness, fairness, and shared agreement. For organizational analysis, this verse is conceptually significant because it shows that deliberation in Islam is inseparable from consent, justice, and moral accountability rather than mere formal participation. In this sense, *musyawarah* in leadership is not limited to inviting opinions but entails sincere listening, reciprocal respect, and the pursuit of decisions that can be collectively justified (Husnayain, 2025). This Qur'anic perspective is reinforced by the hadith narrated from Al-Bashri, which explains that Allah commanded the Prophet to consult not because revelation required human opinion, but to teach the blessing contained in consultation itself. Thus, in faith-based universities, participative leadership may be interpreted as both a managerial mechanism and a value-laden institutional practice.

A second factor relevant to academic performance is affective commitment, namely the emotional attachment of employees to their institution. Affective commitment has long been associated with higher engagement, stronger discretionary effort, and greater alignment with institutional goals. Studies have shown that

leadership may shape affective commitment, which in turn can influence both formal performance and extra-role behaviors (Jiatong et al., 2022; Khaola & Rambe, 2021; Nurfitriyana & Muafi, 2023). Related studies also suggest that affective commitment can emerge through organizational support, fair treatment, and psychologically meaningful work arrangements, all of which may encourage employees to contribute beyond formal job requirements (Atrizka et al., 2020; Khaskheli et al., 2020; Alshaabani et al., 2021; Pattnaik & Sahoo, 2023; Tremblay, 2021). In faith-based universities, affective commitment may be especially consequential because attachment to the institution is often shaped not only by contractual employment relations but also by a shared educational mission, ethical identity, and collective sense of service.

The bridge between leadership, commitment, and performance is often theorized through organizational citizenship behavior (OCB). OCB refers to discretionary, extra-role conduct that is not formally rewarded but supports organizational effectiveness. The literature generally indicates that OCB improves cooperation, reduces friction, facilitates coordination, and strengthens institutional functioning (Nohe & Hertel, 2017; Abdullahi et al., 2020; Su & Hahn, 2021; Huang et al., 2021; de Geus et al., 2020; Ingrams, 2020). In education, OCB may take the form of helping colleagues, supporting accreditation teams, participating in academic committees, or assuming additional responsibilities that improve the academic environment. Because academic work is inherently collaborative, OCB is theoretically relevant to lecturer performance and institutional productivity (Hermanto & Srimulyani, 2022; Na-Nan et al., 2020; Nurrohmat, 2022; Rosita et al., 2020; Khalid et al., 2010). In Islamic higher education, such behaviors may also resonate with values of collective responsibility, cooperation, and service, making OCB especially relevant for understanding how lecturers contribute beyond the minimum formal requirements of their positions.

Although the extant literature largely supports positive links among leadership, commitment, OCB, and performance, several gaps remain. First, much of the evidence derives from corporate, hospitality, public administration, and general employee contexts rather than from private higher education institutions. Second, studies in academic contexts often focus on transformational or empowering leadership rather than participative leadership as such (Nasra & Heilbrunn, 2016; Nurjanah et al., 2020; Nelly et al., 2024; Fikri & Setiawati, 2023, 2021). Third, the mechanisms linking leadership and affective commitment to lecturer performance remain underexplored in faith-based private universities, where collegial norms, institutional identity, and voluntary service values may alter the expected causal structure. This issue is particularly salient in Muhammadiyah universities, where modern academic governance intersects with Islamic norms of consultation, fairness, and shared responsibility. Fourth, prior studies frequently assume that OCB transmits the effects of leadership and commitment to performance, yet this assumption may not hold uniformly across institutional settings (Harmen et al., 2025; Khattak et al., 2023; Enrichment, 2023).

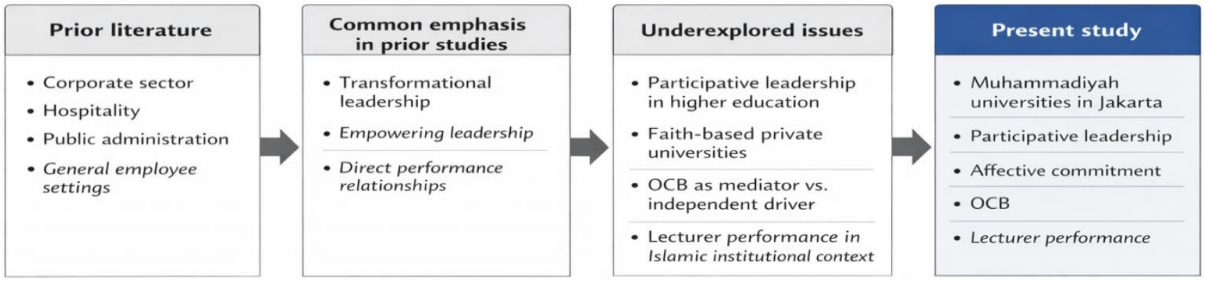

Figure 1. Research gap and contribution of the present study

This study addresses these gaps by examining the relationships among participative leadership, affective commitment, OCB, and lecturer performance in Muhammadiyah universities in Jakarta. The study is important for at least two reasons. Empirically, it focuses on a higher education segment characterized by diverse accreditation levels, varying functional ranks, and strong institutional-religious identity. Lecturer performance remains a pressing issue in this setting, particularly in relation to Tri Dharma obligations and career progression. Theoretically, the study investigates whether OCB functions as a mediating mechanism through which participative leadership and affective commitment influence lecturer performance, or whether it operates as a more independent behavioral driver within a faith-based academic environment. Accordingly, this study is guided by three research questions. **First**, to what extent do participative leadership, affective commitment, and OCB significantly influence lecturer performance in Muhammadiyah universities in Jakarta? **Second**, to what extent do participative leadership and affective commitment significantly influence OCB? **Third**, does OCB mediate the effects of participative leadership and affective commitment on lecturer performance?.

2. Method

2.1 Research design

This study adopted a **quantitative explanatory design** to examine the structural relationships among participative leadership, affective commitment, organizational citizenship behavior (OCB), and lecturer performance. The design was appropriate because the study aimed to test both direct and indirect effects among latent constructs within a theoretically specified causal model. In this framework, participative leadership and affective commitment were positioned as exogenous variables, OCB as a mediating variable, and lecturer performance as the endogenous outcome variable.

2.2 Research setting

The study was conducted in four Muhammadiyah universities located in Jakarta, namely Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA), Universitas Muhammadiyah Jakarta (UMJ), Universitas Saintek Muhammadiyah (USM), and Universitas Teknologi Muhammadiyah (UTM). These institutions represent a relevant context for examining lecturer performance because they operate within a faith-based higher education environment characterized by diverse institutional capacities, academic cultures, and organizational structures. The Muhammadiyah university context is particularly suitable for this study because it combines formal academic governance with strong institutional values, making it a meaningful setting in which to assess the roles of leadership, commitment, and extra-role behavior.

2.3 Population and sample

The target population comprised **1,153 lecturers** across the four universities. A total of **300 lecturers** were selected as respondents using **stratified random sampling**, in order to ensure proportional representation from each institution. This sampling approach was employed to preserve the distributional characteristics of the lecturer population across the participating universities and to improve the representativeness of the data.

2.4 Data collection

Data were collected through a structured questionnaire administered to lecturers in the participating universities. The instrument was designed to capture respondents' perceptions of participative leadership, affective commitment, OCB, and lecturer performance. Because the study focused on latent organizational and behavioral constructs, questionnaire-based measurement was considered appropriate for obtaining standardized responses across institutions.

2.5 Variables and research model

This study involved four principal variables: participative leadership, affective commitment, OCB, and lecturer performance. Participative leadership and affective commitment were specified as independent variables, lecturer performance as the dependent variable, and OCB as the mediating variable. The proposed model

examined the direct effects of participative leadership, affective commitment, and OCB on lecturer performance, as well as the direct effects of participative leadership and affective commitment on OCB. In addition, the model tested the indirect effects of participative leadership and affective commitment on lecturer performance through OCB.

Table 2. Research variables and roles in the model

Variable code	Construct	Role in model
X1	Participative leadership	Independent
X2	Affective commitment	Independent
Z	Organizational citizenship behavior	Mediating
Y	Lecturer performance	Dependent

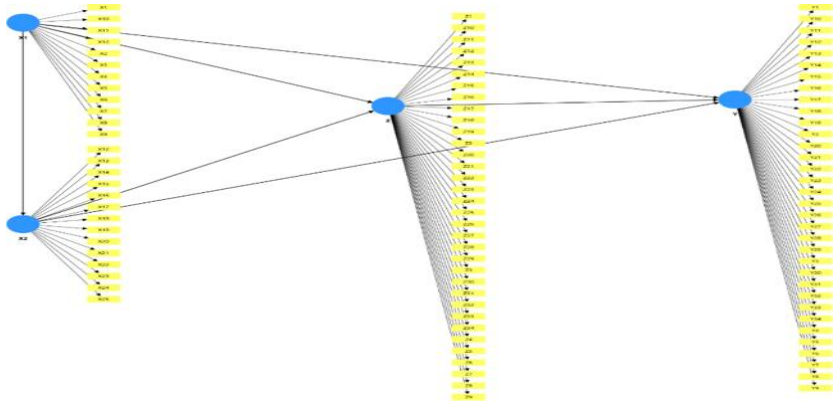

Figure 2. Proposed research model

2.6 Data analysis

The data were analyzed using a **partial least squares structural equation modeling (PLS-SEM)** approach. This technique was selected because it is suitable for testing complex structural relationships involving both direct and mediating effects among latent constructs. The analysis focused on the estimation of path coefficients to assess the hypothesized relationships among participative leadership, affective commitment, OCB, and lecturer performance. The mediating role of OCB was examined through the estimation of indirect effects within the structural model, with statistical significance evaluated using the corresponding p-values and indirect-effect estimates.

3. Results

3.1 Patterns

The empirical analysis was based on responses from **300 lecturers**. The available dataset allowed re-estimation of three constructs included in the model, namely participative leadership, organizational citizenship behavior (OCB), and lecturer performance. Before examining the structural relationships, descriptive statistics and internal consistency estimates were assessed to establish the overall profile of the variables.

As shown in Table 3, the mean total score for participative leadership was **79.70** (SD = **11.64**), with observed scores ranging from **59** to **100**. OCB showed a mean total score of **113.83** (SD = **11.10**), with values ranging from **96** to **135**. Lecturer performance recorded the highest mean total score, namely **116.20** (SD = **13.16**), with observed scores ranging from **99** to **136**. When converted to average item scores, the pattern indicates that respondents generally reported relatively favorable perceptions across all three constructs, with lecturer performance showing the highest average item score, followed by OCB and participative leadership.

In addition, all three constructs demonstrated strong internal consistency. Cronbach's alpha coefficients were **0.941** for participative leadership, **0.930** for OCB, and **0.960** for lecturer performance. These values indicate that the item sets were internally reliable and sufficiently stable for subsequent correlational and regression-based analysis.

Table 3. Descriptive statistics and internal consistency of the study variables

Variable	N	Number of items	Minimum	Maximum	Mean total score	SD	Mean per item	Cronbach's alpha
Participative leadership	300	25	59	100	79.70	11.64	3.19	0.941
OCB	300	34	96	135	113.83	11.10	3.35	0.930
Lecturer performance	300	34	99	136	116.20	13.16	3.42	0.960

The descriptive pattern in Table 3 suggests that the respondents did not report a low organizational climate. Instead, the data indicate that lecturers generally perceived participative leadership, displayed OCB, and rated their own performance at moderately high levels. This is important because the subsequent weak or non-significant relationships cannot be attributed simply to an absence of variance or overwhelmingly poor scores across the constructs.

3.2 Bivariate relationships among participative leadership, OCB, and lecturer performance

The zero-order correlations among the three available variables. Participative leadership showed a **weak positive correlation** with lecturer performance (**r = 0.110, p = 0.058**). Although the coefficient was positive and directionally consistent with theory, the relationship did not reach the conventional threshold for statistical significance. This indicates that lecturers' perceptions of being involved in decision-making were not strongly associated with measurable differences in reported performance.

By contrast, OCB demonstrated a **positive and statistically significant** relationship with lecturer performance (**r = 0.119, p = 0.040**). Although the magnitude of the association was modest, the result suggests that lecturers who more frequently engaged in helping behavior, collegial support, and voluntary institutional contribution tended to report better performance.

The correlation between participative leadership and OCB was **very weak and non-significant** (**r = 0.046, p = 0.426**). This finding indicates that participative leadership, at least as captured in the present dataset, did not show a meaningful empirical association with lecturers' extra-role behavior

3.3 Direct effects on lecturer performance

To clarify the comparative contribution of the available predictors, lecturer performance was regressed on participative leadership and OCB. The regression results are presented in Table 4. OCB retained a **positive and statistically significant effect** on lecturer performance (**B = 0.135, p = 0.048**), whereas participative leadership remained **non-significant** (**B = 0.118, p = 0.070**). These results are consistent with the correlational pattern and suggest that OCB was the only empirically supported behavioral predictor of lecturer performance in the re-estimated model.

Importantly, the standardized effect of OCB was still modest, indicating that the explanatory power of the available predictors was limited. Thus, OCB should not be interpreted as a

dominant determinant of lecturer performance, but rather as the **only variable among the available constructs that showed a statistically reliable positive contribution**.

Table 4. Regression results for lecturer performance

Predictor	Unstandardized B	Standardized beta	p-value	Interpretation
Participative leadership	0.118	0.104	0.070	Positive, not statistically significant
OCB	0.135	0.114	0.048	Positive and statistically significant

The regression evidence reinforces the main empirical message of this study. Lecturer performance in the observed Muhammadiyah universities appears to be more closely linked to enacted extra-role behavior than to participative leadership alone. In substantive terms, lecturers who contribute voluntarily beyond formal obligations appear more likely to maintain stronger academic performance, even when participative leadership does not independently predict performance

3.4 The relationship between participative leadership and OCB

Because mediation requires a meaningful relationship between the antecedent and the mediator, the effect of participative leadership on OCB was examined separately. The result was **non-significant** (**r = 0.046, p = 0.426**), indicating that participative leadership did not significantly predict lecturers' citizenship behavior.

This result is analytically consequential. Theoretically, participative leadership is often expected to strengthen voice, trust, and reciprocal commitment, which should in turn encourage OCB. However, the present data do not support that pattern. In this sample, lecturers' perceptions of participation in leadership processes were not empirically associated with stronger voluntary helping, collegiality, or extra-role institutional involvement.

3.5 Indirect effect of participative leadership on lecturer performance through OCB

To assess whether OCB mediated the relationship between participative leadership and lecturer performance, an indirect-effect analysis was conducted based on the observed path components. The estimated indirect effect was **very small** and statistically unsupported, with the bootstrapped 95% confidence interval crossing zero. In practical terms, this indicates that OCB did not function as a mediating mechanism linking participative leadership to lecturer performance.

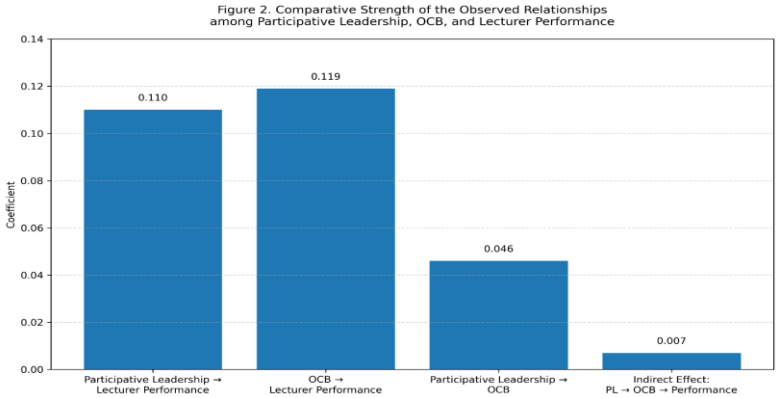

Figure 2. Comparative Strength of the Observed Relationships among Participative Leadership, OCB, and Lecturer Performance

The figure presents the relative magnitude of the observed coefficients for the direct effects of participative leadership on lecturer performance, OCB on lecturer performance, participative leadership on OCB, and the indirect effect of participative leadership on lecturer performance through OCB. The pattern indicates that OCB shows the strongest observed positive association with lecturer performance, whereas the indirect effect of participative leadership through OCB is negligible

The absence of mediation is consistent with the earlier results. Since participative leadership did not significantly predict OCB, the indirect pathway from leadership to performance through citizenship behavior was structurally weak from the outset. Thus, OCB cannot be interpreted as a transmission channel through which participative leadership improved lecturer performance in the present dataset.

4. Discussion

The findings reveal a selective empirical pattern in which **organizational citizenship behavior (OCB)** emerged as the only variable with a statistically significant positive relationship with lecturer performance, whereas participative leadership did not significantly predict either lecturer performance or OCB. This pattern is theoretically important because it suggests that, in the observed Muhammadiyah university context, lecturer performance is more closely associated with **enacted discretionary behavior** than with perceived leadership participation alone. The result is consistent with the broader literature positioning OCB as a meaningful predictor of effectiveness, collaboration, and institutional functioning, particularly in professional settings where performance depends on social coordination and voluntary contribution (Nohe & Hertel, 2017; Abdullahi et al., 2020; Su & Hahn, 2021; Hermanto & Srimulyani, 2022). In higher education, such behaviors may include supporting colleagues, participating in committees, assisting with accreditation tasks, and contributing to a cooperative academic climate, all of which can strengthen the execution of teaching, research, and community service responsibilities.

The positive association between OCB and lecturer performance supports the argument that extra-role behavior constitutes an important behavioral resource in academic institutions. Universities are not sustained solely by formal job descriptions, but also by informal cooperation, collegial responsiveness, and the willingness of lecturers to contribute beyond minimum contractual duties. This is in line with previous studies showing that OCB improves organizational functioning by reducing coordination costs, facilitating mutual assistance, and strengthening collective productivity (Huang et al., 2021; de Geus et al., 2020; Ingrams, 2020). Nevertheless, the magnitude of the observed effect remained modest, which indicates that OCB should not be interpreted as a dominant or sufficient explanation of lecturer performance. Rather, it appears to be the **most empirically relevant predictor among the available variables**, while lecturer performance itself is still likely shaped by other structural factors such as workload distribution, research support, promotion systems, institutional incentives, and infrastructure.

By contrast, the non-significant relationship between participative leadership and lecturer performance suggests that leadership participation, although normatively desirable, may not automatically translate into measurable academic output. In theory, participative leadership is expected to strengthen trust, autonomy, voice, and shared responsibility, thereby improving work outcomes (Miao et al., 2014; Bhatti et al., 2019; Wang et al., 2022; Khassawneh & Elrehail, 2022). However, in knowledge-intensive institutions such as universities, performance is often conditioned by professional autonomy and resource-dependent systems that limit the direct influence of leadership style. One plausible explanation is that lecturers may perceive participation as present at the procedural level but not sufficiently consequential to alter their actual work conditions. In such circumstances, leadership may be appreciated as consultative in form while

remaining weak in practical effect on academic productivity.

The absence of a significant relationship between participative leadership and OCB further complicates the conventional assumption that participatory leadership naturally fosters citizenship behavior. Much of the literature suggests that participative leaders encourage reciprocity, fairness perceptions, and psychological ownership, all of which should stimulate extra-role contribution (Elsetouhi et al., 2023; Chan, 2019). Yet the present findings suggest that OCB in this setting may arise less from managerial participation and more from **collegial norms, professional ethics, and institutional culture**. This interpretation is particularly plausible in Muhammadiyah universities, where organizational life is shaped not only by administrative structures but also by shared moral commitments, service orientation, and religiously informed values. In that sense, OCB may operate not as a derivative of leadership, but as a relatively autonomous expression of collective responsibility embedded in the institutional ethos.

Taken together, these findings imply that efforts to improve lecturer performance should move beyond a narrow reliance on leadership style alone and instead focus on building the cultural and structural conditions that sustain meaningful academic contribution. Universities may benefit from strengthening research support, clarifying promotion pathways, improving workload fairness, and formally recognizing voluntary institutional service, so that extra-role contributions become both sustainable and visible. At the same time, the present findings should be interpreted with caution because the observed relationships were generally weak and the available dataset did not permit full re-estimation of all constructs in the original conceptual model. Future studies should therefore incorporate a complete structural model, include affective commitment more fully, and combine perceptual survey measures with stronger organizational or performance indicators. Even so, the current evidence makes a useful contribution by showing that in faith-based higher education, lecturer performance may depend less on participative leadership alone than on the everyday presence of citizenship behavior that supports the collective academic mission

5. Conclusion

This study demonstrates a selective empirical pattern in which **organizational citizenship behavior (OCB)** emerged as the only variable that showed a statistically significant positive relationship with lecturer performance, whereas **participative leadership** did not significantly influence lecturer performance and did not significantly predict OCB. These findings suggest that, within the observed Muhammadiyah university context, lecturer performance is more closely associated with voluntary extra-role conduct than with perceived participation in leadership processes alone. The results therefore do not support the assumption that participative leadership automatically translates into stronger academic performance, either directly or indirectly through citizenship behavior.

The study also contributes to the growing literature on leadership and performance in higher education by showing that OCB may function as a more immediate behavioral resource in faith-based academic institutions. In this context, lecturer performance appears to be shaped less by formal leadership participation and more by the willingness of lecturers to contribute beyond minimum role expectations through collegial support, institutional involvement, and cooperative academic behavior. Accordingly, the findings refine the conventional leadership–performance narrative by indicating that in Muhammadiyah universities, the pathway from leadership to performance may be weaker than commonly assumed, while discretionary citizenship behavior retains stronger empirical relevance.

6. Research Implications

Theoretically, this study contributes to the literature by challenging the assumption that participative leadership necessarily improves performance through relational and motivational pathways. While prior studies often position

participative leadership as a driver of trust, commitment, and citizenship behavior, the present findings indicate that this mechanism may not operate uniformly across institutional contexts. In faith-based higher education, OCB may be sustained less by formal managerial participation and more by collegial norms, professional responsibility, and institutional value systems. This suggests that future models of lecturer performance should move beyond leadership-centered explanations and incorporate broader cultural, structural, and mission-based determinants of academic behavior.

Practically, the findings imply that university leaders should not rely solely on participative leadership rhetoric as a strategy to improve lecturer performance. Participation remains normatively important, especially in academic institutions that value consultation and collegiality, but it may not produce measurable outcomes unless supported by enabling structures. Universities should therefore strengthen the institutional conditions that make voluntary contribution sustainable, such as transparent performance evaluation, fair workload distribution, research support, recognition of committee service, and clearer promotion pathways. By cultivating an environment in which extra-role contributions are acknowledged and organizational cooperation is reinforced, institutions may be better positioned to improve lecturer performance in a durable and meaningful manner.

7. Limitation

The empirical analysis was restricted to the constructs that were directly observable in the available dataset, namely participative leadership, OCB, and lecturer performance, while affective commitment could not be fully re-estimated from the raw data provided. The observed relationships were generally weak in magnitude, which means that the findings should be interpreted cautiously and not generalized beyond the present institutional context without further verification.

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