

The Effect Of Self-Efficacy And Meaningfulness Of Work On Organizational Citizenship Behavior Of Millennial Lecturers: The Role Of Work Engagement

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ABSTRACT

Currently, many lecturer positions have been filled by millennials. Even in 2025, the number of millennial workers will reach 75%, meaning that three out of four will be millennials. Previous studies have shown differences in the work values of the millennials and previous generations. This difference in work values will make millennial workers avoid organizational citizenship behaviour (OCB), even though OCB is a significant indicator of organizational performance. This study examines the meaningfulness of work and self-efficacy in OCB through engagement with millennial lecturers. This quantitative research involves 246 millennial lecturers in Indonesia as research subjects. Data collection was carried out with the help of electronic devices and using the OCB scale, Utrecht Work Engagement Scale (UWES), lecturer self-efficacy and work and meaning inventory (WAMI). The results of this study indicate that work engagement significantly mediates the effect of the meaningfulness of work on the OCB of millennial lecturers. Work engagement does not mediate the effect of self-efficacy on millennial lecturer OCB. The results of this study can be used as material for theoretical studies and as an intervention framework to improve OCB in millennial lecturers.

Keywords: Organizational Citizenship Behavior, OCB, Millennial Lecturer

Introduction

Facing increasingly fierce competition among tertiary institutions (Asrar, 2017), human resources are the primary key to organizational performance (Becker & Gerhart, 1996). Human resource management is an essential factor for development in the university context. Lecturers have an important role in creating organizational competitive advantage (Abror et al., 2020).

Higher Education as an organization has characteristics that are slightly different from other organizations. The traditional organizational structure of higher education denotes power and authority centred on departments or faculties. Another characteristic

that characterizes higher education administration is unstructured management practices and loss of control as an organized anarchy.

The external and internal environment of educational organizations is constantly changing. Externally challenges come, and Higher Education is required to show accountability. Similar to other areas of the public sector (Broadbent & Guthrie, 2008; Hood, 1995; Humphrey & Miller, 2012; Hyndman & Liguori, 2016), higher education systems in many developed countries have increasingly referred to corporate universities over the last decades (Parker, 2011).

On the other hand, internal faculties, departments and academics must make the necessary responses proactively and positively to changing trends and developments in the external environment, thus providing new challenges to autonomy and empowerment in terms of knowledge expertise, research, curriculum development, teaching, management, and organizational performance (Hussin & Ismail, 2009; Ohlin, 2019; Tarman, 2016). Faculties and lecturers are also expected to be able to adjust to regulatory changes.

Currently, many lecturer positions have been filled by the millennial generation. By 2025, the number of millennial workers will reach 75%, meaning that three out of four are millennials (Brant & Castro, 2019). According to data from the Ministry of Education and Culture, in 2018, Indonesia had 113,965 millennial lecturers. Millennials have different characteristics from previous generations. Although the boundaries of the millennial group are not strictly defined, the term millennial generally refers to those born between 1980 and 2000 (Rudolph et al., 2018). Millennials have unique values, expectations and attitudes that are different compared to previous generations, so this shift in the characteristics of this generation in the workforce will create opportunities and challenges for organizations (Chou, 2021).

Previous studies have shown differences in the work values of the millennials and previous generations. Namely: the millennial generation pays more attention to extrinsic values (Twenge et al., 2010); Millennials have a stronger desire to earn money and status from their jobs and are more concerned with leisure time (Campbell et al., 2013; Twenge & Kasser, 2013). Millennials tend to have lower social values, indicating millennials willingness to make fewer friends at work (Twenge, 2010). Millennials emphasize the meaningfulness of work (Twenge, 2010). This difference in work values will make millennial workers avoid organizational citizenship behaviour (OCB). OCB is a voluntary action outside work obligations that

do not provide formal rewards (Harvey et al., 2018).

OCB is a significant indicator of organizational performance (Podsakoff & Mackenzie, 1997). According to Organ (1988), OCB is vital for organizational survival because it provides positive individual, group, and organizational consequences (Podsakoff et al., 2009). The individual-level consequences of OCB reduce turnover intention and contribute to socialization at work (Kumar, Jauhari, and Singh 2016). The consequences of OCB at the group level include lower group-level turnover and increased work-group efficiency (Koopman, Lanaj, and Scott 2016). At the organizational level, the consequences of OCB include efficiency, cost reduction, and increased profitability (Organ et al., 2005; McKenzie et al., 2017). OCB increases organizational achievement and productivity and increases the organizational ability to attract and retain the best people (Podsakoff et al., 2014; Tambe & Shanker, 2014).

Studies on OCB in the millennial generation show inconsistent results. The findings of Gong et al. (2016) show that the millennial generation has the lowest OCB compared to the previous generation. In more detail, the findings of Gong study et al. (2016) show that significant differences were found for the four dimensions of OCB between millennials and non-millennials, while significant differences were found for the civic virtue dimension. However, the research by Parumasur & Govender (2016) showed different results. In this study, no significant differences between the millennials and the previous generations were found in OCB.

Previous research has found internal and external factors of OCB. Internal factors of OCB include gender, age, marital status, personality (Alizadeh et al., 2012), worker motivation (Sulea et al., 2012), interests, and prosocial motives (Michel, 2017). External factors include workplace atmosphere (Suresh

& Venkatammal, 2010), organizational justice, organizational commitment (Saifi & Shahzad, 2017), role stress (Ragel & Ragel, 2017), work engagement (Gupta et al., 2017), and interpersonal conflict (Pooja et al., 2016). Even though many factors affect OCB, researchers still need to explain more about how various factors can shape OCB (Klotz et al., 2018).

Studies on OCB among Indonesian lecturers have been conducted by Wiroko (2021), Widodo and Gunawan (2020), Nugroho et al. (2020), Asli et al., (2020), Rosita et al, (2020), Nadatien et al, (2020), Patras et al, (2018), Romi et al, (2020), Arifin et al, (2019), Afandi et al, (2018), Tasmin et al (2019), Claudia, (2018), Suriansyah, et al. (2019). These studies involve lecturers as research subjects but are not from the millennial generation. Given that OCB is considered necessary for organizational success, more research is needed to investigate how this behaviour emerges (Harvey et al., 2018).

Universities are trying to find solutions to develop and maintain OCB among lecturers because OCB depends on the initiative and willingness of lecturers, and their work experience becomes essential. Teachers' feelings and evaluative perceptions of their jobs and organizations play a vital role in their behaviour and involvement in additional work. When a teacher perceives the work as meaningful, then he or she tends to spend more time and effort on the work. Meaningful work has been found to have a positive impact on other performance outcomes such as resilience (Van Wingerden & Poell, 2019), individual work performance (Zeglat & Janbeik, 2019), work engagement, and organizational citizenship behaviour (CY Chen & Li, 2013). Scholars currently demand meaningful work because of its importance in human resource management (Bailey et al., 2019).

Meaningful work positively correlates with meaning in life, engagement, intrinsic motivation, and calling (Lips-Wiersma &

Wright, 2012). These variables look similar to meaningful work but are different. Specifically, the meaning of life describes general attitudes about what makes our lives meaningful, not just what makes our work worthwhile (Martela & Steger, 2016).

Another factor that influences OCB in lecturers is the lecturer's self-efficacy. In general, the higher education sector conceptualizes the work of lecturers in three broad areas: research, teaching, and service (Hemming & Kay, 2008). Research by Abror et al. (2020) and Asli et al., (2020) proves that lecturers' self-efficacy in carrying out their duties affects OCB. However, research has yet to be found involving lecturer self-efficacy with OCB in millennial lecturers.

Lecturers will continue to be part of university development in the future. More effort is still needed to shape their OCB and provide support to run OCB well. A recent meta-analysis by Allan, Batz-Barbarich, Sterling, & Tay (2018) found a small to moderate correlation between meaningful work and OCB. Due to the low correlation coefficient, other variables may serve as mechanisms underlying the relationship between meaningful work and OCB (Allan et al., 2019).

Previous studies on OCB used many perspectives from the social exchange theory (SET) from Blau (1964); including research from Song & Kim (2021); Khan et al. (2019); Men & Yue (2019). Bolino, Hsiung, Harvey and LePine's (2015) Social exchange theory alone is insufficient to explain the cognitive, emotional and subconscious processes that drive the dynamic nature of organizational citizenship behaviour in today's diverse workforce. Using the perspective of conservation of resources (COR) from Hobfoll (2001), this study aims to examine the role of work engagement on the influence of self-efficacy and meaningfulness of work on OCB. The basic principle of this theory is that individuals seek to maintain, protect, and build resources; what threatens individuals is the

potential or actual loss of valuable resources (Hobfoll, 1988). Resources are objects, personal characteristics, conditions, or energies considered valuable by individuals or that serve as a means to achieve personal objects, characteristics, conditions, or energies. Examples of resources include mastery (Pearlin & Schooler, 1978), self-esteem (Rosenberg, 1965), learned resources (Rosenbaum & Smira, 1986), socioeconomic status (Worden & Sobel, 1978), and occupation (Parry, 1986). In this perspective, OCB is seen as the result of the interaction of individual resources.

Literature Review and Theoretical Framework

1. Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior, or OCB, is employee behaviour outside of routine duties and responsibilities (Humphrey, 2012). OCB is employee behaviour that is independent, not directly or explicitly recognized by a formal reward system, and promotes efficient and effective organizational functioning (Organ et al., 2006). OCB reflects employee actions outside the formal job requirements and supports the organization's social and psychological environment (Bateman & Organ, 1983). The role of OCB becomes increasingly essential when organizations face challenges and changes (Liu & Cohen, 2010).

OCB can be demonstrated in five aspects: (1) altruism, which refers to behaviour directed at a specific person with relevant organizational problems, (2) conscientiousness, which refers to behaviour that exceeds the minimum expectations required, (3) sportsmanship, which refers to on tolerating behaviour in uncomfortable situations and without complaint, (4) courtesy, which refers to behaviour that helps prevent problems from occurring, and (5) civic virtue, which refers to behaviour that involves participation in the overall problem organization (Organ, 1988).

2. Meaningfulness of Work

Meaningfulness is the amount of significance something has for an individual (Pratt & Ashforth, 2003). Given that the amount of perceived or perceived significance of something can vary widely, one work experience may be experienced as being very meaningful by one individual and not so much by another. However, constructs of meaningfulness have a positive valence, where the more significant amount of meaningfulness experienced is more positive. The positive valence of the meaningfulness of work has a eudaimonic (growth and goal-oriented) focus rather than hedonic (pleasure-oriented) (Steger et al., 2012). Therefore, "meaningful work" is very significant and positively impacts individuals.

3. Self-Efficacy Lecturer

Bandura (1977) explained that self-efficacy is an individual's belief in one's abilities to produce specific goals through behaviour and action. Self-efficacy is an individual's belief in his ability to organize and perform specific actions to achieve a certain level of performance (Bandura, 1997). In the context of higher education, Major and Dolly (2003); Sharp et al. (2013) define lecturer self-efficacy can be defined as the belief in the ability of lecturers to organize and carry out the actions necessary to produce specific achievements in the fields of teaching, research and related services and other administrative activities.

Other researchers, including Bailey (1999), Blackburn and Lawrence (1995), Schoen and Winocur (1988), and Vasil (1992), have given several considerations to self-efficacy in teaching and self-efficacy in community service. Lecturer self-efficacy in teaching includes preparation, delivery, and assessment, whereas self-efficacy in community service has been defined in several ways. For example, Bailey (1999) defines self-efficacy in community service as including administration and consulting, while Blackburn, Lawrence, Bieber, and Trautvetter (1991) assess that

community service more generally refers to three elements, namely: public (dealing with the world) non-academic), professional (work with associations, for example) and campus (e.g. activities as a committee, etc.).

4. Work Engagement

Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) describe work engagement as a motivational construct defined as a positive, satisfying, work-related state of mind characterized by passion, dedication, and absorption. Vigor aspects of work engagement are characterized by high levels of energy and mental resilience at work, willingness to invest effort in one's work, and persistence even in the face of obstacles (Salanova, Agut, & Peiro, 2005). The dedicated aspect of work engagement is characterized by having a sense of significance, enthusiasm, inspiration, pride and challenge at work (Salanova et al.). Absorption refers to total concentration, happiness, and preoccupation in one's work, where time passes quickly, and one has difficulty detaching from work (Salanova et al.). Engaged employees have a sense of an energetic and effective connection with work activities and see they can fully handle the demands of their job (Schaufeli et al., 2002).

5. Conservation of resources (COR) Theory

Based on COR theory (Hobfoll, 2010), individuals have a fundamental motivation to get, maintain, and protect what they value. Resources include objects, personal characteristics, conditions, or energies that are considered valuable or that are valued because they are channels for achieving or protecting other resources that are considered valuable. COR theory states that resources, such as transformational leadership, can help employees acquire more resources. This starts the resource cycle, which can positively impact employee welfare (Li, Y. et al. 2014). In addition, (Hobfoll. 2001) states that people must invest resources to prevent loss of

resources, recover from losses and gain resources. Therefore, the resources acquired are usually reinvested in the organization.

6. Millennial Lecturer

Millennials, also known as Generation Y, are the generation that emerged after Generation X (Gen-X). There is no set time limit for the start and end of this group. Experts and researchers use the 1980s as the start of this group's birth to the early 2000s as the end of births. Millennials have characteristics with previous generations; in terms of work, Gallup (2016) states that 1. Millennials work not only to receive a salary but also to pursue goals. 2. Millennials prefer self-development at work. 3. Millennials do not want bosses who like to command and control 4. Millennials want to avoid annual reviews. Millennials want ongoing conversations 5. Millennials do not think about fixing deficiencies. Millennials think more about developing their strengths. 6. For millennials, work is not just working but also part of their life.

7. Work Meaningfulness and Work Engagement

The results of meta-analysis research from Allan et al. (2019) show that meaningful work correlates significantly ($r = 0.70+$) with work engagement. The study conducted by Nakamura & Otsuka (2012) illustrates the meaningfulness of work developed in a company providing benefits by increasing the work engagement of an employee in carrying out his work. Several studies examining the meaningful role of work are Chalofsky (2003); Pratt and Ashforth (2003); May et al. (2004); Wrześniewski (2003); Rosso et al. (2010). From this review, it can be explained that the meaningfulness of work is based on interaction and subjective interpretation of work experience experienced by employees in the work environment (Rosso et al., 2010). Besides, It is assumed that employees feel meaning in doing work when it has a purpose. The goals in doing the work and the values contained can make employees able to build

meaning in work (Chalofsky, 2003; Arnold et al., 2007), and when there is an interactional relationship between the values and goals of employees on the one hand and the values and goals organization and work on the other (Pratt & Ashforth, 2003; May et al., 2004). Organizations need to create meaningfulness for their employees by setting higher goals by fostering noble values for stakeholders. Based on this explanation, hypothesis 1 in this study was determined that the meaningfulness of work affects work engagement.

8. Meaningful Work and OCB

The effect of meaningful work on Organizational Citizenship Behavior (OCB) can be explained through three aspects of meaningful work (Steger et al., 2012), namely as follows;

a. Positive meaning in work. Hackman and Oldham (Steger et al., 2012) explain that this aspect is a direct reflection of the notion of psychological meaning, which has become part of work psychology since the existence of the job characteristics model. b. Meaning-making through work. This aspect makes the individual more deeply into the meaning of his work so that it can broadly influence the meaning of his life. Steger and Dik (Steger et al., 2012) have shown that work is often an essential source of overall meaning in life. c. Greater good motivation. Increase good motivation at work.

Lecturers who perceive their duties as significant are more likely to understand the importance of the teacher's work environment and appreciate the interdependent relationships between lecturers. Thus, the increased meaningfulness of work will enable lecturers to consider the needs, problems, and perspectives of other lecturers from the perspective of Higher Education. As a result, lecturers display a higher level of OCB to facilitate practical functionality within the College. (Chen & Chiu, 2009). In this way, lecturers' experiences in finding meaning in lecturers' work and developing a sense of connectedness with other lecturers can be seen as a new perspective in

understanding lecturers' OCB and improving university performance (Manu Gupta, Kumar, & Singh, 2014). Based on the above review, hypothesis 2 in this study is the meaningfulness of work affecting organizational citizenship behaviour.

9. Lecturer Self-Efficacy with Work Engagement

Bandura (1997) explains that self-efficacy results from cognitive thinking in the form of beliefs and expectations to what extent a person can measure his ability to carry out tasks until they are completed. The dimensions of a person's level of self-efficacy are described by Bandura (1997) consisting of level, strength and generality. The level is the level of difficulty of the task done by an individual. Strength is an assessment of the strength and weaknesses of an individual's belief in doing his job. Generality is how strong an individual's beliefs are in carrying out various tasks. Lecturers with self-efficacy are intrinsically motivated to pursue their goals and believe they can meet job demands. This triggers high work engagement (Luthans & Youssef, 2007). Lecturers with high self-efficacy have confidence in abilities that lead to achieving goals and working optimally (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). It has been found that self-efficacy is a personal resource associated with work engagement (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Based on this explanation, hypothesis 3 in this study is; self-efficacy affects work engagement.

10. Self-efficacy with Organizational Citizenship Behavior

Lecturer self-efficacy is the lecturer's belief in being able to carry out work because it has the competencies required for a job, which is marked by the dimension of magnitude. This dimension is related to the perception of the level of task difficulty that a person believes can be achieved. Lecturers with high self-efficacy believe they can complete tasks with severe difficulty, so they tend to do more

complex tasks than easy ones. Selection of the task's difficulty level makes the lecturer not easily give up when facing difficulties but will exert a more substantial effort.

The second dimension is a generality, related to a person's self-confidence that can be realized in achieving a particular performance. Some are limited to specific behaviours, and some various cover areas of behaviour. Every individual has different beliefs according to different tasks, and the scope of the tasks performed can also be different. Lecturers with high self-efficacy are characterized by confidence in completing all tasks, not just certain ones.

The third dimension is strength. This dimension relates to the degree of the lecturer's stability in his belief in achieving success in each assignment. This dimension is also directly related to the magnitude, where the more serious the difficulty of the task, the weaker the confidence to complete it. Lecturers with high self-efficacy show behaviour that does not give up easily when faced with obstacles but instead will be more actively involved in their work (Ivancevich, Donnelly & Gibson, 1994). According to Chen and Chang (2012), individuals who are more self-confident and confident in their talents, skills, and abilities tend to consider successful outcomes and therefore assume risks by being proactive. Self-efficacy is directly related to high levels of taking control (Morrison & Phelps, 1999) and initiative (Frese et al., 2007). Both of these constructs are OCB change-oriented. Dominguez et al. (2013) suggested that self-efficacy is an important variable to consider in OCB. Based on this explanation, hypothesis 4 in this study is that self-efficacy influences OCB.

11. Work Engagement and OCB

Work engagement plays a central role in increasing OCB among employees in various organizations (Christian et al., 2011). Christian et al. (2011) argue that work engagement makes

employees more efficient at work, thus enabling them to perform tasks outside their job. In addition, Sulea et al. (2012) reported that work engagement is essential in increasing OCB and reducing counterproductive work behaviour. In addition, work engagement was found to increase OCB among professional nurses from various hospitals in Thailand (Matula & Uon, 2016), which aligns with previous research by Simpson (2009).

Research on work engagement has revealed that engaged employees are highly energetic and independent individuals who exert influence over events that affect their lives (Bakker, Albrecht, and Leiter, 2011). Employees with high work engagement have a positive attitude, creating positive feedback regarding rewards, recognition and achievement (Bakker, Albrecht, and Leiter, 2011). Employees who are engaged in work feel energetic and are committed to high-quality performance standards (Bakker & Leiter, 2010). Engaged employees have focused energy directed toward organizational goals (Macey, Schneider, Barbara, & Young, 2009). They are likelier to work harder through increased discretionary effort than those who are not engaged (Bakker, 2011). Thus the fifth hypothesis of this study is that work engagement affects OCB.

12. The role of work engagement mediators on the influence of work meaningfulness and self-efficacy on lecturer OCB.

According to the COR theory, broader life conditions are the living conditions of lecturers both broadly and specifically in their academic life. Salami's research (2011) reported time pressure, high self-expectations, and requests for research and publications as significant sources of work stress. When facing stress, the lecturer will evaluate the resources they have. In general, each lecturer has a resource pool categorized into an external and an internal resource pool. In this study, self-efficacy and meaningful work are internal resource pools.

Lecturers with solid self-efficacy and high meaningfulness are lecturers who have many resources. According to Hobfoll (2001), the more resources one has, the better the individual's position in investing resources. Lecturers with many resources can exert more effort and persistence and set more challenging goals, triggering work engagement (Albrecht, 2013).

When facing pressures in life that can threaten the loss of more valuable resources, lecturers with many resources will be able to develop successful coping in dealing with these challenges. If the adjustments made by the individual are successful, the individual will be motivated to maintain resources and even be motivated to invest resources. A strong motivation to maintain resources and invest resources is work engagement. Applying this thinking, engaged people are better positioned to invest resources in ways that lead to positive results (Halbesleben, 2011).

Work engagement is a situation where an individual has resources that exceed the demands faced at work (Gorgievski & Hobfoll, 2008; Halbesleben & Wheeler, 2008). Engaged lecturers are characterized by vigor, dedication and absorption. Work engagement is an emotional and rational dedication to the organization (Frank et al., 2004) and is characterized by intense, engaged, and practical work (Maslach et al., 2001). Following the principles of COR (Hobfoll, 2012), lecturers invest resources to protect against loss of resources, recover from losses, and gain resources.

Lecturers with low self-efficacy and low meaningful work will affect the unsuccessful coping they experience while living their academic life. When lecturers fail to face the challenges of their work, they will experience acute losses. Weak self-efficacy and low meaningful work make lecturers lose motivation to obtain resources. This means that

lecturers become disengaged with their work and lose resources. Conditions of difficulty increase feelings of threat and cause secondary losses, which impacts chronic losses. This rotation explains principle 1 (Primacy of losses) from Hobfoll (2018): the resources obtained are fewer than the resources lost.

Bakker et al. (2004, 2010, 2011) and Sridhar and Thiruvankadam (2014) state that engaged employees involve themselves in behaviour beyond formal work. Lee et al. (2004) argue that job attachment can help predict OCB. Theory COR shows that engaged people tend to invest excess resources in job performance, both role performance and extra performance (Halbesleben et al., 2009; Macey & Schneider, 2008), as well as positive work attitudes such as OCB (Halbesleben, 2010). Following the explanation above, hypothesis 6 in this study is that work engagement mediates the effect of meaningful work on OCB. Hypothesis 7 in work engagement mediates the influence of lecturer self-efficacy on OCB. Furthermore, hypothesis 8 in this study is the OCB model for millennial lecturers with self-efficacy and meaningful work as antecedents, work engagement as a mediator and OCB as a consequence for the millennial generation, supported by empirical data.

Figure 1. Theoretical models and hypotheses.

Research Methods

Population and Sample

The population of this study is lecturers from the millennial generation at universities in Indonesia. Universities in this study include State and Private Universities, Institutes and Colleges. The sampling technique used in this study is convenience sampling. The criteria for this research subject are lecturers from the millennial generation born from 1981 to 2000 (Straus & Howe, 1991). The following criterion is a lecturer who has worked for at least 1 year as a lecturer.

Research Instrument

OCB Scale. The scale that will be used to obtain OCB data is the scale compiled by Podsakoff et al. (1990). The OCB scale consists of 24 items; this scale's reliability is indicated by $\alpha = 0.96$. This scale is a Likert model scale with a rating range from 1 (strongly disagree) to 5 (strongly agree). High scores on this scale indicate high OCB for lecturers. Conversely, low scores indicate low OCB for lecturers. An example of a question on the OCB scale is that I help colleagues with excessive/heavy workloads.

Work engagement scale. Data on work engagement was obtained through the Indonesian version of the Utrecht Work Engagement Scale (UWES-17) compiled by Schaufeli and Bakker (2003). This scale consists of 3 indicators, namely enthusiasm, dedication and absorption, with 17 questions. The value moves from 1 if you have never felt this feeling, score 2 if you rarely (once or less in a month), score 3 if sometimes (several times a month), score 4 if often (once a week), score 5 if very often (several times a week, and score 6 if you always (every day) feel that feeling. A high score on this scale indicates that the lecturer has high work engagement. An example of a question on this scale is at work, and I feel full of energy.

The Meaning of Work.

The extent to which lecturers feel their work is meaningful is measured using the Work And Meaning Inventory (WAMI) scale developed by Steger et al. (2012). Consisting of 10

statement items, item samples include; 'I have found a meaningful career, and 'The work I do serves a greater purpose.' Participants answered items on a seven-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Points from each item are totaled to calculate a total score, with higher scores representing a higher level of meaning at work. Steger et al. (2012) found WAMI to have high internal consistency reliability ($\alpha = 0.93$).

Lecturer Self-Efficacy.

Data regarding lecturer self-efficacy was obtained using the lecturer self-efficacy scale developed by Hemming and Kay (2009). This scale consists of 16 items in the form of a Likert scale. The score on each item on this scale ranges from very poor (1) to very capable (5). A high score on this scale indicates that the lecturer has a good competency assessment regarding the ability to fulfill the tasks in his work.

Data collection procedures

Data collection techniques at all scales in this study will be carried out using survey methods in the form of self-reports and with the help of Google forms. The procedure for filling out the scale was preceded by obtaining informed consent from the research subjects. 246 millennial lecturers were obtained. After the data is obtained, it is scored and continued in the analysis process.

Results and Discussion

Results of Descriptive Statistics

Table 1. Description of research subjects

Demographic Profile	Description	Frequency (N=246)	Percentage
1. Gender	Male	96	39%

	Female	150	60.9%
2. Working Period	1 – 5 years	145	58.9%
	6 – 10 years	66	26.8%
	11 – 15 years	31	12.6%
	>15 years	4	1.6%

Confirmatory Factor Analysis Results

a. Organizational Citizenship Behavior (OCB) scale

Confirmatory factor analysis to test the unidimensionality of the 5 dimensions forming the OCB construct, namely altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. The results of the CFA test showed that of the 24 items, 14 items were considered valid because they had a standardized loading factor (SLF) value of ≥ 0.5 , and 10 items had an SLF value of ≤ 0.5 . One of the questions on this scale is: I help colleagues with excessive/heavy workloads.

b. Work Engagement Scale

Confirmatory factor analysis tests the unidimensionality of the 3 dimensions forming the work engagement construct: vigor, dedication, and absorption. The results of the CFA test showed that out of 17 items, 15 were considered valid because they had a standardized loading factor (SLF) value of ≥ 0.5 , and 2 items had an SLF value of ≤ 0.5 . An example of a question item is as follows; At work, I feel full of energy.

c. Lecturer Self-Efficacy Scale

Analysis of confirmatory factors to test the unidimensionality of the 3 dimensions that form the construct of lecturer self-efficacy: teaching, research and service. The results of the CFA test showed that all 16 items were considered valid because they had a standardized loading factor (SLF) value of ≥ 0.5 . Examples of question items are as follows; Develop courses

d. Work Significance Scale

Confirmatory factor analysis to test the unidimensionality of the 3 dimensions forming a meaningful work construct, namely: positive meaning, meaning-making through work, and more significant good motivations. The results of the CFA test showed that out of 10 items, 9 items were considered valid because they had a standardized loading factor (SLF) value of ≥ 0.5 , and 1 item had an SLF value of ≤ 0.5 . An example of a question item is as follows; This job makes little difference to the world around me

Reliability Test Results

The reliability test in this study was carried out by looking at the construct reliability value and the Cronbach alpha value. The reliability test results are in table 2.

Table 2. Reliability Test Results

Variable	Construct	Cronbach Alpha
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OCB		0.677	0.752
Work Engagement	0.821		0.897
Lecturer Self-Efficacy	0.809		0.920
Meaningfulness Work	0.905		0.914

Multicollinearity Test Results

Before testing the hypothesis, a multicollinearity test is first performed to ensure that there is no relationship between the independent variables. The results of the

multicollinearity test show that all tolerance values are greater than 0.10 so that multicollinearity does not occur and all VIF values are less than 10.00, so multicollinearity does not occur. In more detail the results of the multicollinearity test are listed in table 3 below.

Table 3. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1(Constant)	20.946	2.895		7.235	.000		
ED	.199	.050	.283	3.995	.000	.584	1.713
MW	-.122	.098	-.106	-1.247	.214	.409	2.446
WE	.335	.059	.424	5.660	.000	.522	1.916

a. Dependent Variable: OCB

Hypothesis Test Results

Using the Amos 24 program, an analysis was conducted to test the model's suitability and a partial test. The results of hypothesis testing are as follows;

The results of the hypothesis 1 test show that work meaningfulness affects work engagement ($\beta = 0.772$ $p = 0.00$, $p < 0.01$), so hypothesis 1 is accepted.

The results of the hypothesis 2 test show that work meaningfulness influences organizational citizenship behaviour negatively ($\beta = -0.383$ $p=0.017$). With this result, hypothesis 2 is rejected.

The results of the hypothesis 3 test showed that self-efficacy did not affect work engagement ($\beta = 0.023$ $p=0.672$, $p>0.05$).

The results of the hypothesis 4 test showed that self-efficacy affects OCB ($\beta = 0.479$ $p = 0.00$, $p < 0.01$). Hypothesis 4 is accepted.

The results of hypothesis testing 5 show that work engagement affects OCB ($\beta = 0.602$ $p = 0.000$, $p < 0.01$).

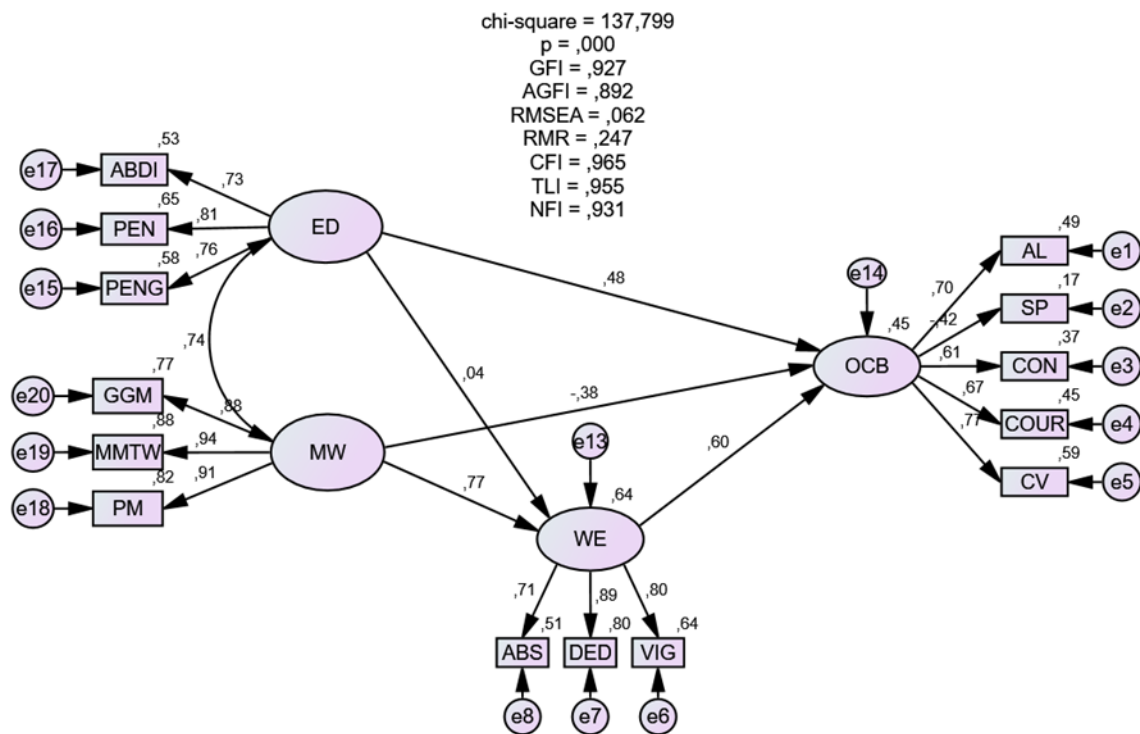
The results of the hypothesis 6 test show that work engagement mediates the effect of work meaningfulness on OCB ($\beta = 0.465$ $p = 0.012$, $p < 0.05$).

The results of the hypothesis 7 test showed that work engagement did not mediate the effect of lecturer self-efficacy on OCB ($p = 0.565$; $p > 0.05$).

The results of testing hypothesis 8 in this study are the OCB model for millennial lecturers with self-efficacy and meaningful work as antecedents, work engagement as a mediator

and OCB as a consequence for the millennial generation, supported by empirical data.

Figure 2. Hypothesis Test Results



Discussion

The model test results show that this study's model is a fit model. This means that empirical data support the model in this study. Furthermore, the results of the research hypothesis test showed several variations.

The results of hypothesis testing 1 show that work engagement significantly positively affects OCB. When lecturers are engaged in their work, they will perform better and contribute to their work. Babcock-Reberson and Strickland (2010) state that engaged lecturers marked by a dedication to their work will contribute more than expectations.

The results of hypothesis testing 2 show that work meaningfulness influences organizational citizenship behaviour but has a negative relationship ($\beta = -0.383$ p = 0.017). The unproven hypothesis 2 in this study may be associated with millennial characteristics. This study found that the meaningfulness of work

negatively affects the OCB of millennial lecturers. Work is a complex social phenomenon. Work can serve as a way to express one's self and a way to embody deeply held values, which has the potential to become a core component of the quest for a meaningful life (Dutton, Roberts, & Bednar, 2010; Hughes, 1958). Experts agree that meaningful work requires two subjective components, rooted in a psychological paradigm, along with a socially oriented component, and rooted in a culturally aligned sociological paradigm (Both-Nwabuwe, Dijkstra, & Beersma, 2017); Lepisto & Pratt, 2017; Lips-Wiersma & Wright, 2012; Michaelson, Pratt, Grant, & Dunn, 2014; Rosso et al., 2010; Wolf, 2010).

The subjective perspective on the meaningfulness of workplaces is meaningfulness in the individual's relationship with work (Dobrow & Tosti-Kharas, 2011;

Wrześniewski et al., 1997). This perspective involves meeting needs, motivations, and desires that result in self-actualization and expressing one's full potential. Experts emphasize the identity component from this perspective, where the meaningfulness of work can be a vehicle for developing and becoming oneself (Lips-Wiersma & Morris, 2009; Lips-Wiersma & Wright, 2012). Complementing the subjective paradigm of work meaningfulness, a socially oriented perspective means that work is meaningful through attention to social, cultural, and institutional norms that convey the social value of one's work (Becker & Carper, 1956; Bellah, Madsen, Sullivan, Swidler, & Tipton, 1996; Weber, 1958). This perspective requires a sense of self-transcendence when one does work of value to others (Lips-Wiersma & Morris, 2009; Lips-Wiersma & Wright, 2012). Although positive effects of job meaningfulness have been found (Berg et al., 2010; Khan, 2007; Wrześniewski et al., 1997), research shows significant trade-offs and conflicts experienced by individuals with solid job significance (Bailey et al., 2017). Research by Vinje & Mittelmark (2007); Bunderson & Thompson (2009); shows that significant work can be a double-edged sword. On the one hand, it produces a positive impact. On the other hand, the meaningfulness of work can cause personal weakness. Oelberger's research (2018) shows that individuals with high work significance tend to consider their work the most meaningful so that individuals experience self-actualization (fulfilment through work) and self-transcendence (as a result of fulfilling personal values). Referring to Oelberger's research (2018), lecturers with high significance become very devoted to working. Oelberger (2018) shows that having too deep a meaning can lead to damaging consequences for individuals, such as overwork, acceptance of poor working conditions, cynicism, or negative attitudes towards others, including negative attitudes towards OCB.

The results of the hypothesis 3 test showed that self-efficacy did not affect work engagement ($\beta = 0.023$ $p=0.672$, $p>0.05$). This hypothesis is

not proven, perhaps because self-efficacy can be a reference for how a person adapts and reacts to his environment, so it does not affect the work engagement of lecturers (Judge, 1997). This is also in line with the results of hypothesis 7 testing showing that work engagement does not mediate the influence of lecturer self-efficacy on OCB ($p = 0.565$; $p > 0.05$).

The results of the hypothesis 4 test showed that self-efficacy affects OCB ($\beta = 0.479$ $p = 0.00$, $p < 0.01$). Following the opinion of Motowidlo et al. (1997), OCB is influenced by the individual's self-efficacy. Empirical support for this proposition was examined by Speier and Frese (1997) and Morrison and Phelps (1999), who found that self-efficacy generally positively affects OCB.

The results of hypothesis testing 5 show that work engagement affects OCB ($\beta = 0.602$ $p = 0.000$, $p < 0.01$). The role of individual work attitudes in explaining OCB is widely recognized (e.g. Organ & Ryan, 1995). Job engagement is a positive and satisfying work-related state of mind of an individual employee, characterized by enthusiasm, dedication, and absorption (Bakker & Schaufeli, 2008).

Engaged lecturers perform better and show beneficial behaviours towards the organization, such as low intention to quit and commitment to organizational goals (Schaufeli & Salanova, 2008). They are also proactive and interested in taking the initiative (e.g., Sonnentag, 2003). Although work engagement and OCB are closely related, they are considered different concepts (Schaufeli & Bakker, 2010): while work engagement is a motivational construct (Hakanen, Bakker, & Schaufeli, 2006) that is not directed at any particular individual, objects, or events (Schaufeli & Bakker, 2004). OCB is behaviour directed at individuals or organizations (Williams & Anderson, 1991). This means that lecturers show behaviour beneficial to their co-workers or the organization when engaged. This study's results align with the research of Runhaar (2013).

The results of the hypothesis 6 test show that work engagement mediates the effect of work meaningfulness on OCB ($\beta = 0.465$ $p = 0.012$, $p < 0.05$). The results of this study indicate that the more lecturers have high work meaningfulness, the more their work engagement increases and ultimately, their OCB increases.

Theoretical Implications

The research results show that the OCB model for millennial lecturers can be developed through self-efficacy and meaningful work with work engagement as a mediator supported by empirical data. The results of this study can be used as material for theoretical studies and as an intervention framework to improve OCB in millennial lecturers.

Practical Implications

The results of the research showing that self-efficacy has a direct influence on the OCB of millennial lecturers, shows that in order to increase the OCB of millennial lecturers, higher education management needs to improve the self-efficacy of lecturers. Some ways to increase self-efficacy are by adding performance experiences, other people's experiences, imagined experiences and verbal persuasion. The results of the research showing that work meaningfulness influences the OCB of millennial lecturers through work engagement as a mediator, shows that in addition to self-efficacy, OCB can be increased by increasing the meaningfulness of work. Increasing the meaningfulness of work will increase work engagement and further increase the OCB of millennial lecturers.

Limitations of Research

Limitations in this study related to the number of subjects that might be increased again.

Conclusion

This study aims to test the OCB model for millennial lecturers by developing lecturer self-efficacy and meaningful work through work engagement as a mediator. The study results

show that the OCB model for millennial lecturers is a fit model. The test results of several hypotheses proposed in this study show several variations as follows; work meaningfulness affects work engagement, work meaningfulness influences organizational citizenship behaviour negatively, and self-efficacy does not affect work engagement, self-efficacy influences OCB, work engagement affects OCB, work engagement mediates the effect of work meaningfulness on OCB, work engagement does not mediate the effect of self-efficacy lecturer at OCB.

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