

The Degree Of Practicing Organizational Citizenship Behavior Among Academic Leaders From The Viewpoint Of Faculty Members At Jerash University

Yumna Ahmed Atoum¹, Hussein Mohamad Atoom², Ahmad Mohammad Rabee³

¹Department of Educational Administration and Foundations, College of Education Science, Al al-Bayt University, Mafrq, Jordan , E-mail: yumnaatoum@aabu.edu.jo

²Assistant Professor of Educational Administration, College of Education Science, Department of higher Education. Jerash University, Jerash, Jordan. , E-mail: husseinatoum@hotmail.com

³Education Department, Jerash University, Amman, Jordan, Professor; Education Department at Jerash University, Jordan , E-mail: rabee.paper@gmail.com

Abstract

This study aimed to reveal the degree of practice of organizational citizenship behavior among academic leaders from the point of view of the faculty members at Jerash University. The degree of practicing organizational citizenship behavior among academic leaders in the fields of study came with close arithmetic averages that ranged between (3.24 - 3.34), to a average degree, and the arithmetic mean of the tool as a whole was (3.27). Where the field of altruism ranked first with the highest arithmetic average of (3.34), while the fields of sportsmanship and sense of citizenship and concern for the university came in the last rank, with an average of (3.24). It also indicated that there were no statistically significant differences ($0.05 \geq \alpha$) due to the variables (gender, number of years of experience, college), and the presence of statistically significant differences ($0.05 \geq \alpha$) due to the academic rank variable between assistant professor and associate professor, came in favour of the professor group. Participant, between an assistant professor and a professor, the differences came in favour of the professor group. Humanities colleges and the academic rank variable between the category of lecturer and the category of assistant professor, and the differences came in favour of an assistant professor.

Beginning Of The Study :

The current era is witnessing a number of rapid and successive developments and changes as a result of the information and communication technology revolution and the explosion of knowledge. This made institutions face many challenges and difficulties in how to keep pace with these developments and how to adapt to them, and these variables surrounding the institutions constitute great pressures to bring about the necessary administrative changes, and this imposed on the institutions the importance of selecting minds capable of innovation, renewal,

correct perception and finding quick administrative solutions. Among the administrative methods that help organizations to face the rapid changes in achieving their goals: leadership; As the core of the administrative process, and the key to the success of institutions; Due to its main role in influencing the elements of the administrative process, and the optimal investment of its resources (Atoum, 2018).

Therefore, institutions need leaders who are able to invest the resources and components of the institution efficiently and effectively in order to raise the level of performance and improve the quality of services.

Administrative leadership has become the criterion that determines the success of any institution, because of its direct impact on the administrative process, and because of the leader's ability to influence employees and motivate them to achieve the institution's goals and priorities, and constantly strive to develop them, and enable them to manage future institutions efficiently and effectively (Al-Amrat, 2010).

But the contemporary reality and the variables and challenges it contains on the educational system, in addition to the complexities imposed by the educational process and its multiple roles, dictates that the leadership perform various types of other behaviors that go beyond the behaviors of the official role, which include the behaviors of the unusual additional role that exceeds formal job requirements in a way It enhances the effectiveness of performance and achieves a distinction that surpasses the success and distinction of official bodies (Al-Suhaimat, 2007, 8). This behavior is known as the behavior of organizational citizenship, whose axis revolves in particular around leaders, who are the most important organizational resources and the basis for the progress and development of any organization or society (Al-Ajmi, 2012, 1). In recent decades, the world has witnessed an increasing interest in organizational citizenship behaviors because of their close relationship to the performance of organizations and the possibility of benefiting from them by departments in directing organizational behavior according to the interests of the institution, and our need for these practices in order to increase efficiency and productivity and maximize resources through the voluntary self-will of individuals and the emergence of organizational citizenship behaviors (Al Raqqad and Abu Dayyah , 2012).

Organizational citizenship, or what is known as (Organizational Citizenship Behavior), is that voluntary behavior that aims to improve the performance of the organization, without signing any formal contract in return for that behavior, which is a set of voluntary actions issued by the employee, and exceeds the official duties specified for him and stemming from him From the self of the individual (Al-Salloum and Al-Adayleh, 2013, p. 164) and (Al-Nasani, 2012, p. 2).

The concept of organizational citizenship behavior is one of the modern concepts that began in the eighties, where the article (Oraqan), which he published in (1977), is the spark that ignited the interest of study ers in this concept (Jaballah, 1994, p. 139), as confirmed by Al-Amiri (2003, p. 66).

Studies have proven the results of this positive behavior that are in the interest of the advancement of the organization and the achievement of its goals, and Ali & Waqar (Ali & Waqar, 2013, p.298) added that organizational citizenship behavior enhances cooperation between colleagues at work and creates a work environment that stimulates creativity and innovation, and educational institutions are not isolated On that, the results of Altinkyrt's study revealed the impact of the prominent organizational citizenship behavior on the performance of teachers, and their provision of assistance and support among themselves, and raising the level of their performance, thus ensuring the success of the educational system.

If the behavior of organizational citizenship is extremely important for the leadership and management of all institutions and organizations, the leadership of educational institutions, especially universities, is in dire need more than others to pay attention to this behavior in order to raise their performance and achieve competitiveness

in the quality of the educational service provided, which requires activating these behaviors and practices for them. In view of the importance of practicing organizational citizenship behavior among leaders and the lack of studies - to the knowledge of study ers - the study ers found a motivation to know the degree to which organizational citizenship behavior is practiced by academic leaders from the point of view of faculty members at Jerash University.

Study problem:

Given the importance of the role that the leader plays in order to improve the administrative process, and because of its great impact on the behavior of his employees, whether in their attitudes, values, relationships or activities; Organizational citizenship is one of the important concepts that modern theories have given us to raise the efficiency and effectiveness of workers in all organizations. Organizations that depend on the official role of the employee become unable to harmonize developments and achieve their goals, especially education organizations that are no less important than other organizations. (2003, p. 66) The importance of this behavior and its positive effects on the performance of organizations, and its ability to raise the level of performance whose importance lies in this era. And through the nature of the study ers' work at the university, and their observation of the importance of organizational citizenship behavior within the educational system, and through study on the concept of behavior Organizational citizenship has been found in depth in foreign studies concerned with organizational citizenship behaviour , which our Arab environment is still in the process of being interested in and study ing. The practice of organizational citizenship behavior among academic leaders from the

viewpoint of faculty members at Jerash University.

Study questions:

This study seeks to answer the following questions:

1. What is the degree of practicing organizational citizenship behavior among academic leaders from the point of view of the faculty members at Jerash University with its dimensions: (altruism, sportsmanship, respect and courtesy, a sense of citizenship and concern for the university, dedication and sincerity at work)?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic averages of the degree of practicing organizational citizenship behavior among academic leaders from the point of view of the faculty members at Jerash University due to the variables (gender, academic rank, experience, college)?

Study Objectives: This study seeks to achieve:

1. Identifying the degree of practicing organizational citizenship behavior among academic leaders from the viewpoint of the faculty members at Jerash University with its dimensions: (altruism, sportsmanship, respect and courtesy, sense of citizenship and concern for the university, dedication and sincerity at work).
2. Recognize the existence of statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic averages of the degree of practicing organizational citizenship behavior among academic leaders from the point of view of the faculty members at Jerash University due to the variables (gender, academic rank, experience, college)?

Study Importance : This study derives its importance from the importance of the topic and the objectives it seeks to achieve. This importance can be highlighted as follows:

Theoretical importance: The theoretical importance of this study lies in knowing the degree of organizational citizenship behavior among academic leaders.

Practical importance: The practical importance is represented in:

- The contribution of the results of this study in drawing the attention of leaders to know the behavior of organizational citizenship in its five dimensions (altruism, sportsmanship, respect and courtesy, a sense of citizenship and concern for the university, dedication and sincerity at work), which motivates faculty members to work the additional role, in a manner that does not conflict with their official roles. ; As a result, raising the effectiveness of the university in which they work.

- It is hoped that this study will contribute to providing recommendations and suggestions that can contribute to the development of educational institutions through the adoption of the results of this study by those in charge of it.

Study limits: The study is determined in the following aspects:

3. **Objective limits:** the study was limited to identifying the degree of practicing organizational citizenship behavior among academic leaders from the point of view of the faculty members at Jerash University with its dimensions: (altruism, sportsmanship, respect and courtesy, sense of citizenship and concern for the university, dedication and sincerity at work).

- **Time limits:** according to the study in the academic year 2021-2022 AD

- **Spatial limits:** This study was applied to the 220 faculty members at Jerash University.

Human limits: The current study will be applied to all faculty members at Jerash University.

Search terms: The search is based on the following terms:

Organizational Citizenship Behavior: Organizational citizenship was defined by the pioneer of this trend and the spiritual father of his papers (Organ, 1988, p.4) as a voluntary individual behavior that enhances the effective performance of the organization. It is of a voluntary nature and is not directly related to the organization's incentives or rewards system. It was also defined as: "Positive behaviors in excess of what is officially described in the organization, which is characterized by a voluntary, non-coercive nature, not subject to direct and explicit reward in the organization's administrative incentive system, and of great importance to the effectiveness and success of the organization and its continued performance" (Al-Amri, 2002, p. 46).).

Procedural definition: What is meant by organizational citizenship behavior is that it is an optional career behavior carried out by academic leaders to perform voluntary work and cannot be enforced under an official work contract without incentives given as a result of this behavior in order to raise the level of university effectiveness in its dimensions (altruism, sportsmanship, respect and courtesy, a sense of citizenship and concern for the university, Dedication and sincerity to work) and this is measured by the responses of the sample members to the study tool, the degree of practicing organizational citizenship behavior.

Previous studies:

After reviewing the previous studies, they were arranged chronologically from the most recent to the oldest of Arab and foreign studies as follows:

First: Arabic Studies:

This (Shahry, 2019) study aimed to reveal the level of faculty members' practice of organizational citizenship behavior in Algerian public universities from the point of view of their academic leaders. The study relied on the descriptive analytical approach to achieve its objectives, on the questionnaire tool to test the validity of its hypotheses, and on the Statistical Package for Social Sciences (SPSS) program to analyze its data. As for the random study sample, it was represented by (100) employees who occupy leadership positions in the Faculty of Economics, Commerce and Management at the Universities (Boumerdes and Algiers). The results revealed that there are average levels of faculty members' practice of organizational citizenship behavior from the academic leaders' point of view. The results also confirmed the existence of statistically significant differences at the significance level ($\alpha = 0.05$) in the respondents' assessment of the level of practice of organizational citizenship behavior by faculty members due only to the personal variable (scientific qualification), while the rest of the variables (gender, age, experience, university) were not recorded.

Al-Momani's study (2017) aimed to identify the level of organizational citizenship behavior among faculty members at King Faisal University in the Kingdom of Saudi Arabia. The study showed that the level of organizational citizenship behavior among faculty members at King Faisal University is average, and that there are no statistically significant differences for the responses of the sample of the study at the level of

organizational citizenship behavior because of the different gender categories in all fields except for the area of influence, and the differences came in favor of males, and that there are significant differences A statistic of the responses of the study sample at the level of organizational citizenship behavior, the reason for the different categories of years of experience in all fields, and the differences came in favor of those with experience (10) years or more.

The study (Al-Otaibi, 2019) aimed to identify the degree of practicing organizational citizenship behavior among the leaders of public education schools in the city of Riyadh in the Kingdom of Saudi Arabia from the point of view of the teachers. Organizational citizenship came to a average degree, and there are statistically significant differences in the viewpoint of the study sample members towards the total degree in organizational citizenship behavior.

The study (Al-Harhashe and Al-Kharsha, 2012) aimed to identify the degree of administrative leadership's practice of organizational citizenship behavior from the point of view of working employees. The researcher adopted the descriptive survey method, and developed a questionnaire that was applied to an eye consisting of (370) employees of the Ministry of Awqaf employees. In the responses of the study members to the degree of administrative leadership's practice of organizational citizenship behavior according to the experience variable and in favor of ten years or more, and in favor of the postgraduate category according to the educational qualification variable.

The study (Al Zaher, 2011) aimed to identify the degree to which organizational citizenship behavior is practiced at King Khalid University from the point of view of

the faculty members. The degree of practicing organizational citizenship behavior among faculty members in general is not the desired degree, and tends to moderate and weak practice in some voluntary behaviors.

A dissertation submitted to the faculty of San Diego State University In partial fulfillment of the requirements for the degree, Doctor of Educational Leadership November 26, 2014 Eileen A. Moreno (2014)

Leading a school is a multi-faceted and complex endeavor. The moral obligation and public expectation to provide students with a high quality education creates significant pressure for principals to continuously improve the educational program despite obstacles such as an ever-changing economy and parameters placed on workload due to job descriptions and union contracts. The reality of teaching is that educators

cannot be bound by the limitations of these documents. Consequently, it would benefit a principal to nurture a school culture that embraces a mentality of going above and beyond.

Formally known as Organizational Citizenship Behavior (OCB), this construct explains discretionary behavior that may or may not be formally recognized by a supervisor and which ultimately leads to the more effective functioning of an organization. This research study examined the role of the principal in motivating or inspiring OCB among teachers. Using a phenomenological approach and its subset, the Critical Incident Technique, the specific actions and behaviors of one principal at a high

performing urban school with high levels of OCB were collected using semi-structured interviews. The data revealed eight critical

incidents leading to teachers' desire to engage in citizenship behaviors: showing interest and concern for personal life of staff, giving encouragement, consistently being visible and accessible to staff, providing resources,

inviting staff to her home, giving recognition and appreciation, having a vision, and thinking like a teacher. Further analysis of these eight critical incidents elucidated that the principal's interpersonal skills were at the core of her ability to inspire OCB International Journal of Economics and Finance, 2 (1), 65 – 71 ShaifulAnnuar Khalid &Hj.KamaruzamanJusoff&Mahmod Othman & Mohammad Ismail &Norshimah Abdul Rahman (2010) Organizational Citizenship Behavior as a Predictor of Student Academic Achievement

This study employed social exchange theory to examine the connection between one of the elements of teaching strategies, that is, lecturers' organizational citizenship behavior (OCB) and students' academic achievement. Student needs for achievement was used as moderator. Analysis was conducted on a survey data of 196 students in one of the local public institutions of higher learning. The results revealed that OCB dimension of altruism and courtesy were significantly related to students' academic achievement. In addition, conscientiousness positively predicted students' academic achievement among students with high needs for achievement. These findings indicate that, in order to enhance motivation and learning among students, altruism, courtesy and conscientiousness are some of the important behaviors among lecturers. Interpretations of results, implications and future research are discussed.

Bulletin of Education and Research

August 2021, Vol. 43, No.2 pp. 123-138

HinaSaleem (2021)

Examining the Key Effect of Authentic Leadership on Organizational Citizenship Behaviors of University Teachers in Pakistani Context

It is widely recognized that leaders distinctly inspire individuals of an organization to maintain a healthy culture regardless of diverse circumstances. The need of authentic leadership has been

recognized to promote positive organizational behaviors in teaching institutions. Moreover, previous research has emphasized the role of organizational citizenship behaviors in facilitating employee retention by increasing their commitment towards organizations. This study explored the role of authentic leadership in promoting organizational citizenship behaviors of teachers from public sector universities of Pakistan. The population of this study comprised permanent faculty members of public sector universities of Pakistan and a sample of 450 teachers were selected. A quantitative research strategy was employed. The cross-sectional time period has been used for the data collection through the survey questionnaire during the pandemic situation. Findings revealed a strong positive association between authentic leadership and organizational citizenship behaviors of teachers. Moreover, the findings support the research findings in other cultural contexts. It revealed that public sector teachers need authentic leadership to motivate teachers to display organizational citizenship behaviors which in turn spread positivity throughout the organization. Because when authentic leaders in teaching organizations play their positive role then teachers tend to reciprocate with beneficial behaviors within the organizations.

International Journal of Business. Fall, 2021, Vol. 26 Issue 4, p70, 20 p

Sawitri, Hunik Sri Runing&Suyono, Joko&Istiqomah, Suryandari&Sarwoto&Sunaryo, Sinto (2021) Linking Leaders' Political Skill and Ethical Leadership to Organizational Citizenship Behavior: The Roles of Self-Efficacy, Respect, and Leader-Member Exchange

The present study aims to analyze the relationship between the political skill of leaders, ethical leadership, and employees' attitude and behavior. Ethical leaders and their political skill may affect employees' attitude as well as the close relationship between leaders and employees. In turn, an ethical leadership will positively impact organization. This study used a questionnaire and was conducted in local government offices in Klaten and Surakarta, Indonesia. Out of 330 distributed questionnaires, 309 were returned, but only 300 questionnaires were properly filled and fit to be used in the study. The results showed that leader political skill positively affected ethical leadership. Also, the present study found that ethical leadership affected employees' organizational citizenship behavior through leader-member exchange and self-efficacy. The results of the study indicate that high-quality leader-member exchange may affect the managerial effectiveness to motivate and encourage employees to show organizational citizenship behavior. JEL Classifications: M540, M140 Keywords: leader political skill, ethical leadership, self-efficacy, respect, leader-member exchange, organizational citizenship behavior.

Method and Procedure

Study Approach:

In this study, the researchers used the descriptive approach due to its relevance to the nature and objectives of this study. According to this approach, the degree of practicing organizational citizenship behavior among academic leaders will be reviewed from the point of view of the faculty members at Jerash University.

Study community:

The study population consisted of (220) faculty members at Jerash University. The sample members were selected by accidental method by approximately (64%) from the original community, which included (141) faculty members selected based on the study variables (sex, academic rank, and experience, and college), and Table (1) shows the distribution of study sample members according to study variables Table (1): Frequencies and percentages according to study variables

Table (1) Distribution of the research sample members according to the research variables

Variable	Categories	Repetition	Percentage
Sex	Male	106	75.2%
	Female	35	24.8%
	Total	141	100%
academic rank	Professor	14	9.9%
	Assistant Professor	86	61%
	Co-professor	27	19.1%
	Professor	14	9.9%
	Total	141	100%
Years of Experience	less than 10 years	96	68.1%
	More than 10 years	45	31.9%
	Total	141	100%
College	Science	56	39.7%
	Humanity	85	60.3%
	Total	141	100%

The study population consisted of (220) faculty members at Jerash University. The sample members were selected by accidental method by approximately (64%) from the original community, which included (141) faculty members selected based on

Study tool:

To achieve the goal of the study, a questionnaire was prepared that included (31) items divided into five areas: (altruism, sportsmanship, respect and courtesy, sense

of citizenship and concern for the university, dedication and sincerity at work). Through a five-graded scale: (a very large degree, a large degree, a average degree, a civil degree, a very low degree), the questionnaire passed through several stages until it reached its final form, and these stages are:

The first stage: The theoretical literature and previous studies related to the subject of the study were reviewed, in order to benefit from them in determining the areas

of the questionnaire, and formulating the paragraphs that represent each field.

The second stage: The questionnaire was presented in its initial form to a number of faculty members at the College of Sciences and Human Studies at Jerash University, in order to ensure the accuracy and validity of the questionnaire's paragraphs, the extent of its clarity, and the suitability of its paragraphs to its fields.

The validity of the study tool:

The content validity of the study tools was verified by presenting it to (5) specialized arbitrators who hold a doctorate in educational administration, psychology, curricula and statistical analysis, to verify the validity of their content.

Stability of the study tool :

To ensure the stability of the study tool, the stability coefficient was calculated using the internal consistency method according to Cronbach's alpha equation for the field and the tool as a whole. Alpha nebulizer:

Table (2): Cronbach's alpha internal consistency coefficient for field and total score

Field	Cronbach's Alpha Stability
First Field: Altruism	0.878
Second Field: Sportsmanship	0.869
third Fieldv: respect and courtesy	0.847
Fourth Field: A sense of citizenship and concern for the university	0.901
Fifth Field: Dedication and sincerity at wor	0.879
The overall degree of the questionnaire	0.916

Statistical Standard:

The five-point Likert scale was adopted to correct the study tool, by giving each of its paragraphs one degree out of its three degrees (a very large degree, a large degree, a average degree, a civil degree, a very low degree), which is represented digitally (1, 2, 3, 4). , 5) respectively, and to determine the degree of agreement, the length of the cells

of the pentagonal Likert scale (the lower and upper limits) was determined. The range $(5-1 = 4)$ was calculated and then divided by the largest value in the scale to obtain the length of the cell, i.e. $(4 \div 5 = 0.80)$) and then this value was added to the lowest value in the scale (the beginning of the scale is one true) in order to determine the upper limit of this cell and thus the length of the cells became as follows:

Table (3) Coding scores for each answer score and their ranges

	Very low	Low	Average	High	Too high
degree of response	1	2	3	4	5
	1.79 – 1	2.59 – 1.80	3.39 – 2.60	4.19 – 3.40	/ 5 – 4.20

Study variables: The study included the following independent and dependent variables:

The independent variables include:

The gender has two categories: male and female.

The college has two categories: scientific and humanities.

The academic rank has four levels: Lecturer, Assistant Professor, Associate Professor, and Professor.

Experience has two levels: less than ten years, ten years and more

Dependent variable: The degree of practicing organizational citizenship behavior among academic leaders from the viewpoint of the faculty members at Jerash University with its dimensions: (altruism, sportsmanship, respect and courtesy, sense of citizenship and concern for the university, dedication and sincerity at work).

Statistical methods:

Arithmetic means, standard deviations, frequencies, percentages, Pearson correlation coefficient, Mann-Whitney U test, Kruskal-Wallis test, and stability coefficient were used according to the internal consistency method according to Crow-Nach's alpha equation.

Findings and discussion of the results of the study:

Firstquestion: What is the degree of practicing organizational citizenship behavior among academic leaders from the viewpoint of the faculty members at Jerash University with its dimensions: (altruism, sportsmanship, respect and courtesy, sense of citizenship and concern for the university, dedication and sincerity at work)?

To answer this question, the arithmetic averages and standard deviations of the degree of organizational citizenship behavior practice among academic leaders (altruism, sportsmanship, respect and courtesy, sense of citizenship and concern for the university, dedication and sincerity at work) were extracted from the viewpoint of faculty members, and table (4) below Explains it.

Table (4) Arithmetic averages, standard deviations, and degree of approval for all items and field of the questionnaire

No.	Paragraphs	SMA	Standard Deviation	Degree Of Approval
1	First field: altruism	3.34	.731	Average
2	Second field: flexibility	3.24	.701	Average
3	Third field : respect and courtesy	3.26	.703	Average
4	Fourth field : A sense of citizenship and concern for the university	3.24	.743	Average
5	Fifth field : Dedication and sincerity at work	3.26	.743	Average
	Total score: for questionnaire	3.27	.706	Average

Table (4) shows that for the questionnaire as a whole, the degree of approval was

average , as the arithmetic average of the questionnaire as a whole was (3.27), and

the first field (altruism) came in the first place, and the degree of approval was average, with an arithmetic average of (3.34), and the third field (respect and courtesy) and the fifth (Dedication and sincerity in work) ranked second and an average degree of approval with an arithmetic average (3.26), while the second field (a sense of citizenship and concern for the university) and the fourth (a sense of citizenship and concern for the university) came in the last rank and an average approval degree with an arithmetic average of (3.24). This result means that the degree of organizational citizenship behavior practice was average among academic leaders, and therefore these results confirm the existence of an actual average degree of organizational citizenship behavior practice among academic leaders from the point of view of the faculty members in Jerash, and thus concludes from what preceded the existence of a general impression among faculty members that academic leaders practice the behavior of average citizenship in the university.

The arithmetic averages and standard deviations of all paragraphs were also calculated for each dimension of organizational citizenship behavior individually and collectively, as the results showed:

- For the first field (altruism), the degree of approval was average, as the arithmetic average of the field was (3.34), and paragraph 2 (the leader responds to the suggestions of faculty members at work without hesitation) came in the first place, and the degree of approval was average, with an arithmetic average of (3.38), while it came Paragraph 3 (the leader cooperates with the members to perform the work in the best way) is in the last rank, with an average approval degree, and with an average of 3.27. This means that the evaluation of faculty members is average to

the degree to which academic leaders practice altruistic organizational citizenship behaviors that emerge through faculty assistance without expecting any kind of material or moral compensatory rewards for their efforts, where we find that faculty members perceive academic leaders as having a greater willingness to help their colleagues who have work problems, and one thing that may be transgressed in to their work situation.

-For the second field (flexibility) the degree of approval was medium, as the arithmetic average for the field was (3.24), and paragraph 10 (the leader thinks about solving the members' problems at work before he thinks about solving his own problems) came in the first place and the degree of approval is high and with an arithmetic average (3.31), while paragraph 12 (the leader avoids provoking problems and troubles at work) came in the last rank, with a medium approval degree, and an arithmetic mean (3.18)

- This means that the faculty members' evaluation was average to the degree to which academic leaders practice organizational citizenship behaviors that are sporty and appear through their ability to maintain a positive attitude towards listening to those who give advice, and to be patient in the face of daily routine troubles without complaining, we found that most faculty members see academic leaders ready to take initiative and apologize from others in case of any abuse or error from them in their right, and faculty confirm that leaders are positive and in the form of their proposals and their excellent colleagues in their work.

- For the third field (respect and courtesy), the degree of approval was medium, as the arithmetic average for the field was 3.26, and paragraph 16 (the leader provides encouragement and moral support to members in difficult times) came in the first

place, and the degree of approval was medium, with an arithmetic average of (3.39), while the Paragraph 18 (the leader avoids hurting or hurting the feelings of his colleagues at work) comes in the last rank, and the degree of approval is average, and with an average of 3.18. This means that the evaluation of the faculty members was average to the degree to which academic leaders practice the behaviors of organizational citizenship that are respectful and courteous, which appear through respect for others and behave in ways that do not harm and exploit their rights, as we find that they are often taken in the work of academic staff members to take matters in the work of academic staff Or a decision that may affect them, as they often work to provide each other with sufficient information that helps them perform their work in the best way, and that they greatly respect the rights and privacy of their colleagues at work, as they avoid acting in ways that may harm or injure others.

- Regarding the fourth field (a sense of citizenship and concern for the university), the degree of approval was medium, as the arithmetic average for the field was 3.24, and paragraph 22 (the leader is keen to attend informal meetings and seminars held by the university) came in the first place and the degree of approval was medium and with an arithmetic average (3.33), while paragraph 24 (the leader adapts to all the developments required for his success in his work at the university) ranked last, with a medium approval degree, and an arithmetic mean (3.19). This means that the evaluation of faculty members was average to the degree to which academic leaders practice organizational citizenship behaviors that have a sense of citizenship and concern for the organization and that appear through their adoption of voluntary behaviors that support the university and are outside their working hours. We find

that faculty members see that academic leaders follow up on reading announcements, notes and university teachings on a regular basis, but most of them are not keen to attend important informal meetings and seminars held by the university, and they are rarely willing to perform tasks that are not required of them, but it helps in improving the image of the university with others.

- For the fifth field (dedication and sincerity to work), the degree of approval was medium, as the arithmetic average for the field was (3.26), and paragraph 27 (the leader performs activities that exceed the main tasks of his job) came in the first place, and the degree of approval was medium, with an arithmetic average of (3.32), while the Paragraph 28 (the leader prepares to work extra hours without reward) in the last rank, average approval degree, and an arithmetic average (3.22). The thing that leads to many problems at work, and that they rarely do activities beyond the main tasks assigned to them, even when they finish their job duties before the deadline for the file is over, they do not seek to do additional productive work

Second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic averages of the degree of practicing organizational citizenship behavior among academic leaders from the point of view of the faculty members at Jerash University due to the variables (gender, academic rank, number of years of experience, college)?

To answer this question, the Mann-Whitney (Mann-Whitney U) test was used to detect the differences between the averages of the responses of the members of the research sample according to the variables (gender, number of years of experience, college) and the Kruskal-

Wallis test was used to detect the differences between the means of the responses of the sample members. Research according to the variable (academic rank), after making sure that the variable data do not follow the normal, normal distribution, and the following is an explanation for that:

First: the gender variable:

The Mann-Whitney (Mann-Whitney U) test was used to detect the differences between the averages of the responses of the research sample members to the questionnaire according to the gender variable.

Table (5) averages of ranks and total ranks of the sample answers to the questionnaire according to the gender variable

Field	Sex	No.	Average Rank	Total Ranks
FIELD 1: Altruism	Male	106	72.67	7702.50
FIELD 2: Sportsmanship	Female	35	65.96	2308.50
	Male	106	70.30	7452.00
	Female	35	73.11	2559.00
FIELD 3: Respect and courtesy	Male	106	70.36	7458.00
	Female	35	72.94	2553.00
FIELD 4: A sense of citizenship and concern for the university	Male	106	69.67	7385.00
	Female	35	75.03	2626.00
FIELD 5: Dedication and dedication to work	Male	106	70.43	7465.50
	Female	35	72.73	2545.50
The overall degree of the questionnaire	Male	106	71.08	7534.50
	Female	35	70.76	2476.50

Table (6) Mann-Whitney test to detect the differences between the average ranks of the sample answers to the questionnaire according to the gender variable

	FIELD 1: Altruism	FIELD 2: flexibility	FIELD 3: Respect and courtesy	FIELD 4: A sense of citizenship and concern for the university	FIELD 5: Dedication and sincerity at work	The overall degree of the questionnaire
Mann-Whitney U	1678.500	1781.000	1787.000	1714.000	1787.000	1846.500
Wilcoxon W	2308.500	7452.000	7458.000	7385.000	7465.500	2476.500
Z	-.850-	-.362-	-.338-	-.700-	-.303-	-.041-
Asymp. Sig. (2-tailed)	.395	.718	.735	.484	.762	.968
the decision	not significant	not significant	not significant	not significant	not significant	not significant

It is evident from the previous table that there are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the averages of the study sample's responses to the questionnaire and all its domains according to the gender variable, as the significance level of the questionnaire and all its domains was greater than the significance value (0.05), meaning that the differences It was not statistically significant, and this result means that the level of faculty members' evaluation of the degree to which academic leaders practice organizational citizenship behavior does not differ according to gender, and the reason for this may be due to a common understanding, a unified view and having the same managerial mindset among all academic leaders, whether

female or male, And that both sexes of academic leaders live the same professional conditions so that they have the same amount of friction and the opportunity to interact with faculty members, whether when they carry out their activities and administrative tasks or through periodic observation of the behaviors and daily activities of scientific and practical life.

Second: Academic Rank Variable:

The Kruskal-Wallis (Kruskal-Wallis) test was used to detect the differences between the averages of the responses of the research sample individuals to the questionnaire according to the academic rank variable.

Table (7) Kruskal-Wallis (Kruskal-Wallis) nonparametric test to detect the differences between the averages of the responses of the research sample individuals to the questionnaire according to the academic rank variable

FIELD	Variable classes	No.	average rank	ki squared⁽²⁾	degree of freedom	Indication level
FIELD 1: Altruism	Teacher	14	58.18	8.310	3	.040 significant

	Assistant Professor	86	66.12			
	Co-professor	27	83.04			
	Professor	14	90.57			
FIELD 2: flexibility	Teacher	14	72.54	12.900	3	.005 Significant
	Assistant Professor	86	62.10			
	Co-professor	27	87.61			
	Professor	14	92.11			
FIELD 3: Respect and courtesy	Teacher	14	70.82	9.089	3	.028 significant
	Assistant Professor	86	63.77			
	Co-professor	27	85.91			
	Professor	14	86.82			
FIELD 4: A sense of citizenship and concern for the university	Teacher	14	70.50	11.304	3	Significant .010
	Assistant Professor	86	63.07			
	Co-professor	27	85.43			
	Professor	14	92.39			
FIELD 5: Dedication and sincerity at work	Teacher	14	75.36	10.652	3	Significant .014
	Assistant Professor	86	62.82			
	Co-professor	27	87.09			
	Professor	14	85.86			
The overall degree of the questionnaire	Teacher	14	67.32	9.630	3	Significant .022
	Assistant Professor	86	63.84			
	Co-professor	27	84.65			
	Professor	14	92.32			

It is evident from the previous table that there are statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the averages of the responses of the study sample on the total score of the questionnaire and on all its domains according to the academic rank variable, as the significance level of the total degree of the questionnaire and its domains was

smaller than the value of the significant significance (0.05). , that is, the differences were statistically significant. To determine the direction of the differences on the total score of the questionnaire and its statistically significant domains, the Mann-Whitney U (Mann-Whitney U) test was used to make dimensional comparisons.

Table (8) Mann Whitney test to detect the differences between the average ranks of the sample answers on the questionnaire according to the academic rank variable

		FIELD 1: Altruism	FIELD 2: flexibility	FIELD 3: Respect and courtesy	FIELD 4: A sense of citizenship and concern for the university	FIELD 5: Dedication and sincerity at work	The overall degree of the questionnaire ³⁰ .
The difference between the groups (teacher) and (assistant professor)	Mann-Whitney U	533.500	504.000	534.000	529.000	484.500	560.500
	Wilcoxon W	638.500	4245.000	4275.000	4270.000	4225.500	4301.500
	Z	-.686-	-.995-	-.703-	-.759-	-1.232-	-.413-
	Asymp. Sig. (2-tailed)	.493	.320	.482	.448	.218	.679
	the decision	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
The difference between the groups (teacher) and (co-professor)	Mann-Whitney U	120.000	145.000	144.000	144.500	151.000	135.000
	Wilcoxon W	225.000	250.000	249.000	249.500	256.000	240.000
	Z	-1.931-	-1.290-	-1.333-	-1.319-	-1.115-	-1.506-
	Asymp. Sig. (2-tailed)	.059	.197	.182	.187	.265	.132
	the decision	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
The difference	Mann-Whitney U	56.000	65.500	72.500	62.500	79.500	59.000

It is evident from the previous table:

- There are no statistically significant differences between the averages of the responses of the two groups (teacher) and (assistant professor) to the questionnaire and all its fields according to the academic rank variable.
- There are no statistically significant differences between the averages of the responses of the groups (teacher) and (associate professor) to the questionnaire and all its fields according to the academic rank variable.
- There are no statistically significant differences between the averages of the responses of the two groups (teacher) and (professor) to the questionnaire and all its fields according to the academic rank variable.
- There are statistically significant differences between the averages of the responses of the two groups (Assistant Professor) and (Associate Professor) on the questionnaire and all its fields according to the academic rank variable, and the

differences were in favor of the group (Associate Professor).

- There are statistically significant differences between the averages of the responses of the two groups (Assistant Professor) and (Professor) on the questionnaire and all its fields according to the academic rank variable, and the differences were in favor of the group (Professor).
- There are no statistically significant differences between the averages of the responses of the two groups (associate professor) and (professor) to the questionnaire and all its fields according to the academic rank variable, and the differences were in favor of the group (professor).

Third: Variable number of experience years:

The Mann-Whitney U (Mann-Whitney U) test was used to detect the differences between the averages of the responses of the research sample individuals to the questionnaire according to the variable number of experience years .

Table (9): average ranks and total ranks of the sample answers to the questionnaire according to the variable number of years of experience

Field	number of experience years	No.	average rank	Total ranks
FIELD 1: Altruism	Less than 10 years	96	67.54	6484.00
	10 years and over	45	78.38	3527.00
FIELD 2: flexibility	Less than 10 years	96	74.08	7112.00
	10 years and over	45	64.42	2899.00
FIELD 3: Respect and courtesy	Less than 10 years	96	72.89	6997.00
	10 years and over	45	66.98	3014.00

FIELD 4: A sense of citizenship and concern for the university	Less than 10 years	96	71.34	6848.50
FIELD 4: A sense of citizenship and concern for the university	10 years and over	45	70.28	3162.50
	Less than 10 year	96	72.19	6930.00
	10 years and over	45	68.47	3081.00
The overall degree of the questionnaire ³⁰ .	Less than 10 years	96	69.89	6709.50
	10 years and over	45	73.37	3301.50

Table (10) Mann Whitney test to detect the differences between the average ranks of the sample answers to the questionnaire according to the variable number of experience years

	FIELD 1: Altruism	FIELD 2: flexibility	FIELD 3: Respect and courtesy	FIELD 4: A sense of citizenship and concern for the university	FIELD 5: Dedication and sincerity at work	The overall degree of the que stionnaire ³⁰
Mann-Whitney U	1828.000	1864.000	1979.000	2127.500	2046.000	2053.500
Wilcoxon W	6484.000	2899.000	3014.000	3162.500	3081.000	6709.500
Z	-1.482-	-1.340-	-.833-	-.149-	-.530-	-.472-
Asymp. Sig. (2-tailed)	.138	.180	.405	.881	.596	.637
the decision	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

It is clear from the previous table that there are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the averages of the study sample's responses to the questionnaire and all its fields depending on the variable number of years of experience, as the significance level of the questionnaire and all its fields was greater than the value of the significance (0.05), that is, The differences

were not statistically significant. This result means that the level of faculty members' evaluation of the degree to which academic leaders practice organizational citizenship behavior does not differ according to experience, meaning that the disparity and different experiences of academic leaders at the university had no impact on their vision and evaluation of the practice of organizational citizenship behavior. The

reason for this may be due to their retention and adherence to their point of view because they were a former faculty member.

Fourth: The college variable:

The Mann-Whitney U (Mann-Whitney U)test was used to detect the differences between the averages of the responses of the research sample individuals to the questionnaire according to the college variable.

Table (11) is the average ranks and the total ranks of the sample answers to the questionnaire according to the college variable

Field	College	No.	Ranks average	Total ranks
FIELD 1: Altruism	Scientific	56	68.89	3858.00
	humanities	85	72.39	6153.00
FIELD 2: flexibility	scientific	56	74.93	4196.00
	humanities	85	68.41	5815.00
FIELD 3: Respect and curtsey	scientific	56	74.58	4176.50
	humanities	85	68.64	5834.50
FIELD 4: A sense of citizenship and concern for the university	scientific	56	74.88	4193.00
	humanities	85	68.45	5818.00
FIELD 5: Dedication and sincerity at work	scientific	56	74.58	4176.50
	humanities	85	68.64	5834.50
The overall degree of the que Stionnaire	Scientific	56	71.88	4025.00
	humanities	85	70.42	5986.00

Table (12) Mann-Whitney test to detect the differences between the average ranks of the sample answers to the questionnaire according to the college variable

	FIELD 1: Altruism	FIELD 2: flexibility	FIELD 3: Respect and curtsey	FIELD 4: A sense of citizenshi p and concern for the university	FIELD 5: Dedicatio n and sincerity at work	The overall degree of the que Stionnaire
--	----------------------	-------------------------	---------------------------------------	--	--	---

Mann-Whitney U	2262.000	2160.000	2179.500	2163.000	2179.500	2331.000
Wilcoxon W	3858.000	5815.000	5834.500	5818.000	5834.500	5986.000
Z	-.502-	-.949-	-.879-	-.951-	-.888-	-.207-
Asymp. Sig. (2-tailed)	.616	.343	.379	.342	.375	.836
the decision	Not Significant					

It is clear from the previous table that there are no statistically significant differences at the level of significance ($0.05 \geq \alpha$) between the averages of the study sample's responses to the questionnaire and all its domains according to the college variable, as the significance level of the questionnaire and all its domains was greater than the significance value (0.05), meaning that the differences It was not statistically significant.

Recommendations:

In light of the study results, the study recommended several recommendations, including:

- Develop and organizational citizenship behavior among academic leaders in all its dimensions through holding workshops for academic leaders to activate organizational citizenship behavior and provide and support human relations and communication skills to contribute to the dissemination of organizational citizenship behavior.-
- Continuous awareness of academic leaders of the importance of organizational citizenship

behavior, and its positive impact on the development of the administrative and educational process at the university.

- Emphasis on conducting more scientific studies on the dimensions of organizational citizenship behavior for academic leaders and its relationship to some variables related to the university's goals.

Arabic references:

Jaballah, Rifaat Muhammad. (1994). Determinants of organizational citizenship behavior, Scientific Journal of Economics and Trade, 1, 139-167.

Al-Salloum, Tariq; Al-Adayleh, Ali (2013). The effect of perceiving organizational support on organizational citizenship behavior among faculty members at King Saud University in the Kingdom of Saudi Arabia: A field study. King Saud University Journal of Administrative Sciences, 25(1).163-188.

Al-Amiri, Ahmed Salem. (2002 AD). Organizational Citizenship Behavior in Hospitals, Ministry of Health: An exploratory study of the opinions of managers. King Abdulaziz University Journal of

- Economics and Administration, 16(1), 43-62.
- Al-Amri, Ahmed Salem. (2003). Determinants and effects of organizational citizenship behavior in organizations. *King Abdulaziz University Journal of Economics and Administration*, 17(2), 65-83.
- Al-Nasani, Abdel Mohsen Abdel Salam. (2012). A proposed model for the factors affecting employees' practice of organizational citizenship behaviors, direct, interception and mediator effects (applied to the banking sector in the city of Riyadh). *King Saud University Journal, Administrative Sciences, Riyadh* 24(1), 1-31.
- Atom, Youmna. (2018) The relationship between the dimensions of transformational leadership and administrative creativity from the viewpoint of faculty members at Imam Abdul Rahman bin Faisal University. *Journal of King Abdulaziz University (Arts and Human Sciences)*, 26(1), 218-237.
- Al-Amrat, Muhammad Salem. (2010). The degree of effectiveness of school principals' performance in the Petra Education Directorate from the teachers' point of view. *The Jordanian Journal of Educational Sciences*, 6(4), 349-359.
- Al-Suhaimat, khetam (2007). Organizational citizenship behavior of public secondary school teachers in Jordan and its relationship to their job performance, Ph.D. thesis, College of Higher Educational Studies, Amman Arab University, Jordan.
- Al-Ajmi, Muhammad (2012). The degree to which administrative leaders practice organizational citizenship behavior from the point of view of working employees. Master's Thesis, College of Educational and Psychological Sciences, Amman Arab University, Jordan.
- Shahri , Minh (2019). Behavior of organizational citizenship among faculty members in Algerian public universities: from the point of view of academic leaders. *The Jordanian Journal of Business Administration*, 15(3), 373-402
- Momani, Khaled (2017). The level of organizational citizenship behavior among faculty members at King Faisal University. *Al-Quds Open University Journal of Educational and Psychological Research and Studies*, 5(18), 227-244.
- Al-Otaibi, Salha (2017). The degree of practicing organizational citizenship behavior among leaders of public education schools in the city of Riyadh. *The Educational Journal of the Faculty of Education in Sohag*, 6 (59), 2015 – 256
- Al Zaher, Ali (2011). Organizational citizenship behavior at King Khalid University. *The Scientific Journal of King Faisal University: Humanities and Administrative Sciences*. 12(1),331-393
- Harahsheh, Muhammad; and Al-Khraisha, Malluh (2012). The degree of practicing organizational citizenship and its relationship to organizational loyalty among workers in the directorates of education in the Mafrag Governorate, *Mutah Journal for Research and Studies*, 27 (2), 57 - 114.
- Al-Raqad, Hana, Abudia, Aziza (2012). Emotional intelligence among academic leaders in official

Jordanian universities and its relationship to the behavior of organizational citizenship among faculty members, *Journal of the Islamic University of Educational and Psychological Studies*, 20 (2), 637-763

Foreign references:

1. Ali, U., & Waqar, S. (2013). Teachers' organizational citizenship behavior working under different leadership styles. **Pakistan Journal of Psychological Research**, 28(2), 297-316.
2. Sawitri, Hunik Sri Runing & Suyono, Joko & Istiqomah, Suryandari & Sarwoto & Sunaryo, Sinto (2021). Linking Leaders' Political Skill and Ethical Leadership to Organizational Citizenship Behavior: The Roles of Self-Efficacy, Respect, and Leader-Member Exchange. *International Journal of Business*, 26(4), 20-70.
3. Shaiful Annuar Khalid & Hj. Kamaruzaman Jusoff & Mahmud Othman & Mohammad Ismail & Norshimah Abdul Rahman (2010). Organizational Citizenship Behavior as a Predictor of Student Academic Achievement. *International Journal of Economics and Finance*, 2 (1), 65 – 71
4. Hina Saleem (2021). Examining the Key Effect of Authentic Leadership on Organizational Citizenship Behaviors of University Teachers in Pakistani Context. *Bulletin of Education and Research*, 43(2), 123-138.
5. Kumar, S. (2022). A quest for sustainium (sustainability Premium): review of sustainable bonds. *Academy of Accounting and Financial Studies Journal*, Vol. 26, no.2, pp. 1-18
6. Allugunti V.R (2022). Breast cancer detection based on thermographic images using machine learning and deep learning algorithms. *International Journal of Engineering in Computer Science* 4(1), 49-56
7. Science 4(1), 49-56
8. Viswanatha KKRC, Reddy A, Elango N M (2019). Diabetes Kaggle Dataset Adequacy Scrutiny using Factor Exploration and Correlation, *International Journal of Recent Technology and Engineering (IJRTE)* Vol. 8.
9. Altinkurt, Y., & Yilmaz, K. (2012). Relationship between School Administrators' Organizational Power Sources and Teachers' Organizational Citizenship Behaviors. *Educational Sciences: Theory and Practice*, 12(3), 1843-1852.
10. Eileen A. Moreno (2014). Organizational Citizenship Behavior in Schools: The Principal's Influence. A dissertation submitted to the faculty of San Diego State University in partial fulfillment of the requirements for the degree, Doctor of Educational Leadership.
11. Organ, D. W. (1988). **Organizational citizenship behavior: The good soldier syndrome**. Lexington Books/DC Heath and Com.