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How Do Employability, Personality, and Talent Management Affect Lecturers' Organizational Citizenship Behavior

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Abstract: Private universities in Indonesia need to urgently enhance the lecturers' organizational citizenship behavior (OCB), especially in overcoming a transition period of learning patterns after the COVID-19 pandemic from online to offline. Therefore, this research explores employability, personality, and talent management affect OCB and proves job involvement mediates employability, personality, and talent management influences OCB. It was conducted through a survey using a Likert scale questionnaire with 230 participants of lecturers from Indonesian private universities. Path analysis supplemented by descriptive and correlational analysis was used as a data analysis technique. The results showed that employability, personality, talent management, and job involvement significantly affect OCB. In addition, job involvement mediates employability, personality, talent management influences OCB. Therefore, a new empirical model regarding employability, personality, and talent management affect OCB with job involvement mediation was developed. Accordingly, researchers and practitioners can utilize for the model in their future activities.

Keywords: *Employability, job involvement, OCB, personality, talent management.*

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Introduction

In organization dynamic, OCB is extremely relevant in non-profit organizations, such as private universities in Indonesia. Although privately managed, in practice, these institutions of higher learning are managed based on a non-profit basis, in the sense that profit is not prioritised in their operational activities. The social aspect always characterizes the operations of private universities, and under such circumstances, extra-role behavior – commonly called OCB – is expected of all staff, especially lecturers as the leading actors.

Several research have also proven that OCB tends to affect both organizations and individuals. At the organizational level, it is related to innovative processes (Gerke et al., 2017), innovation implementation (Haider et al., 2017), organizational agility (Aval et al., 2017), and organizational performance (Andrew & León-Cázares, 2015; Sadeghi et al., 2016). However, at the individual level, OCB enhances employees' performance (Hidayah & Harnoto, 2018) and productivity (Barsulai et al., 2019). Widodo and Gustari (2020) demonstrated that OCB also significantly affects innovative behavior. OCB is an individual's voluntary behavior outside formal tasks, which helps to achieve organizational goals. These include helping coworkers who are having difficulties, arrive late to work, and those working overtime without anything in return (Peleașă, 2018). OCB also reflects employee behavior that exceeds formal organizational standards or criteria, such as collaborating to help colleagues who support the establishment of organizational social and psychological conditions, conducted to achieve organizational goals (Kreitner & Kinicki, 2013; McShane & Von Glinow, 2018). Concretely, OCB is manifested in the act of overcoming additional tasks, voluntarily helping co-workers, obeying organizational policies in a disciplined manner, maintaining and promoting the firm, being positive and tolerating various inconveniences that arise in the workplace (Schultz & Schultz, 2010). It can be measured through five indicators, namely altruism – helping colleagues who have difficulty completing tasks or solving personal problems, conscientiousness – working and engaging in other activities that exceed organizational expectations, sportsmanship – tolerance for uncomfortable conditions, courtesy – establishing the best possible social interactions with others to reduce the retention of interpersonal conflicts, and civic virtues – giving an optimal contribution to the survival and success of the organization (Organ et al., 2006).

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Private universities needed such behavior to achieve set goals through teaching, research, and community service activities, including overcoming the transition period of learning patterns after the COVID-19 pandemic from online to offline. Therefore, it is urgent and crucial to invest in lecturers' OCB based on employability, personality, talent management, and job involvement perspectives. The research discussed in this context presented different findings. Philippaers et al. (2016) found a correlation between employability and helping behavior, which was an important aspect of OCB. Alwi et al. (2021) and Pletzer et al. (2021) stated that personality traits were associated with OCB, while Kuntonbutr and Sangperm (2019) concluded it was influenced by talent management practices. Finally, Sujono et al. (2020) demonstrated that job involvement influences OCB. Some research reported contrasting results. For instance, Imam and Chambel (2020) did not find a significant relationship between employability and OCB. Kumar et al. (2009) reported that openness to experience, a key personality trait, did not significantly affect OCB. Another recent research indicated that talent management had no relationship with OCB (Wibawa et al., 2022). Vijayabanu et al. (2014) and Judeh (2017) demonstrated the opposite finding that OCB impacts job involvement. The inconsistency of these research results creates research gaps and theoretical and practical uncertainties. Theoretically, this raises doubts about the relationship map between these variables, so efforts to model causal relationships involving these variables are difficult to carry out confidently. Practically, the inconsistency of the research results can interfere with practitioners in developing human resources. For example, the contradiction between job involvement and OCB versus OCB and job involvement confuses university management in developing lecturers' OCB and job involvement, especially in determining predictor variables as a determinant of improvement in other variables. Therefore, this problem is necessary and urgent to be scientifically clarified through research. Based on this urgency, this research aims to examine the effects of employability, personality, and talent management on OCB in Indonesian private university lecturers, mediated by job involvement.

Literature Review

Employability and OCB

Employability is a crucial individual internal factor, that primarily stimulates innovative work (Stoffers et al., 2014) and job search behaviors (Onyishi et al., 2015). Xie (2011) stated that it is one of the critical factors employed in overcoming various work-related problems. Employability is also a determinant of one's career (Wille et al., 2013), which opens up job opportunities (McDonald, 2018; Tomlinson et al., 2018). Therefore, it is extremely necessary and vital for individuals to maintain and develop this attribute (Bridgstock, 2009). Employability is defined as an individual's psychosocial construction that considers personal (internal) resources such as skills, experience, and motivation, as well as external factors, namely actual labour market conditions and employee career developmental needs (Creed & Gagliardi, 2015). This implies that it is related to individual job opportunities in the labour market, the capability to fight for one's career, and to complete assigned work on an ongoing basis according to their qualifications (Berntson et al., 2007; Rothwell et al., 2008). Employability also reflects an employee's capability in estimating and managing career transitions in the labour market (De Cuyper et al., 2008). It affects the active participation of employees in adapting to their work and career (Fugate & Kinicki, 2008). According to Griesel and Parker (2009), employability relates to various skills that are specifically relevant to the assigned job, for example, the ability to overcome difficulties or problems, strategic decision-making dexterity, critical thinking, effective communication, language, information literacy, research, teamwork, interpersonal relationship, lifelong learning, and ethical awareness. Employability tends to be properly developed assuming it is supported by specific job skills and general competencies, proactive attitude, adaptability, strong work feeling, and alignment of personal as well as organizational needs (Van der Heijde & Van der Heijden, 2006). Although, under adequate conditions, it leads to the potential development of OCB. For instance, lecturers with proactive, and adaptive attributes, as well as alignment of personal and organizational interests, tend to have sportsmanship manifested in work activities that exceed the organization's expectations. Previous research regarding the relationship between employability and OCB are limited. The research carried out by Martin (2016) indicated that attending an employability readiness program impacts citizenship behaviors. According to Philippaers et al. (2016), employability affects helping behavior, which is the essence of OCB. Andrews and Russell (2012) also revealed that managing job skills development tends to promote good work practices. Coyle-Shapiro et al. (2016) claimed that employee-organizational-relationship positively affects OCB. This led to the proposition of the first hypothesis (H):

H₁: Employability has a direct effect on the lecturer's OCB.

Personality and OCB

Personality is an intrinsic individual factor that determines individual life and has an impact on organizational survival. Takeuchi et al. (2010) and Cohen et al. (2009) proved that personality has a significant relationship with integrity. Several prior research indicated that this attribute also drives motivation (Richardson & Abraham, 2009), efficacy (Galindo-Domínguez & Bezanilla, 2021), commitment (Kim et al., 2018; Mensah et al., 2017), and job satisfaction (Smith et al., 2018; Widodo & Damayanti, 2020). Besides, personality also influences job efficiency (Esfestani & Jalali, 2018) and performance (Scheepers et al., 2014). Kim et al. (2019) found that personality significantly affects teachers' effectiveness and burnout. Personality conceptually refers to an individual's unique and relatively long-lasting way of thinking, feeling, acting, or behaving that characterizes their responses to the actual environmental conditions (Passer & Smith, 2009;

Santrock, 2018). It is an accumulation of various individual qualities, such as physical, mental, moral, and social attributes, whose relatively dynamic, and integrated existence, as well as is observed by others (McKenna, 2012), and a reflection of a person's characteristics in terms of thought, behavior, and acting distinctively (Ghani et al., 2016). As a psychological construct, personality comprises five indicators. First is extraversion – the tendency to seek external stimuli to obtain happiness through interactions with others. Second is agreeableness – the tendency to be compassionate towards others. Third, conscientiousness – a strong desire for discipline, professionalism, and achievement. Fourth is openness to experience – accepting and enjoying new ideas and knowledge. Fifth is neuroticism – the tendency to easily face and deal with unpleasant emotions or feelings (Costa & McCrae, 1992; Widodo, 2021). Assuming, it is relatively stable for a long time, these indicators have the potential to boost OCB. For example, friendly lecturers exhibit acts of compassion towards others, such as being kind, willing to cooperate, trusting, and helping each other. They also tend to have strong altruism, which is realized in a bid to help students having difficulty related to the assigned task or personal problems. Several studies also concluded that personality is linked to OCB (Alwi et al., 2021; Hsiao & Wang, 2020; Pletzer et al., 2021; Udin & Yuniawan, 2020;). This led to the formulation of the second hypothesis:

H₂: Personality has a direct effect on the lecturer's OCB.

Talent Management and OCB

OCB is also related to the empirical fact that talent management can be relied on to build and improve human capacity (Kravariti & Johnston, 2020). In addition, talent management also acts as an organizational architect that solidly integrates employee experiences into a physical, technological, and cultural environment (Morgan, 2017). Talent management is one of the crucial determinants of organizational performance (Ahmed et al., 2021; Collings & Mellahi, 2009). Khoram and Samadi (2013) indicated that it also influences organizational creativity and development (Parvaneh, 2016). Previous research reported that talent management affects employees' innovative behavior (Khaki et al., 2017; Olaka et al., 2018), engagement (Nawangarsi & Sutawidjaya, 2019), and performance (Bibi, 2019; Hitu & Baroda, 2018; Son et al., 2020). Some research concluded that talent management practices significantly affect turnover intention (Al-Dalalmeh et al., 2020; Bui & Chang, 2018). This research proves that this variable is essential to employees and organizations, including lecturers and private universities in the educational sector, as well as it needs to be researched scientifically. According to Dessler (2015), talent management is crucial for modern organizations because it reflects an integrated goal-oriented planning process, which includes recruiting, developing, managing, and compensating employees. In the corporate context, it is perceived as a strategic activity to attract, identify, develop, retain and deploy talented employees to various departments in the organization (Hatum, 2010; Tansley et al., 2007). Talent management includes knowledge, skills, and abilities, related to identifying and developing new employees through interviews, recruitment, orientation, as well as integrating them into the organizational culture (Barron, 2008; Schiemann, 2014). It reflects systematic activities and processes such as identifying, developing, engaging, retaining and disseminating talents that are highly valuable to the organization to create sustainable success (Collings & Mellahi, 2009; Scullion et al., 2010). Talent management comprises several elements, such as resourcing strategy, attractiveness and retention of policies, talent audits, relationship management, role development, career management, total rewards, and the creation of an ideal workplace (Smilansky, 2006). It simply means that the organizations' concern about this variable is bound to result in the proper implementation of these components. As an illustration, universities with excellent resourcing strategy, performance, career, and talent relationship management, including creating the best workplace, tend to drive conscientiousness. This is manifested in work activities far beyond expectations and high civic virtue, which is reflected in one's responsibility to organizational life. Several research have proven that talent management influences OCB (Arifin, Amali et al., 2019; Chodorek & Sudolska, 2016; Kuntonbutr & Sangperm, 2019). This led to promote the third hypothesis:

H₃: Talent management has a direct effect on the lecturer's OCB.

Job Involvement and OCB

Every organization, including private universities, expects its members to be actively involved in their jobs. Several research in various contexts, fields, and organizations prove that job involvement has an immense contribution to organizations and their members. It is claimed to be one of the critical determinants of individual and organizational success (Zhang, 2014). For example, an investigation by Qi and Wang (2018) found that job involvement practices affect organizational performance. The research conducted by Lunardi et al. (2019) also revealed that this variable affects managerial attitudes and interest in sharing information with superiors. High job involvement tends to affect competence, leading to higher work productivity and stimulating solid relationships with colleagues (Saks, 2006; Whiteoak, 2015). Prior studies also claimed that job involvement affects organizational commitment (Mendoza, 2019; Singh & Gupta, 2015), reduces burnout (Lambert et al., 2018), and turnover intention (Amalia et al., 2018; Yu & Lee, 2018). This research indicated that job involvement is crucial in an organization, particularly non-profit institutions such as private universities. Therefore it is necessary to primarily explore its relationship with other relevant variables. Job involvement is defined as the positive feeling, motivation, and effort employees put into their work (Macey & Schneider, 2008). It shows the employees' level of psychological identification and commitment to their work (Otu et al., 2022). Job involvement also reflects the degree to which individuals are known concerning the assigned work, actively participate,

and consideration of accomplishments essential for their self-esteem (Robbins & Judge, 2019). Employees with high job involvement care about their work, actively participate, and try to understand each task assigned. It enables these individuals to possess the potential to properly complete their work. On the other hand, assuming the lecturers are lowly involved in jobs related to various higher education activities, it becomes impossible to carry out teaching, research, and community service tasks properly. Job involvement comprises three indicators, namely active participation, showing work as the main intent, and considering it essential to their self-esteem (Robbins & Judge, 2019). Prior research results also indicated that job involvement influences OCB (Hermawati & Mas, 2017; Mehr et al., 2018; Sujono et al., 2020). This led to the formulation of the fourth hypothesis:

H4: Job involvement has a direct effect on the lecturer's OCB.

Employability and Job Involvement

Besides having an impact on OCB, job involvement is also affected by employability. Employability indicators such as specific job skills, proactive attitudes and behavior, capacity to adapt to new developments, depth of work feeling, and maintaining a balance of personal needs versus organizational interests under adequate conditions tend to stimulate the emergence of better job involvement. This is manifested in the intensity of active participation, proving work is the main factor that needs to be prioritized and categorizing it as being essential, thereby guaranteeing the fulfilment of one's self-esteem. For example, lecturers that are proactive and adaptable tend to actively participate in work. Research on the effect of employability on job involvement still needs to be conducted. Widodo and Chandrawaty (2020) approved that employability significantly influences job involvement. Other research indicated that employability influences work engagement, job innovativeness, and quality of life (Akinbobola & Teluwo, 2018; Magnano et al., 2019). These research have shown that employability is related to job involvement, this led to the following hypothesis:

H5: Employability has a direct effect on the lecturer's job involvement.

Personality and Job Involvement

Job involvement is also influenced by personality. An excellent and stable personality tends to drive job involvement. For instance, lecturers with high conscientiousness, which is reflected in self-discipline, striving to be competent and their achievements, tend to actively participate in their work. Several studies also reported that personality significantly influences job involvement (Arifin, Herri et al., 2019; Dwirosanti, 2017; Farhangi et al., 2017). Therefore, this led to the formulation of the six hypotheses:

H6: Personality has a direct effect on the lecturer's job involvement.

Talent Management and Job Involvement

Job involvement is influenced by talent management; hence universities pay attention to the attractive details and retention of human resource development policies and programs by conducting talent audits diligently and carefully. This leads to the establishment of serious relationship management, enforce optimal performance and apply a fair as well as proper reward system for lecturers, thereby encouraging them to actively discharge their duties professionally. In a detailed manner, for example, universities with promising careers and performance management stimulate the lecturers' active participation in tasks' priorities, both teaching and research. An investigation conducted by Arifin, Amali et al. (2019) also shows that talent management affects job involvement. Accordingly, this led to promoting of the seventh hypothesis:

H7: Talent management has a direct effect on the lecturer's job involvement.

Job Involvement Mediation

Generally, previous research specifically indicated that the mediating role of job involvement among employability, personality, and talent management with OCB is limited. Dwirosanti (2017) and Arifin, Herri et al. (2019) demonstrated that personality influences OCB mediated by job involvement. The research regarding the effect of employability and talent management on OCB, mediated by job involvement is complex. Several previous research have proven the relationship between employability and talent management mediated by job involvement, as well as its effect on OCB. Widodo and Chandrawaty (2020) found that employability affects job involvement. Arifin, Amali et al. (2019) reported that talent management has an impact on job involvement. Another research by Sujono et al. (2020) claimed that job involvement influences OCB. Based on relevant research earlier mentioned, the following hypotheses were formulated:

H8: Employability has an indirect effect on the lecturer's OCB mediated by job involvement.

H9: Personality has an indirect effect on the lecturer's OCB mediated by job involvement.

H10: Talent management has an indirect effect on the lecturer's OCB mediated by job involvement.

Methodology

Measurement

This data used in the present research was obtained through a survey involving the distribution of questionnaires to respondents through the Google form platform shared on WhatsApp or by email. These questionnaires were designed in the Indonesian language using a Likert scale ranging from strongly disagree to strongly agree. The employability variable uses indicators proposed by Van der Heijde and Van der Heijden (2006). This includes specific job skills and general competencies, proactive attitude, adaptability, strong work feeling, and alignment of personal as well as organizational interests. The personality indicators proposed by Costa and McCrae (1992) and Widodo (2021), are extraversion, agreeableness, conscientiousness, openness, and neuroticism. Talent management consists of numerous indicators, such as attractiveness and retention of policies, talent audits, relationship management, role development, career management, total rewards, and the creation of an ideal workplace (Smilansky, 2006). Job involvement comprises three indicators: active participation, showing work as the main factor and considering it essential to their self-esteem (Robbins & Judge, 2019). Finally, OCB includes indicators of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). The number of items for employability is ten, such as "My capabilities can be relied upon to carry out teaching, research, and community service activities" and "I continuously strive to increase my capacity". The personality questionnaire included ten items, such as "I learn from past mistakes to build on future success" and "I can collaborate easily with fellow lecturers". The talent management questionnaire consists of eighteen items, including "University leaders carefully plan lecturer careers", "University leaders create good conditions to develop the potential of lecturers", and "University leaders make the campus a fun learning organization for lecturers." The job involvement questionnaire has ten items, such as "I proactively monitor student learning activities" and "I actively coordinate in carrying out teaching and research assignments." Finally, the OCB questionnaire comprises ten items, including "I actively share knowledge with other lecturers even though I am not asked" and "I involve myself in additional activities on campus". The corrected item-total correlation of all items is $>.361$, and the alpha coefficients of all variables are $>.7$. Van Griethuijsen et al. (2015) and Hair et al. (2018) stated that this depicts validity and reliability.

Furthermore, to mitigate the possibility of general method bias (CMB) issues caused by using a single data source (lecturers) and two measurement scales in this research, Harman's single-factor statistical test and correlational test were used as a statistical approach (Fuller et al., 2016; Malhotra et al., 2017; Tehseen et al., 2017). The results of Harman's single-factor test indicated that the total variance extracted by one factor was 43.380%, and lower than the recommended threshold of 50% (Kock, 2020). However, the correlation coefficient among constructs (variables) was .365-.653, which is less than .90 (Tehseen et al., 2017), suggesting no CMV (CMB) in the data of this research.

This research employed parametric statistical analysis such as path analysis, and classic assumption tests, which were conducted to meet the analysis requirements. These included tests for normality, multicollinearity, and heteroscedasticity. The Kolmogorov-Smirnov test for normality showed that the relationship between constructs (variables) was significant at a level greater than .05, indicating normal data distribution. The multicollinearity test indicated no problem with multicollinearity, with a VIF value of 1.000 (less than 10) and a tolerance value of 1.000 (more than .01). Finally, the heteroscedasticity results obtained from the Scatterplots image patterns revealed the data points spread above and below or around the number 0. Furthermore, there were no dots in both regions, spread of data points did not form in a wavy pattern and its distribution was not patterned. Overall, these results suggested that the data was normally distributed, had no multicollinearity or heteroscedasticity issues, and met the analysis requirements (Widodo, 2019).

Participants

A total of 230 participants mainly lecturers of private universities located in the provinces of DKI Jakarta, West Java, Banten, and Riau, were selected. The selection process was performed by accidental sampling based on their willingness to fill out a questionnaire during the research without receiving any compensation (Widodo, 2019). Table 1 shows that the majority are males (66.09%), aged 26 to 35 years (33.48%), have postgraduate education (70.43%), married (88.70%), with five years of work experience (30.43%).

Table 1. Participants' Characteristics

Profile	Amount	Percentage
Gender		
1. Male	152	66.09
2. Female	78	33.91
Age		
1. 26–35 years	77	33.48
2. 36–45 years	49	21.30
3. 46–55 years	65	28.26
4. > 55 years	39	16.96

Table 1. Continued

Profile	Amount	Percentage
Education		
1. S1	2	.87
2. S2	162	70.43
3. S3	66	28.70
Status		
1. Married	204	88.70
2. Unmarried	26	11.30
Experience		
1. < 5 years	70	30.43
2. 6–10 years	69	30.00
3. 11–15 years	36	15.65
4. > 16 years	55	23.91

Data Analysis

In this research, data were obtained using a Likert scale questionnaire, which produced data at intervals. Therefore, a suitable evaluation tool adopted is path analysis processed with LisRel 8.80 (Widodo, 2019). It is also equipped with descriptive and correlational analyses to describe the variables and ascertain the correlation between them. Descriptive and correlational analyzes were conducted with the SPSS version 22.

Results

Generally, the results of the descriptive analysis show that the mean obtained is greater than the standard deviation value, as shown in Table 1. The average (mean) scores from the lowest to the highest were OCB (43.10), employability (43.11), job involvement (43.19), personality (43.62), and talent management (74.18). The standard deviation values are job involvement (3.773), personality (3.810), OCB (4.325), employability (5.668), and talent management (8.443). It depicts that the whole data is in good condition, and the relationship among the research variables is significant at level $p < .01$, as shown in Table 2. The detailed results of the analysis indicated that the correlation coefficient from the lowest to the highest is talent management and employability (.365), job involvement and employability (.444), OCB and employability (.490), job involvement and talent management (.516), OCB and job involvement (.563), talent management and personality (.573), OCB and talent management (.592), job involvement and personality (.593), personality and employability (.606), as well as OCB and personality (.654). It shows the existence of a reciprocal relationship between the variables.

Table 2. Descriptive and Correlational Analysis

Variables	Mean	Std. Deviation	1	2	3	4	5
1. Employability	43.11	5.668	1.00				
2. Personality	43.62	3.810	.606**	1.00			
3. Talent Management	74.18	8.443	.365**	.573**	1.00		
4. Job Involvement	43.19	3.773	.444**	.593**	.516**	1.00	
5. OCB	43.10	4.325	.490**	.654**	.592**	.563**	1.00

** $p < .01$

The hypotheses testing results shown in Table 3, were all accepted, meaning that employability, personality, talent management, and job involvement have a significant and direct effect on OCB. Employability, personality, and talent management have a significant and direct effect on job involvement. Finally, employability, personality, and talent management, mediated by job involvement significantly affect OCB. Compared to employability and talent management, personality has a greater and more direct effect on OCB (.32) as well as job involvement (.37). It also indirectly affects OCB when mediated by job involvement. This indicates that personality is a crucial antecedence of OCB and job involvement, hence, it is paramount to pay more attention to its existence in the future.

Table 3. Summarized Hypothesis Testing

Hypothesis	Path Coefficients	t Value	Hypothesis Testing
H1: Employability (X ₁) on OCB (Y ₂)	.12**	2.00	Supported
H2: Personality (X ₂) on OCB (Y ₂)	.32**	4.66	Supported
H3: Talent management (X ₃) on OCB (Y ₂)	.27**	4.70	Supported
H4: Job involvement (Y ₁) on OCB (Y ₂)	.18**	3.04	Supported
H5: Employability (X ₁) on job involvement (Y ₁)	.13*	1.99	Supported

Table 3. Continued

Hypothesis	Path Coefficients	t Value	Hypothesis Testing
H ₆ : Personality (X ₂) on job involvement (Y ₁)	.37**	5.01	Supported
H ₇ : Talent management (X ₃) on job involvement (Y ₁)	.26**	4.15	Supported
H ₈ : Employability (X ₁) on OCB (Y ₂) mediated by job involvement (Y ₁)	.02*	1.69	Supported
H ₉ : Personality (X ₂) on OCB (Y ₂) mediated by job involvement (Y ₂)	.07**	2.60	Supported
H ₁₀ : Talent management (X ₃) on OCB (Y ₂) mediated by job involvement (Y ₁)	.05**	2.46	Supported

* $p < .05$, ** $p < .01$

The model test results with the statistical goodness of fit are significant with an indication of Chi-Square value=.000, df=0, p -value=1.0000>.05, and RMSEA=.000<.08 (Figures 2 & 3). However, it simply implies that the tested model is fit, meaning the empirical data obtained from the research supports the theoretical model being assessed.

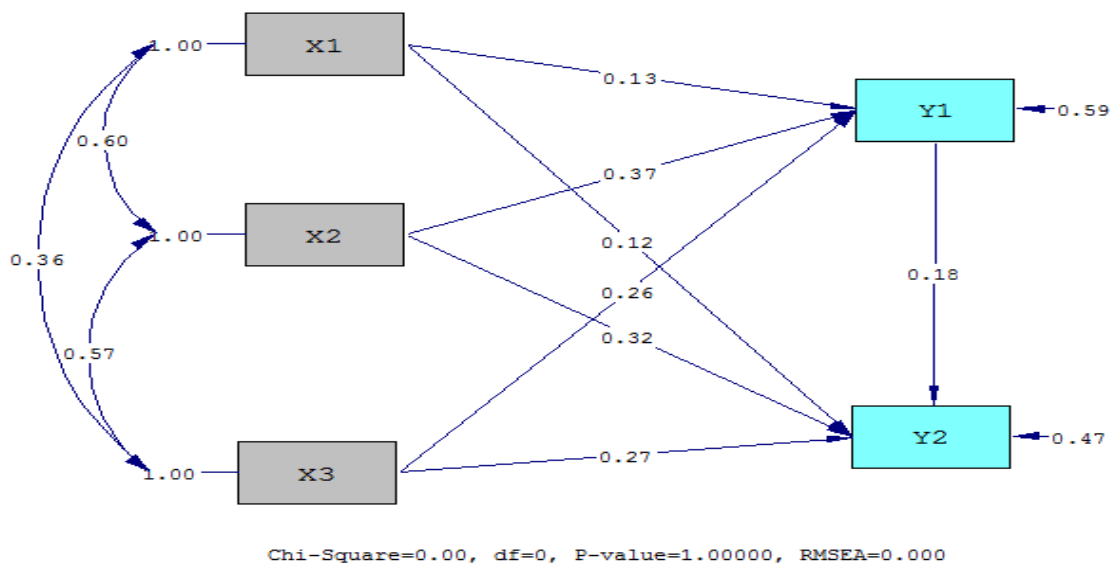


Figure 2. Path Coefficients

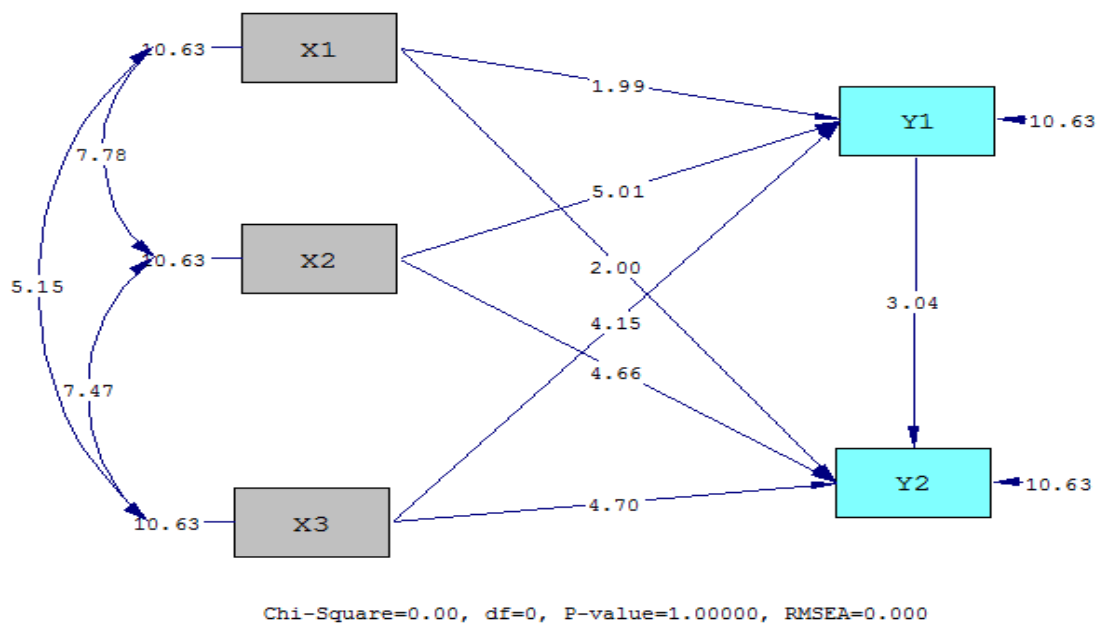


Figure 3. t Values

Discussion

This research discovered that employability, personality, talent management, and job involvement have a significant and direct effect on OCB. Furthermore, employability, personality, and talent management have a significant and direct effect on job involvement. Finally, employability, personality, and talent management mediated by job involvement have a significant indirect effect on OCB. Accordingly, a new model of employability, personality, and talent management mediated by job involvement, that affects OCB, was developed.

In detail, this empirical evidence shows the vitality of employability, personality, talent management, and job involvement for OCB lecturers. Based on this perspective, the existence of these variables is an important determinant for either increasing or reducing lecturers' OCB. Therefore, the management of private universities needs to pay more attention to employability, personality, talent management, and job involvement, especially to improve the lecturers' OCB. This is consistent with and confirms prior research that OCB is influenced by employability (Martin, 2016; Philippaers et al., 2016), personality (Hsiao & Wang, 2020; Pletzer et al., 2021), talent management (Arifin, Amali et al., 2019; Kuntonbutr & Sangperm, 2019), and job involvement (Mehr et al., 2018; Sujono et al., 2020). These new findings contradict previous research that employability, personality, and talent management have no significant impact on OCB (Imam & Chambel, 2020; Kumar et al., 2009; Wibawa et al., 2022), along with its impacts on job involvement (Judeh, 2017; Vijayabanu et al., 2014). Therefore, with these results, there is no reason to doubt the influence of employability, personality, talent management, and job involvement on OCB.

The empirical results obtained also reveals that employability, personality, and talent management significantly and directly affect job involvement. It shows that these variables are crucial antecedents for lecturers' job involvement. Under these conditions, there is an urgent need to improve the lecturers' employability, personality, and talent management, especially to encourage them to actively get involved in their jobs. This is similar to prior studies that job involvement is influenced by personality (Arifin, Herri et al., 2019; Dwiro santi, 2017; Farhangi et al., 2017), employability (Widodo & Chandrawaty, 2020), and talent management (Arifin, Amali et al., 2019). This additional evidence further highlights the importance of considering employability, personality, and talent management as significant predictors when developing strategies to enhance job involvement and OCB of lecturers.

The present research also proves that employability, personality, and talent management, mediated by job involvement significantly affect OCB, and this led to the development of a new model. This finding not only confirms the results of the research by Dwiro santi (2017), Arifin, Herri et al. (2019), and Arifin, Amali et al. (2019), that personality and talent management mediated by job involvement affects OCB but also complements it by adding new evidence, namely employability, personality, and talent management mediated by job involvement affects OCB. In contrast to preliminary research which were used as the basis for developing hypotheses, this research introduces a new mediation model capable of considering the impact of employability, personality, and talent management on OCB through their effect on job involvement.

Overall, these empirical facts confirm that employability, personality, talent management, and job involvement are vital for increasing lecturers' OCB, especially in overcoming abnormal conditions during and after the COVID-19 pandemic. Therefore, its existence is vital and needs to be managed and developed more optimally, both by lecturers as well as university leaders.

Conclusion

Private universities in Indonesia need to improve their lecturers' OCB to overcome the transition of learning patterns after the COVID-19 pandemic from online to offline. This research discovered that employability, personality, talent management, and job involvement affect OCB. Furthermore, employability, personality, and talent management directly affect job involvement. These variables mediated by job involvement significantly affect OCB. Its evidence led to the production of a new empirical model. This research makes two crucial theoretical contributions to the literature. First it addresses gaps in the existing research by providing empirical evidence that demonstrates the significant impact of employability, personality, talent management, and job involvement on OCB. Second, it promotes a new empirical model that highlights the critical role of job involvement in mediating the influence of employability, personality, and talent management on OCB. Accordingly, this research also suggested that lecturers' OCB can be enhanced through improving employability, personality, talent management, and job involvement by adapting to or adopting the new model. The personality variable needs to be prioritized because it offers the largest contribution to job involvement and OCB.

Recommendation

The present research made two recommendations relevant to future research and practitioners. It is paramount to adapt or adopt the new empirical model, as well as add indicators or dimensions that are not accommodated in the present research. There is a need to consider other data sources from leaders, colleagues, and students in other provinces. Besides, the use of mixed methods — quantitative and qualitative — to obtain comprehensive research results need to be considered. Practitioners should perceive this evidence as an input to enhance lecturers' OCB through the improvement of employability, personality, talent management, and job involvement. The improvements of these

variables are carried out through accelerated strategic policies that focus on certain needs and are supported by training activities, workshops, and organizational engineering by presenting competent experts.

Limitation

This research has several limitations, including it only accommodates a few indicators or theoretical dimensions, uses one data source (lecturer), and participants are limited to lecturers in the provinces of DKI Jakarta, West Java, Banten, and Riau. In addition, it does not explore the facts behind the causal relationship between employability, personality, and talent management with OCB, either directly or indirectly mediated by job involvement.

Ethics Statements

The studies involving human participants were reviewed and approved by the Bina Nusantara University. The participants provided their written informed consent to participate in this study.

Conflict of Interest Statement

The authors declare that there is no conflict of interest.

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Authors Contribution Statement

Widodo: Development of theoretical framework, research methods, research report, and final article. Ciptaningsih: Collection of research data, evidence, and data analysis.

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