

EXPLORING THE EFFECT OF BIG FIVE TRAITS ON UNIVERSITY CITIZENSHIP BEHAVIOR OF MANAGEMENT STUDENTS WITH INTERVENING INFLUENCE OF PARENTAL AUTONOMY SUPPORT, TEACHERS' SUPPORT AND POSITIVE TMX: A STUDY IN THE UNIVERSITIES OF TRIPURA

Rajarshi Majumder^{1*}, Dr. Prasanjit Dasgupta²

¹*Research Scholar, Faculty of Management and Commerce, ICFAI University Tripura, Kamalghat, Agartala, Tripura (W), ORCID ID: 0009-0003-2958-5823

²Professor, Faculty of Management and Commerce, ICFAI University Tripura, Address: Kamalghat, Agartala, Tripura (W), ORCID ID: 0000-0002-7140-9968

majumderrajarshi2018@gmail.com¹
pdasgupta2015@gmail.com²

***Corresponding Author:** Rajarshi Majumder

*Email ID: majumderrajarshi2018@gmail.com

Abstract:

Management students need to practice citizenship behavior as they are groomed to perform in corporate sector. The study was undertaken to find how big five traits influence their University Citizenship Behavior (UCB) and how support of the people in vicinity parent, teachers and friends acts on personality traits of the students' relationship with UCB. The cross-sectional exercise attempts to find the effect of big five personality traits on UCB, also to analyze how Parental Autonomy Support, Teachers' Support and Positive TMX mediate in the relationship, and used Correlation, Multiple Regressions, Bootstrapping model and PROCESS Macro to identify the mediation exercise. These findings are addition to Organizational Behavior literature. This comprehensive study on UCB of the management students is first on its own as it has explained how different big five traits influence UCB and how social support affects it. The Paper finds all big five traits except neuroticism significantly relates to UCB, only neuroticism negatively relates. Among five traits Extraversion is observed to be more intensely related followed by Openness to Experience. Positive TMX completely mediates the relationship of all individual traits except Conscientiousness with UCB; TMX partially mediates the relationship here. Only the relationship between Agreeableness and OCB is fully mediated by the support of Parent, Teachers and Friends. The study presents a model that provides inputs to develop citizenship behavior of the management students. Tests demonstrate that Positive TMX can neutralize the adverse impact of neuroticism on UCB and Extraversion trait is more intensely related to UCB.

Key Words: University Citizenship Behavior; Big Five Personality Traits; Parental Autonomy Support; Teacher Support; Positive TMX

1. Introduction:

Organizational citizenship behavior (OCB) indicates the voluntary behavior exercised by the employees for the organization without expecting any personal gain or reward (Organ, 1988). Ethiyar et al. (2010) explained that students undertake OCB provided they like their educational institution. Based on Organ and associates, Ueda and Yoshimura (2010) defined the concept of university citizenship behavior (UCB) as discretionary contributive behavior by students at their university. They argued that employees are not the only group who voluntarily contribute to the organization; customers committed to a specific organization's product or service actively try to do better for the organization without any expectation of reward or benefits (Ueda and Yoshimura, 2011). Students are not passive university customers; they may contribute to the organization in many ways. Ueda and Yoshimura (2011) explained that actions like convincing a junior student to be admitted to the university, cleaning blackboards in class to help the lecturers, and preserving the university equipment sincerely so that the next batch can avail it are some that constitute UCB, highlighting the selfless and community-oriented nature of students' contributions.

U-thaiwat et al. (2017), following Organ (1988), adopted the seven dimensions of UCB altruism: civic virtue, conscientiousness, courtesy, sportsmanship, enthusiasm, and interpersonal relations.

Williams and Anderson (1991) reframed OCB into two dimensions -behavior directed toward an individual, known as OCBI, and behavior directed towards the organization, known as OCBO. Researchers like MacKenzie et al. (1991) and Podsakoff and Mackenzie questioned the distinguishability of Organs' dimensions and preferred that of William and Anderson. Nagy and Marzouk (2018) opined that student citizenship behavior in university consists of two types of voluntary behavior. One type of it is voluntary cooperative behavior, in which students cooperate with the academic and administrative staff of the university to provide effective educational services to the students by following rules and procedures, protecting university facilities, and contributing constructive suggestions to improve the academic services. Citizenship behavior also includes students' cooperative behavior towards colleagues or outsiders in making them understand university regulations to help them use university services properly and upkeep university properties. The second type of voluntary behavior is participation with university staff and faculties to facilitate making their jobs easier, participating and supporting in all the events, and providing feedback and information to make the events purposeful. Henderson et al. (2019) questioned the dimensions of the seminal work of Organs since those are thinly demarcated and one might overlap in other areas. Majumder and Dasgupta (2024b) examined the concept of OCB designed by William and Anderson from the perspective of UCB and observed it to be in order.

Mischel (1977) described that human personality plays an active role, particularly in weak situations, as the structure regarding processes is intense. Weak situations are those where hardly any formal instruction or incentive works. Kumar et al. (2009) explained that OCB or voluntary behavior represents actions in weak conditions. Hence, personality serves as an important factor in the generation of OCB. Gerber et al. (2011) viewed the Big Five Traits that have emerged in psychology as the dominant framework for measuring personality traits and referred to these as dispositional or core traits. They added that these traits are usually stable in individuals and does not change as fast as other personality characteristics like self-esteem or self-efficacy (Gerber et al., 2011).

Dasgupta (2020) described that management education aims to improve leadership, decision-making, problem-solving, and team-building skills. These warrant practice-intensive learning. The New Education Policy, 2020, adopted by the Government of India, has also emphasized the experiential mode of management education. These students are getting prepared to serve in the corporate sector, where they are supposed to perform extra-role behavior in the form of organizational citizenship behavior (Dasgupta, 2020). A challenge exists for the industry to recruit and retain competent employees ready to walk the extra mile for the organization and for management institutes to develop employable graduates.

Studies indicate the relationship between the Big Five personality factors, and OCB sets for examination for different groups of employees; no such study is identifiable for university students pursuing management education. Questions arise about how these traits affect the extra-role behavior of management students. Whereas traits are described as more or less stable factors, though the environment may influence them, it is required to examine the factors that affect the environment of students. Student life looks for support from home or parents, teachers, and positive interaction from fellow students. The effects of these dominant players staying in the proximity of the students on their big five personality traits and their subsequent influence on extra-role behavior in the form of University Citizenship Behavior has never been explored, particularly in the case of management students. It is of sheer importance as there is a need to develop the habit of performing OCB for the management students and for which appropriate interventions need to be designed by the University/ Business School authorities. These designers need to understand the environment within which the urge to undertake extra-role behavior of the youngsters emerges. Hence, the

question is how parental support, teacher support, and favorable exchange with the team members act on Big Five traits in generating extra-role behavior UCB.

This paper contributes to the literature in many ways. It gives a comprehensive picture of how individual traits and support of the people in the surroundings, parents, teachers, and friends, contribute to the extra-role behavior of the management students. Secondly, this study demonstrates how each trait of the Big Five inventory individually impacts students' OCB. Thirdly, this study has explored how the support of the people in the student's vicinity, including parents, teachers, and friends, individually impacts UCB. Fourthly, this study shows how people in the surrounding parent, teacher, and friend support interfere with their traits in generating UCB. Finally, we make several recommendations for the enhancement of UCB.

The purpose of the study is:

1. To identify the relationship of each sub-factor trait under the Big Five with that of UCB. We also aim to get a clear idea about the variance that the five-factor model creates in UCB;
2. To identify the influence of people in proximity with students- parents, teachers, and peers on UCB;
3. To identify how surroundings- parents, teachers, and peers interfere with the influence of five factors on UCB;

Based on these observations, we intend to study UCB in detail and suggest ways to improve it to benefit the university and students. University authorities may find the study effective for improving student citizenship behavior.

2. Review of Studies:

Udin and Yuniawan (2020) stated that personality plays a crucial role in deciding a person's behavior and habits. It is a complete way by which one interacts and responds to others. Based on different individual priorities ingrained in human nature, Big Five Personality traits assess five dimensions, namely (Zhang, 2020):

Neuroticism describes an individual's ability to withstand stress.

Extroversion reflects the external tendencies of the individual nervous system.

Openness reflects the openness and creativity of individuals to experience.

Agreeableness reflects the individual's interpersonal orientation in social life.

Conscientiousness reflects self-restraint and motivation and a sense of responsibility for achievement.

Bruck and Allen (2003) reported that anyone with a high conscientiousness trait in personality is purposeful, determined, focused, organized, and highly motivated to achieve a goal. OCB, which denotes voluntary behavior, can be done effectively when an individual is motivated to do it, mainly when the extra-role behavior aims at a specific objective with an expectation in the organizational context. Management students high in conscientiousness traits going through the pedagogy aimed at generating goal-oriented behavior may find it interesting to be indulged in voluntary behavior mentoring junior students so that they settle down in the university comfortably, helping needy students of the neighborhood in the study. We hypothesize:

H01A: Conscientiousness trait significantly relates to UCB of the management students;

Support from the environment in the form of parental back-up, teachers' guidance, and positive interaction with class peers serve as resources by the Students-demand Resources Theory of Bakker

and Mostert. Whereas job demands in the form of course load, continuous assessment, assignments, group work, experimentation and presentation, and validation of findings are in the curriculum of the management students, support from major players of the environment plays a salubrious role, particularly for a person with high in conscientious trait. Their goal-directed behavior gains momentum because of these resources, and they perform OCB more diligently. We hypothesize:

H01B: Parental support mediates the relationship between Conscientiousness and UCB of the management students.

Numerous factors influence the relationship between conscientiousness and organizational citizenship behavior (OCB) among management students, including teachers' support. Conscientiousness, a personality trait that characterizes personality with diligence, has been shown to positively affect OCB, which signifies the voluntary, extra-role behaviors that contribute to organizational effectiveness. Teachers' support is a mediating factor in this relationship, enhancing the likelihood that conscientious students will engage in OCB. We hypothesize:

H01C: Teachers' Support mediates the relationship between Conscientiousness and UCB of the management students.

Positive team member exchange (TMX) can mediate the relationship between conscientiousness and organizational citizenship behavior (OCB) among management students. Conscientiousness, a personality trait characterized by diligence, responsibility, and reliability, is known to positively influence OCB, which includes behaviors that support organizational functioning beyond formal job requirements. TMX, which refers to the quality of interactions and exchanges among team members, can enhance this relationship by fostering a supportive and collaborative environment. So, we hypothesize:

H01D: Positive TMX mediates the relationship between conscientiousness and UCB among management students.

In a seminal work, Costa and McCrae (1991) described the Neuroticism dimension as assessing adjustment or emotional stability and maladjustment or neuroticism. They explained that a person high in neuroticism experiences emotional instability and shows characteristics like worries, fear, guilt, sadness, anger, embarrassment, and disgust (Bruck and Allen, 2003). On the contrary, persons with low neuroticism display maturity and emotional stability even in crises. High in neuroticism, they feel difficulty in undertaking extra-role behavior as often they need to face situations that they may not like and feel stressed as these people are vulnerable to emotional stress. High neuroticism is presumed to negatively affect the performance of extra-role behavior UCB of management students. We hypothesize:

H02A: Personality trait Neuroticism negatively relates to UCB of the management students;

Reyes et al. (2012) viewed the emotional climate of the classroom improves when (a) teachers are sensitive to students' needs, (b) the teacher-student relationship is warm, nourishing, and caring, (c) teachers consider student perspective, and (d) teachers do not adhere to the practices of sarcasm and strict disciplinary action. A favorable emotional climate in the classroom leads to positive emotion among the students, which may serve as a deterrent to the generation of stress arising out of negative emotion in students high in neuroticism. Ansong et al. (2017) opined that classmates develop informal relationships and may interact with their peers differently. It is particularly prevalent when students pursuing management education need to do group work informally for

creative purposes or interactions to solve case studies. Simpkins et al. (2020) viewed parents as the primary focus of students' academic success. According to social cognitive and motivation theories, Lent et al.(1994) stated that all this support is a positive factor since the students feel good and free from pressure. This feeling neutralizes negative feelings arising from neuroticism traits for doing the extra role behavior UCB. We hypothesize:

H02B: Teacher's support mediates the relationship between neuroticism and UCB;

The relationship between neuroticism and citizenship behavior is complex, with team member exchange (TMX) potentially mediating. Neuroticism, which comes from emotions and instability, can negatively impact workplace behaviors, including OCB. However, positive TMX, which involves high-quality interactions and exchanges among team members, may mitigate these effects by fostering a supportive environment that encourages OCB. We hypothesize:

H02C: Positive TMX mediates the relationship between neuroticism and UCB;

Parental support significantly mediates various psychological and behavioral outcomes, including the relationship between personality traits like neuroticism and citizenship behavior. At the same time, the direct link between neuroticism and citizenship behavior rests on parental support, personality traits, and social behaviors. So, we hypothesize:

H02D: Parental support mediates the relationship between neuroticism and UCB;

Students with high extroversion seem more open and enjoy interaction with people. Bruck and Allen (2003) viewed extraversion persons as sociable, assertive, talkative, and active. In addition, extraversion-dominant individuals are cheerful, energetic, and optimistic. These individuals tend to perform voluntarily and contribute to the citizenship behavior of the students. We hypothesize:

H03A: Extraversion personality trait significantly relates to UCB;

Kiefer et al. (2015) observed that teacher autonomy support, structure, and involvement have implications for the motivation and belongingness of the student to the school. Similarly, peer emotional support provides students with security and happiness (Kiefer et al., 2015). Students high in extraversion are automatically energetic and may feel more optimistic when the teachers and friends extend support through positive interactions. On being encouraged by teachers and friends, they may display extra-role behavior to benefit the university and other nearby persons. We hypothesize:

H03B: Teacher support mediates the relationship between extraversion personality traits and UCB;

The linkage between extraversion and citizenship behavior seems complex and multifaceted, with mediators influencing this dynamic. TMX is a mediator that could play a role in this relationship. Extraversion characterized by sociability and positive emotions might influence citizenship behavior through the quality of interactions and exchanges within a team, where TMX becomes relevant. We hypothesize:

H03C: Positive TMX mediates the relationship between extraversion and UCB;

Xiong et al. (2021) observed that parental involvement boosts the academic achievement of adolescent students through their behavioral engagement. Students with high extroversion usually remain behaviorally engaged, and their engagement rises when they find parental support. This

behavioral engagement may prompt the students to undertake citizenship behavior voluntarily. We hypothesize:

H03D: Parental support mediates the relationship between extraversion personality traits and UCB;

Bruck and Allen (2003) stated that an individual high in agreeableness is helpful, sympathetic to others, soft-hearted, cooperative, and good-natured. They concluded that individuals high on this trait may tend to overexert themselves to help or please others, such as co-workers or family (Bruck and Allen, 2003). It assumes that students have high agreeableness traits because they are cooperative or helpful and are ready to walk the extra mile voluntarily to help others or for the betterment of the organization. We hypothesize:

H04A: Agreeableness trait of the students is significantly related to their UCB;

Simpkins et al. (2020) displayed that support from parents, teachers, and friends impacted the positive motivation of the students. Students with agreeable traits are cooperative and helpful. This cooperative and helpful behavior gets motivated because of the support one experiences from parents, teachers, and friends, and they perform extra voluntarily for the benefit of individuals or the organization. We hypothesize:

H04B: Parental support mediates the relationship between agreeableness and UCB;

Various factors, including teacher support, can influence the linkage between agreeableness and citizenship behavior in teachers. As a form of perceived organizational support, teacher support is crucial in enhancing organizational citizenship behavior, which is closely related to agreeableness in personality psychology. The fact suggests that teacher support could mediate the relationship between agreeableness and citizenship behavior. So, we hypothesize.

H04C: Teacher's support mediates the relationship between agreeableness and UCB;

The relationship between agreeableness and citizenship behavior related to an extra-role behavior is well-researched, with various studies exploring the mediating factors that influence this relationship. Team Member Exchange (TMX) is one such factor that can mediate this relationship. TMX refers to the quality of social exchanges between team members, which can enhance cooperative behaviors and mutual support within teams. So, we hypothesize:

H04D: Positive TMX mediates the relationship between agreeableness and UCB;

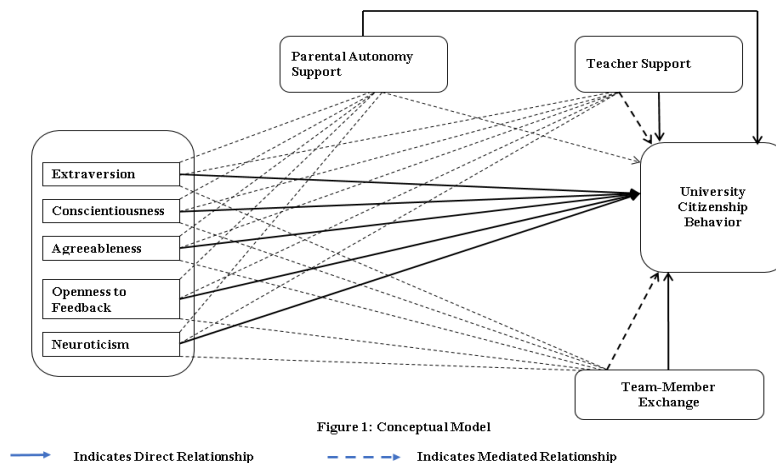
In their meta-analysis, Chiaburu et al. (2011) described that employees open to experience are curious, creative, and independent, need variety, and are ready to undertake change-oriented behavior. They tend to perform on a stronger note as they accept situations and feel like extending help to others. We hypothesize:

H05A: The openness to Experience trait significantly relates to the UCB of the students;

Support from parents and teachers and positive interaction with classmates serve as resources under the Study-Demands-Resources Model, whereas pressure arising out of studies, assignments, and other tasks creates demand for time-bound delivery. Students feel relaxed due to positive exchanges with the people surrounding them. People open to experience are more open to the call of parents, teachers, and classmates and devolve themselves into serving others and in voluntary work to benefit people and institutions. We hypothesize:

H05B: Parental support mediates the relationship between openness to experience with UCB and the students; Zhang et al. (2024) opine that teacher support significantly impacts student engagement, a critical factor in learning environments. Students' learning experiences partially mediate engagement, including interaction with instructors, peers, and online resources. So, we hypothesize:H05C: Teacher's support mediates the relationship between openness to experience with UCB and the students. The relationship states that team-member exchange can positively mediate openness to experience and university citizenship behavior. Openness to experience is a multifaceted personality trait influencing various outcomes, including creativity and academic achievement. Team-member exchange is a reciprocal relationship involving the quality of interpersonal exchanges among team members. It can enhance the expression of creative behaviors by providing a supportive environment for idea-sharing and collaboration. So, we hypothesize:

H05D: Positive TMX mediates the relationship between openness to experience with UCB and the students.



3. Methods:

We collected data from three universities in the state of Tripura. Following Asenahabi and Ikoha (2023), we adopted a sample size of 384, circulated 400 sets of Questionnaires, and 16 returned incomplete. We included people from different linguistic backgrounds; almost a third were female, and all were postgraduate-level students performing management studies. We used the following instruments:

Big Five Personality Traits

Adopted from the Big Five Inventory of Costa and McCrae (1992). It is a 5-point Likert scale from Strongly Disagree (1) to Agree (5) Strongly. It has 44 items, with eight items indicating extraversion, nine items- agreeableness, nine items- conscientiousness, eight items- neuroticism, and 10 items openness. Cronbach's alpha showed a reliability of 0.80.

University Citizenship Behaviour (UCB)

The UCB scale developed by Majumder and Dasgupta (2024) was applied. The scale rests on the OCBO and OCBI framework proposed by Williams and Anderson (1991). It has two dimensions: UCBI (UCB-Individually oriented) and UCBO (UCB-Organization oriented). It comprises eleven items to which one must respond on a seven-point scale (7 = strongly agree and 1 = strongly disagree). The analysis showed a reliability alpha of 0.82.

Teacher support

The students' satisfaction with the quality of their teacher-student relationship was measured using the Career-related Teacher Support scale (CRTSS) developed by Zhang et al. (2020). The scale comprised three vital factors for assessing teacher-student relationships: 'Enhance of Self-Exploration,' 'Informational Support,' and 'Emotional Support.' The scale comprises 16 items; Cronbach's alpha in the sample was 0.91.

Team-member exchange (TMX)

The 14-item scale measures the intergroup relationships between students and their classmates based on the ten-item TMX quality scale developed by Seers et al. (1995). In the scale, some of the items serve the purpose in the context of a student. The scale measured the reciprocal exchange relationship between themselves and their classmates. A 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree) applies. The alpha reliability of the scale was 0.91.

Parental autonomy support

The quality of the relationships between parents and their children qualifies using the parental autonomy support scale developed by Pierre et al. (2017). Here, two-factor constructs were specified to measure the parents' autonomy support: 'Perspective taking/Open exchange' and 'Decision making/Choice.' The scale comprises 14 items, ranging from 1 (strongly disagree) to 5 (strongly agree); Cronbach's alpha of the sample establishes 0.92.

Analytic strategy

The study used a statistical package for the social sciences (SPSS) 20 Version, and $p < 0.05$ was considered statistically significant. SPSS expressed the descriptive measures and investigated relations through correlation and regression analysis. The bootstrap regression analysis model was applied to find the impact of mediation on a larger sample.

3. Results:

3.1 Participant Characteristics:

Descriptive Statistics: showed Extraversion (Mean 3.66, SD 0.717); Agreeableness (Mean 3.745, SD 0.6039); Conscientiousness (Mean 3.706 SD 0.6484); Openness to Experience (Mean 3.685, SD 0.7216); Neuroticism (Mean 2.953, SD 0.3394); UCB (Mean 5.112, SD 0.8877); Parental Support (Mean 4.039, SD 0.6744); Teacher Support (Mean 3.683, SD 0.7274); TMX (Mean 3.686, SD 0.6376).

Table 1: Descriptive Statistics

	Kolmogorov	Smirnov	Shapiro-Wilk	Wilk	Min	Max	Mean	Variance	Skewness	Kurtosis
	Statistic	Sig.	Statistic	Sig.						
Extraversion	0.080	0.000	0.948	0.000	1.64	5.00	3.660	0.515	-0.643	0.985
Agreeableness	0.053	0.011	0.966	0.000	1.86	4.86	3.746	0.365	-0.603	0.379
Conscientiousness	0.067	0.000	0.977	0.000	1.94	4.88	3.707	0.421	-0.263	-0.311
Openness to Experience	0.113	0.000	0.946	0.000	1.64	5.00	3.685	0.521	-0.739	0.976
Neuroticism	0.152	0.000	0.968	0.000	2.25	3.75	3.000	0.115	0.022	-0.306

Parental Autonomy Support	0.121	0.000	0.936	0.000	1.86	5.00	4.039	0.455	-0.886	0.797
Teacher Support	0.067	0.000	0.979	0.000	1.94	5.00	3.684	0.529	-0.148	-0.456
Team-Member Exchange	0.124	0.000	0.919	0.000	1.64	4.86	3.686	0.407	-1.011	2.078
University Citizenship Behavior	0.087	0.000	0.966	0.000	2.36	6.64	5.112	0.789	-0.606	0.185

Both the normality tests in the form of Kolmogorov-Smirnov Tests and Shapiro-Wilk show that the data was normal and subjected to parametric tests.

3.2 Relationship between the Variables:

Correlation analysis indicated a significant relationship between UCB and Extraversion (r 0.567, sig.000); Agreeableness (r 0.273, sig.000); Conscientiousness (r 0.231, sig.000); Openness to Experience (r 0.419, sig.000); Neuroticism (r -0.233, sig.000); Teachers' Support (r 0.429, sig.000); Positive TMX (r 0.646, sig.000) and Parental Support (r 0.361, sig.000).

Table 2: Regression Analyses

Independent Variables	Dependent Variable	Adjusted Square	R.	Beta	Sig.
Conscientiousness	UCB	0.051		0.231	0.000**
Neuroticism	UCB	0.052		-0.233	0.000**
Extraversion	UCB	0.320		0.567	0.000**
Agreeableness	UCB	0.072		0.273	0.000**
Openness to Experience	UCB	0.174		0.419	0.000**

Based on the Regression Analysis Hypotheses are tested as follows:

H01A: Conscientiousness regressed on UCB (Adj r sq 0.051, Beta 0.231, sig 0.000) shows a significant relation; a variance of 5.1% exists.

H02A: Neuroticism regressed on UCB (Adj r sq. 0.052, Beta -0.233, sig 0.000) shows a negative relationship and a variance of 5.2% exists.

H03A: Extraversion regressed on UCB (Adj r sq. 0.320, Beta 0.567, sig 0.000) shows a significant relationship, a variance of 32% observed.

H04A: Agreeableness regressed on UCB (Adj r sq. 0.072, Beta 0.273, sig 0.000) shows a significant relationship, a variance of 7.2% found.

H05A: Openness to Experience regressed on UCB (Adj r sq. 0.174, Beta 0.419, sig.000) shows a significant relationship and variance of 17.4%.

To investigate the mediation effect of the support of teachers, parents, and positive TMX between different Big Five traits with UCB, we followed the processes described by Baron and Kenny (1986). The principles outlined fulfill the following four conditions that establish mediation: (1) the independent variable (IV) must affect the mediator (MV) in the first equation significantly; (2) the independent variable (IV) must affect the dependent variable (DV) in the second equation significantly; (3) the mediator (MV) must affect the dependent variable (DV) in the third equation significantly and (4) if these conditions meet, then the effect of the independent variable (IV) on the dependent variable (DV) must be lesser in the third equation than in the second. In perfect mediation,

the independent variable (IV) holds no significant effect on the dependent variable (DV), and the mediating variable (MV) controls.

Table 3: Mediation Analyses

Hypotheses	IV	MV	DV	Beta	Sig.
H01B	Conscientiousness	Parental Autonomy Support	UCB	0.171	0.000**
		Parental Autonomy Support	UCB	0.331	0.000**
H01C	Conscientiousness	Teacher Support	UCB	-0.208	0.003
		Teacher Support	UCB	0.585	0.000**
H01D	Conscientiousness	Team-Member Exchange	UCB	-0.112	0.012
		Team-Member Exchange	UCB	0.701	0.000**
H02B	Neuroticism	Teacher Support	UCB	-0.165	0.000
		Teacher Support	UCB	0.426	0.000**
H02C	Neuroticism	Team-Member Exchange	UCB	-0.021	0.613
		Team-Member Exchange	UCB	0.639	0.000**
H02D	Neuroticism	Parental Autonomy Support	UCB	-0.237	0.000
		Parental Autonomy Support	UCB	0.366	0.000**
H03B	Extraversion	Teacher Support	UCB	0.575	0.000**
		Teacher Support	UCB	-0.011	0.868
H03C	Extraversion	Team-Member Exchange	UCB	0.120	0.074
		Team-Member Exchange	UCB	0.548	0.000**
H03D	Extraversion	Parental Autonomy Support	UCB	0.502	0.000**
		Parental Autonomy Support	UCB	0.170	0.000**
H04B	Agreeableness	Parental Autonomy Support	UCB	0.081	0.181
		Parental Autonomy Support	UCB	0.312	0.000**
H04C	Agreeableness	Teacher Support	UCB	0.024	0.676

		Teacher Support	UCB	0.414	0.000**
H04D	Agreeableness	Team-Member Exchange	UCB	-0.003	0.943
		Team-Member Exchange	UCB	0.647	0.000**
H05B	Openness to Experience	Parental Autonomy Support	UCB	0.316	0.000**
		Parental Autonomy Support	UCB	0.176	0.002
H05C	Openness to Experience	Teacher Support	UCB	0.235	0.000**
		Teacher Support	UCB	0.266	0.000**
H05D	Openness to Experience	Team-Member Exchange	UCB	0.065	0.176
		Team-Member Exchange	UCB	0.608	0.000**

Notes: ** $p < 0.001$ and * $p < 0.005$ (sig. level)

The above table displays the mediation results between the dependent and the independent variables with the intervention of the mediating variables.

H01B: The relation between conscientiousness and OCB, which was (Beta 0.231, sig.000), becomes (Beta 0.171, sig.000) when mediated by parental autonomy support; reduction in the strength of Beta indicates partial mediation;

H01C: Relation between conscientiousness and OCB when intervened by Teacher Support becomes (Beta -0.208, sig.0.003), indicating partial mediation;

H01D: Relation between conscientiousness and OCB when mediated by TMX becomes (Beta - 0.112, sig.0.012), indicating partial mediation;

H02B: The relation between Neuroticism and OCB, which was (Beta -0.233, sig.000) becomes (Beta -0.165, sig.000), indicates partial mediation when mediated by Teacher Support;

H02C: Relation between Neuroticism and OCB when mediated by Team Member Exchange becomes (Beta -0.021, sig.0.613) becomes insignificant, which indicates complete mediation;

H02D: Relation between Neuroticism and OCB when mediated by Parental Autonomy Support becomes (Beta -0.237, sig.000) shows no mediation due to enhancement in beta value;

H03B: The relation between Extraversion and OCB, which was (Beta 0.567, sig.000) becomes (Beta 0.575, sig.000), indicates no mediation due to enhancement of beta value;

H03C: Relation between Extraversion and OCB when mediated by TMX becomes (Beta 0.120, sig. 0.074) indicates complete mediation

H03D: The relationship between extraversion and OCB, when mediated by parental autonomy support (Beta 0.502, sig.000), indicates partial mediation.

H04B: The relation between Agreeableness and OCB, which is (Beta 0.273, sig.000), becomes (Beta 0.081, sig. 0.181) when mediated by Parental Autonomy. Support leads to an insignificant relationship, indicating complete mediation;

H04C: Relation between Agreeableness and OCB when mediated by Teacher Support becomes (Beta 0.024, sig. 0.676) insignificant relationship indicates complete mediation;

H04D: Relation between Agreeableness and OCB when mediated by TMX becomes (Beta -0.003, sig. 0.943) insignificant relationship indicates complete mediation;

H05B: Relation between Openness to Experience and OCB (Beta 0.419, sig.000) becomes (Beta 0.316, sig.000) reduction in strength of Beta indicates partial mediation when intervened by Parental Autonomy Support;

H05C: Relation between Openness to Experience and OCB becomes (Beta 0.235, sig.000) indicates partial mediation when mediated by Teachers Support;

H05D: Relation between Openness to Experience and OCB becomes (Beta 0.065, sig. 176) shows an insignificant relationship when mediated by TMX and is an instance of complete mediation.

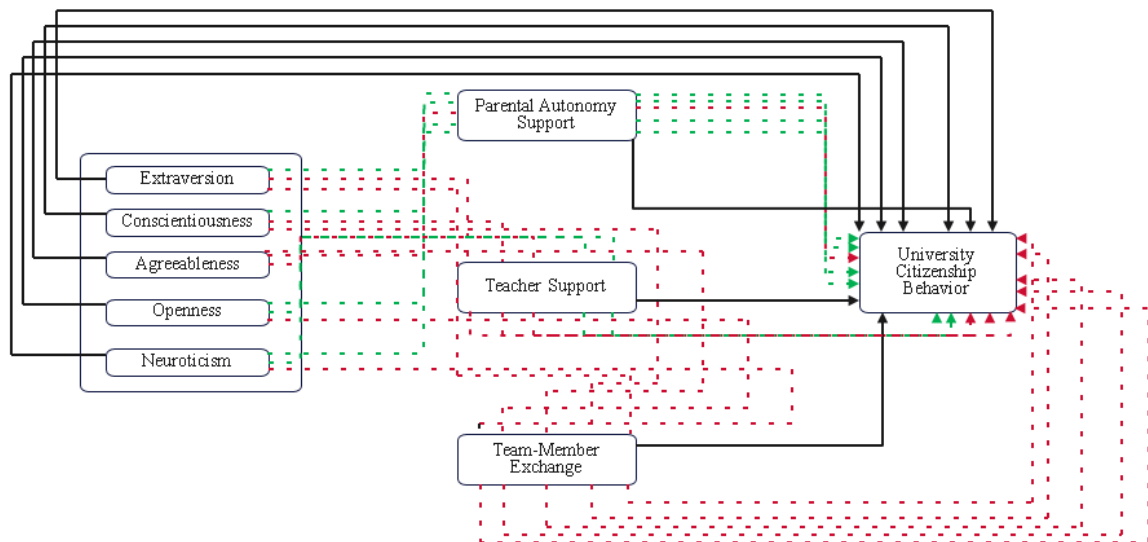


Figure 2: Tested Model

The above figure shows the tested model. Here, the red dashes represent the full mediated relationships with green dots representing partial mediated relationships between the variables. Furthermore, the black lines display the direct relationships between independent variables and outcome variable.

This mediation exercise was tested on a larger sample of 5000 using Bootstrapping Model (Table 4).

Table 4: (Mediation Analysis through Bootstrapping)

DV	IV	B	SE	T	Sig.	Bootstrap 95% CI
UCB	Constant	2.081	0.232	8.983	.000	1.625-2.536
	Conscientiousness	-0.152	0.061	-2.508	.013	-0.273- (-)0.033
	TMX	0.976	0.062	15.783	.000	0.854-1.097
UCB	Constant	1.999	0.449	4.450	.000	1.116-2.883
	Neuroticism	-0.057	0.111	-0.511	.610	-0.275-0.162
	TMX	0.890	0.058	15.249	.000	0.773-1.006
UCB		1.753	0.204	8.599	0.000	1.352-2.154
	Extraversion	0.150	0.083	1.807	0.072	-0.013-0.313
	TMX	0.763	0.093	8.174	0.000	0.579-0.946
UCB	Constant	1.804	0.249	7.252	.000	1.315-2.293
	Agreeableness	-0.004	0.063	-0.063	0.950	-0.129-0.121
	TMX	0.901	0.060	15.006	.000	0.783-1.020
UCB	Constant	1.695	0.216	7.847	.000	1.270-2.119

	Openness to Exp.	0.080	0.059	1.357	0.176	-0.036-0.196
	TMX	0.847	0.067	12.701	.000	0.716-0.978
UCB	Constant	3.007	0.290	10.372	.000	2.437-3.577
	Agreeableness	0.120	0.089	1.358	.175	-0.054-0.295
	Parental Support	0.410	0.079	5.161	.000	0.254-0.566
UCB	Constant	3.113	0.267	11.672	.000	2.589-3.638
	Agreeableness	0.036	0.085	0.425	.671	-0.131-0.203
	Teachers Support	0.506	0.070	7.186	.000	0.368-0.644

Significance in red-colour indicates that the mediation is complete as IV loses its significance whereas MV retains it.

We used Process-Macro to further test the Mediation Analyses:

Table 5: Mediation Analysis (Process Macro)

Relationship	Total Effect	Direct Effect	Indirect Effect	Confidence Interval		Conclusion
				Lower Bound	Upper Bound	
H01B: (Conscientiousness -> Parental Autonomy Support -> UCB	0.318 (0.000)	0.234 (0.000)	0.084	0.020	0.103	Partial Mediation
H01C: (Conscientiousness -> Teacher Support -> UCB	0.316 (0.000)	- 0.285 (0.002)	0.601	0.332	0.549	Full Mediation
H01D: (Conscientiousness -> Positive TMX -> UCB	0.317 (0.000)	- 0.153 (0.120)	0.470	0.257	0.423	Full Mediation
H02B: (Neuroticism -> Teacher Support -> UCB	-0.614 (0.000)	-0.436 (0.000)	-0.178	-0.117	-0.018	Partial Mediation
H02C: (Neuroticism -> Positive TMX -> UCB	-0.615 (0.000)	-0.056 (0.612)	-0.558	-0.287	-0.135	Full Mediation
H02D: (Neuroticism -> Parental Autonomy Support -> UCB	-0.615 (0.000)	-0.626 (0.000)	0.011	-0.289	0.037	Partial Mediation
H03B: (Extraversion -> Teacher Support -> UCB)	0.702 (0.000)	0.712 (0.000)	-0.010	-0.096	0.075	Partial Mediation
H03C: (Extraversion -> Positive TMX -> UCB	0.701 (0.000)	0.149 (0.073)	0.552	0.351	0.540	Full Mediation
H03D: (Extraversion -> Parental Autonomy Support -> UCB)	0.701 (0.000)	0.621 (0.000)	0.080	0.029	0.110	Partial Mediation
H04B: Agreeableness -> Parental Autonomy Support -> UCB	0.400 (0.000)	0.118 (0.181)	0.281	0.111	0.283	Full Mediation
H04C: (Agreeableness -> Teacher	0.400	0.035	0.364	0.158	0.336	Full

Support -> UCB)	(0.000)	(0.675)				Mediation
H04D: (Agreeableness -> Positive TMX -> UCB)	0.400	-0.046	0.404	0.203	0.344	Full
	(0.000)	(0.942)				Mediation
H05B: (Openness -> Parental Autonomy Support -> UCB)	0.515	0.389	0.126	0.031	0.185	Partial
	(0.000)	(0.000)				Mediation
H05C: (Openness -> Teacher Support -> UCB)	0.516	0.289	0.226	0.087	0.281	Partial
	(0.000)	(0.000)				Mediation
H05D: (Openness -> Positive TMX -> UCB)	0.516	0.080	0.435	0.274	0.429	Full
	(0.000)	(0.175)				Mediation

Mediation analysis through process macro proved conclusively the hypotheses.

4. Discussion and Implications:

Some studies have demonstrated a significant relationship between employees' OCB and personality traits. The first is a study on the impact of personality traits on university citizenship behavior and the intervening effects of teachers', parents', and positive interactions with friends' support. The study supports the facts by using Bibliometric analysis and exploration of search engines.

A significant finding of the study is the complete mediation by Positive TMX on the relationship between all traits except conscientiousness with UCB. Zaidi et al. (2013) described conscientious individuals as habitually careful, reliable, hardworking, energized, and purposeful. They are objective-oriented, careful, and not carried away to a reasonable extent following positive TMX or warm peer relationships. Positive TMX influence traits to a reasonable extent as many UCB activities of management students are group- based, and students enjoy doing the work together. The influence of parental support or that of the teachers is not that high on the relationship between the traits with that of UCB except those with high agreeableness. Persons high in agreeableness seem to be adjustable and prefer to follow others' opinions; this finding is justified in that event. The impact of parental support may be less on the relation between traits and extra-role behavior of students, which resembles the Indian Value System; middle-class Indians tend to encourage their children more on studies rather than extracurricular activities. Power distance is high in Indian culture and may be why the impact of teachers' support may not be as high on UCB as that of Positive TMX. The complete mediation effect of TMX on the relations between different traits except conscientiousness with UCB is an addition to the literature.

Among the traits, extraversion is highly correlated ($r = 0.567$) in terms of variance (Adj $r^2 = 0.320$), followed by openness ($r = 0.419$) and (Adj $r^2 = 0.174$). People high in extraversion are naturally energetic, enthusiastic, and action-oriented (Zaidi et al., 2013). These students are social and team players who work hard to achieve results and thus may be more inclined to undertake extra-role behavior. Management students often need to undertake voluntary group work and group studies; students high in extraversion tend to be social and may do well in such circumstances. Those high in openness are more creative and like to perform voluntarily to fulfil their desire. In their meta-analyses, Chiaburu et al. (2011) observed openness as an important predictor of multiple types of citizenship. They observed that persons with high openness perform OCB more comfortably as they understand better the context surrounding the task. Whereas the context of safety in performing extra-role behavior may be more important to the employees considering their responsibility and accountability, students' willingness to do hard work and energy level may be more prominently related to their extra-role behavior UCB.

In summary, the results of the present study have made a unique contribution to the literature by examining the dispositional variables of the university students' relation to their extra-role behavior and the effect of their relationships with players in the vicinity on their traits and impact on citizenship behavior. Whereas positive TMX has evolved as a mediating factor, there is no cogent reason for its superiority over the supporting relationship between parents and teachers on UCB, which justifies the research work numerically. Future research may bring more interesting results and numerical validation to this study.

Several limitations to the present study mark attention. The study was conducted in a small state in the Union of India and did not replicate an All-India characteristic. However, efforts remained to include respondents with different linguistic backgrounds. Another limitation was that data was collected using the survey simultaneously, and a standard method bias is an unlikely explanation of the results. Moreover, the cross-sectional study serves as an obstruction to drawing generalizability of the results. However, the point stands by the point that personality traits are considered stable factors, and hardly any fluctuation occurs with time. Hence, the longitudinal study may not bring remarkable changes. The whole study rests on self-assessment, wherein the respondents rated themselves according to their assessment. A survey of the person's perspective on staying nearby for a long may give an interesting result.

5. Practical Implications:

Management institutes face challenges in developing the employability of management graduates. Employers in the corporate sector prefer to select candidates with the aptitude for performing extra-role behavior, and institutes must devise a mechanism for it. Human traits are stable, but it may take time to change them. Positive TMX is a determining factor, and to develop practice, UCB students should be encouraged to undertake more extracurricular assignments and group work.

6. Theoretical Implications:

Citizenship behaviors in students are multifaceted impact individual and institutional outcomes. These behaviors can be called University Citizenship Behavior (UCB), which encompasses voluntary actions that contribute positively to the educational environment. These behaviors can enhance personal development, academic performance, and institutional reputation.

University Citizenship Behavior positively influences students' psychological well-being by fostering a sense of belonging and purpose within the university environment. The study mediates through the quality of university services, which enhances students' satisfaction and mental health (Abdelnaeim et al., 2023). Students' citizenship behaviors contribute to a positive university brand image. This can be achieved through enhanced service quality and the promotion of a supportive educational environment, which attracts prospective students and faculty.

While SCB has numerous benefits, it can coexist with dysfunctional behaviors in students. This duality is influenced by factors such as perceived fairness and rewards, suggesting that institutions need to address these antecedents to maximize the positive impact of SCB (Nawaz et al., 2021). Using peer evaluations in team-based projects can motivate SCB through impression management tactics. The research highlights the importance of structured peer feedback in promoting positive student citizenship behaviors (Chou and Ramser, 2019).

7. Conclusion:

We did the study to find how different individual big-five traits impact the University Citizenship Behavior of Management students and how the people in the vicinity of the students, namely parents, teachers, and team members, work on the relationship between different individual traits with UCB. To perform OCB in a working environment, grooming management students is of utter importance. Hence, these university activities may help them become familiar with that type of

work in their professional career. We did the study among the management students in the universities of Tripura.

We observed that all the individual traits except neuroticism relate significantly to UCB, and neuroticism negatively relates to it. Extraversion has displayed a greater influence on UCB among the big five personality traits, followed by openness to experience. Among the people in the vicinity of the students, TMX wields maximum influence on the relationship between traits and OCB. TMX fully mediates the relationship between different traits with UCB; the only exception is conscientiousness, where TMX partially mediates. Only in the case of the relationship between agreeableness and UCB do all three parties in the neighborhood, i.e., parent support, teacher support, and positive TMX, completely mediate the relationship.

Developing the urge to undertake UCB is necessary for management students as it may enhance their employability. B-school and University authorities must design a curriculum in this regard, and the study's result provides a lead. This study can be emulated in the coming days and applied to enhance the practice of performing UCB and develop able corporate citizens.

References:

1. Abdelnaeim S, El-Bassiouny N and Hauser C (2023) The outcomes of students' citizenship behaviors in higher education: a transformative service research (TSR) perspective. *Journal of Marketing for HIGHER EDUCATION*: 1–27.
2. Ansong D, Okumu M, Bowen GL, et al. (2017) The role of parent, classmate, and teacher support in student engagement: Evidence from Ghana. *International Journal of Educational Development* 54: 51–58.
3. Asenahabi NBM and Ikoha NPA (2023) Scientific research sample size determination. *The International Journal of Science and Technoledge*. Epub ahead of print August 26, 2023. DOI: 10.24940/theijst/2023/v11/i7/st2307-008.
4. Baron RM and Kenny DA (1986) The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology* 51(6): 1173–1182.
5. Bruck CS and Allen TD (2003) The relationship between big five personality traits, negative affectivity, type A behavior, and work–family conflict. *Journal of Vocational Behavior* 63(3): 457–472.
6. Chiaburu DS, Oh I-S, Berry CM, et al. (2011) The five-factor model of personality traits and organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology* 96(6): 1140–1166.
7. Chou SY and Ramser C (2019) Becoming motivated to be a good actor in a student project team. *Journal of International Education in Business* 12(1): 65–79.
8. Costa PT, McCrae RR and Dye DA (1991) Facet Scales for Agreeableness and Conscientiousness: A revision of the NEO Personality Inventory. *Personality and Individual Differences* 12(9): 887–898.
9. Costa PT and McCrae RR (1992) Normal personality assessment in clinical practice: The NEO Personality Inventory. *Psychological Assessment* 4(1): 5–13.
10. Dasgupta, P., 2020. A study on emotional intelligence and university citizenship behavior of students pursuing management education in the universities of Tripura, India. *MOJEM: Malaysian Online Journal of Educational Management*, 8(4), pp.79-97.
11. Ehtiyar VR, Alan AA and Oemueris E (2010) The role of organizational citizenship behavior on university students' academic success. *Tourism and Hospitality Management* 16(1): 47–61.
12. Nagy ESA and Marzouk WG (2018) Factors Affecting customer citizenship Behavior: A model of university students. *International Journal of Marketing Studies* 10(1): 54.

13. Gerber AS, Huber GA, Doherty D, et al. (2011) Personality traits and participation in political processes. *The Journal of Politics* 73(3): 692–706.
14. Henderson M, Phillips M, Ryan T, et al. (2019) Conditions that enable effective feedback. *Higher Education Research and Development* 38(7): 1401–1416.
15. Kiefer SM, Alley KM and Ellerbrock CR (2015) Teacher and peer support for young adolescents' motivation, engagement, and school belonging. *RMLE Online* 38(8): 1–18.
16. Kumar K, Bakhshi A and Rani E (2009) Linking the Big Five personality domains to Organizational citizenship behavior. *International Journal of Psychological Studies* 1(2): 73.
17. Lent RW, Brown SD and Hackett G (1994) Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior* 45(1): 79–122.
18. Li W, Hu X, Long X, et al. (2020) EEG responses to emotional videos can quantitatively predict big-five personality traits. *Neurocomputing* 415: 368–381.
19. MacKenzie SB, Podsakoff PM and Fetter R (1991) Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes* 50(1): 123–150.
20. Majumder R and Dasgupta P (2024b) Developing A Short Measure Of University Citizenship Behavior: A Study In Indian Universities. *Educational Administration: Theory and Practice*. Epub ahead of print January 1, 2024. DOI: 10.53555/kuvey.v30i5.3563.
21. Marbell-Pierre KN, Grolnick WS, Stewart AL, et al. (2017) Parental autonomy support in two cultures: The Moderating Effects of Adolescents' Self-Construals. *Child Development* 90(3): 825–845.
22. Mischel W (1977) On the future of personality measurement. *American Psychologist* 32(4): 246–254.
23. Nawaz M, Makhdoom TR and Bhatti AA (2021) Investigation of Simultaneous Occurrence of Citizenship and Dysfunctional Behaviours within an Educational Context. *International Review of Management and Business Research* 10(1): 235–245.
24. O'Rourke HP and MacKinnon DP (2014) When the test of mediation is more powerful than the test of the total effect. *Behavior Research Methods* 47(2): 424–442.
25. Reyes MR, Brackett MA, Rivers SE, et al. (2012) Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology* 104(3): 700–712.
26. Seers A, Petty MM and Cashman JF (1995) Team-Member exchange under team and traditional management. *Group and Organization Management* 20(1): 18–38.
27. Simpkins SD, Tulagan N, Lee G, et al. (2020) Children's developing work habits from middle childhood to early adolescence: Cascading effects for academic outcomes in adolescence and adulthood. *Developmental Psychology* 56(12): 2281–2292.
28. Udin U and Yuniawan A (2020) Psychological capital, personality traits of Big-Five, organizational citizenship behavior, and task performance: testing their relationships. *Journal of Asian Finance Economics and Business* 7(9): 781–790.
29. Ueda, Y. and Yoshimura, A., 2011. Establishment of Japanese organizational citizenship behavior dimensions. *成蹊大学経済学部論集*, 42(1), pp.19-36.
30. Ueda, Y. and Yoshimura, A., 2011. University citizenship behavior in class: The effect of professor's lecture justice on students' diligence. *アジア太平洋研究*, 36, pp.87-99.
31. Williams LJ and Anderson SE (1991) Job satisfaction and organizational commitment as predictors of organizational citizenship and In-Role behaviors. *Journal of Management* 17(3): 601–617.
32. Xiong Y, Qin X, Wang Q, et al. (2021) Parental involvement in adolescents' learning and academic achievement: cross-lagged effect and mediation of academic engagement. *Journal of Youth and Adolescence* 50(9): 1811–1823.

33. Zaidi NR, Wajid RA, Zaidi FB, et al. (2013) The big five personality traits and their relationship with work engagement among public sector university teachers of Lahore. *AFRICAN JOURNAL OF BUSINESS MANAGEMENT* 7(15): 1344–1353.
34. Zhang J, Chen G and Yuen M (2020) Development and validation of the Career-related Teacher Support Scale: data from China. *International Journal for Educational and Vocational Guidance* 21(1): 161–185.
35. Zhang H (2024) Psychological wellbeing in Chinese university students: insights into the influences of academic self-concept, teacher support, and student engagement. *Frontiers in Psychology* 14.