The role of internal locus of control and emotional intelligence on organizational citizenship behavior through work engagement

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Abstract

This study aims to analyze the influence of internal locus of control, emotional intelligence, and work engagement on Organizational Citizenship Behavior (OCB) of permanent lecturers at private universities in LLDikti Region III Jakarta. The approach used is a quantitative explanatory approach utilizing a survey method on 391 respondents selected through convenience sampling. Data were analyzed using Structural Equation Modeling (SEM). The results of the study indicate that (1) internal locus of control, emotional intelligence, and work engagement each have a positive effect on OCB; (2) internal locus of control and emotional intelligence have a positive effect on work engagement; (3) work engagement partially mediates the relationship between internal locus of control, emotional intelligence, and OCB. These results contribute to the literature by providing empirical evidence regarding the direct and indirect effects of internal locus of control and emotional intelligence on OCB, with work engagement acting as a mediator. The implications of this study suggest that enhancing these psychological factors can foster a sustainable organizational culture within academic institutions.

Keywords: Emotional intelligence, Internal locus of control, OCB, Quality of Job, Work engagement.

1. Introduction

Organizational citizenship behavior (OCB) refers to voluntary behaviors that go beyond formal job requirements and contribute to creating a supportive social and psychological work environment [1, 2]. In the academic context, OCB is vital as it encourages behaviors that go beyond formal job requirements, fostering a collaborative, communicative, and

supportive environment. This, in turn, enhances the overall productivity and inclusivity of the learning atmosphere, benefiting both educators and students [3-7]. For lecturers, demonstrating OCB often depends on psychological factors such as work engagement and internal locus of control, the belief in one's capability to perform job tasks successfully [8, 9].

Despite the growing interest in these variables, the relationship between locus of control and OCB remains controversial. Some studies have found a positive relationship, while others have reported no significant effect [10]. Similarly, emotional intelligence (EI) is the ability to perceive, understand, and regulate emotions, and has been widely recognized as a determinant of OCB, particularly due to its role in fostering empathy, communication, and collaboration [11-13]. However, not all findings are consistent, as some studies have suggested that EI does not always directly predict OCB [14].

These inconsistent findings indicate the need for a more integrated analysis that captures the complex interrelationships between psychological variables and OCB. Notably, few, if any, previous studies have simultaneously examined the effects of internal locus of control and emotional intelligence on both work engagement and organizational citizenship behavior within a single structural model. This gap highlights the necessity of a comprehensive approach to better understand how these psychological constructs jointly influence OCB.

Therefore, this study aims to examine the direct and indirect effects of internal locus of control and emotional intelligence on OCB through the mediating role of work engagement. The focus is on permanent lecturers at private universities within the LLDikti Region III Jakarta area, with the intention of providing empirical insights that can inform strategies for enhancing sustainable academic performance and organizational behavior in higher education settings.

2. Literature Review and Hypotheses Development
2.1. Literature Review
2.1.1. Organizational Citizenship Behavior (OCB)

3. Organizational Citizenship Behavior (OCB) is broadly understood as discretionary employee actions that are not part of formal job descriptions and are not directly recognized by the organizational reward system, yet they contribute significantly to the overall functioning and performance of the organization [1, 15]. These behaviors, although voluntary and unofficial, are instrumental in promoting an efficient, cohesive, and collaborative work environment, particularly in sectors such as education, where interpersonal relationships and collective responsibility are vital for institutional success [16].

4. The concept of OCB has evolved through various scholarly perspectives. Rotich [17] emphasizes that OCB encompasses actions that exceed routine job expectations and facilitate organizational advancement. Similarly, Mehboob and Bhutto [18] describe OCB as a reflection of positive employee attitudes and behaviors, though not formally required or rewarded, which enhances organizational efficiency.

5. In line with this, Guruge and Yapa [11], Maamari and Messarra [19], and Nielsen et al. [20] highlight that OCB consists of discretionary efforts that employees willingly exert, which cumulatively enhance organizational functionality. As stated by Bogler and Somech [21], these extra-role behaviors are essential for driving the effectiveness of an organization, illustrating how individual initiatives, though informal, can significantly support strategic objectives.

6. Therefore, OCB represents more than just helpfulness or cooperation; it is a set of altruistic and proactive behaviors that reflect employees' intrinsic motivation to support their organization beyond contractual obligations. This underscores its relevance as a key outcome variable in organizational behavior research.

2.1.2. Work Engagement (WE)

Work engagement refers to the extent to which employees are psychologically and emotionally invested in their work and organization. It is characterized by vigor, dedication, and absorption, forming the basis of a proactive, resilient, and committed workforce [22]. As a key psychological state, work engagement enables employees to find meaning in their tasks, sustain motivation, and exhibit discretionary effort beyond formal job requirements.

In the study Brown [22] defines work engagement as a psychological connection between employees and their roles, whereby individuals perceive their work as meaningful not only for organizational goals but also for their personal fulfillment. Employees with high engagement are deeply involved in their tasks and demonstrate a strong attachment to the value and impact of their contributions.

The concept of engagement has gained considerable attention in organizational behavior research due to its implications for employee retention and organizational performance. Persistent challenges such as employee turnover remain a central concern for leaders, HR practitioners, and scholars alike [23-25]. Addressing these challenges, Bakker et al. [26] conceptualize work engagement as a motivational state, where individuals willingly devote energy and effort to overcoming workplace demands and achieving goals.

Furthermore, engaged employees tend to exhibit higher levels of enthusiasm, energy, and resilience, which contribute to elevated job performance and organizational citizenship behavior [27-29]. This form of engagement reflects a deep-rooted organizational commitment, where individuals strive to align personal and organizational values in pursuit of shared success [30, 31].

In summary, work engagement is not merely a reflection of job satisfaction but a dynamic and sustained psychological state that energizes employees to exceed expectations, remain loyal to the organization, and consistently deliver superior outcomes.

2.1.3. Internal Locus of Control

Internal locus of control reflects an individual's belief that they can control events in their life through their own actions [32]. In an academic context, lecturers with a high internal locus of control believe that their efforts significantly determine their success, making them more inclined to contribute positively to the organization through OCB [33].

According to Rotter [34], individuals with an internal locus of control believe that they have the ability to influence and control the outcomes of their own lives. According to O'Fallon and Butterfield [35] people with an internal locus of control tend to demonstrate ethical behavioral intentions. They are more likely to behave ethically because they are diligent, proactive, consistently seek problem-solving strategies, aim to think as effectively as possible, and believe that effort is necessary for success [36, 37].

Furthermore Jha and Nair [37] stated that internal locus of control identifies individual beliefs that they are responsible for all events they experience. According to this concept, individuals believe that the success and failure they experience are the result of their own actions and abilities. People with an internal locus of control are more success-oriented because they consider their behavior can produce positive effects, and they are also classified as high achievers [38].

In other words, it can be said that individuals who have an internal locus of control have a better orientation toward work. Someone with a strong internal orientation believes that they are capable of producing better work and generating positive effects for their work and their organization.

2.1.4. Emotional Intelligence (EI)

Emotional intelligence (EI) refers to an individual's ability to perceive, understand, manage, and regulate emotions—both their own and those of others [39]. In organizational settings, particularly within academic institutions, emotional intelligence is considered a foundational competency for managing interpersonal relationships, resolving conflicts, and fostering collaboration. Lecturers with high levels of EI are more adept at navigating complex social interactions, which enhances collegiality and supports the emergence of Organizational Citizenship Behavior [13].

Several scholars have proposed comprehensive models to conceptualize EI. In a study, Bar-On et al. [40] describe emotional intelligence as a constellation of emotional and social competencies, skills, and facilitators that influence one's ability to manage environmental demands and pressures. Similarly, Drigas and Papoutsi [41] define EI as the ability to recognize, understand, and channel emotions in ways that alleviate anxiety, communicate effectively, solve problems, and maintain harmonious relationships.

One of the most influential frameworks comes from Cherniss et al. [42], who characterize emotional intelligence as the capacity to self-motivate, control impulses, manage stress, and navigate emotional challenges without compromising cognitive clarity or empathy. According to Cherniss et al. [42] EI is pivotal not only in the workplace but also across various domains of life, such as family, social networks, and personal growth. It further argues that emotional intelligence often plays a more decisive role in professional success than cognitive intelligence (IQ), particularly in high-demand work environments [42, 43].

Emotional intelligence enables individuals to maintain emotional balance and remain resilient under pressure. Study Bar-On et al. [40] note that individuals with high EI are better equipped to express themselves, understand others, and adapt to the social and emotional demands of daily life. Empirical studies corroborate the psychological benefits of EI, showing that it contributes to better stress regulation, lower levels of depression, and improved emotional well-being [44, 45]. Those with high emotional intelligence can manage feelings such as frustration or disappointment, persist through difficulties, and sustain their performance under stress.

Furthermore, EI is increasingly recognized as a critical predictor of workplace effectiveness and success. Research by Hsieh et al. [12], Maqbool et al. [46], Rezvani et al. [47], and Robinson et al. [13] demonstrates that emotionally intelligent individuals are more productive, adaptable, and better positioned to contribute positively to organizational goals. These attributes align closely with the dimensions of OCB, such as altruism, conscientiousness, and civic virtue, reinforcing the value of EI in academic environments.

In summary, emotional intelligence equips individuals with the emotional regulation and social acumen necessary to foster positive interactions and cooperative behavior, which are essential for the sustainability and effectiveness of organizations, particularly in the context of higher education.

2.2. Hypothesis Development
2.2.1. The Effect of Internal Locus of Control on Organizational Citizenship Behavior

Locus of control can influence organizational citizenship behavior because individuals who feel they have strong control over events tend to be motivated to work hard, George and Brief [48]. Turnipseed [49] studied the influence of locus of control on organizational citizenship behavior and concluded that locus of control has a positive influence on organizational citizenship behavior.

According to Robinson et al. [13], locus of control is the degree to which individuals believe that they are the determinants of their own destiny. Locus of control refers to the degree to which individuals view events in their lives as consequences of their actions [50]. Furthermore, Nadi and Aghanouri [51] studied the influence of locus of control on

organizational citizenship behavior and concluded that locus of control has a positive influence on organizational citizenship behavior.

Next is the research conducted by Bhatt and Mali [9], which found a positive influence of internal locus of control on organizational citizenship behavior. According to Sagone and Indiana [32], individuals with an internal locus of control believe that within themselves there is great potential to determine their own destiny. Such individuals have a high work ethic, are steadfast in facing all kinds of difficulties both in their lives and in their work, although there is a feeling of worry in them, but this feeling is relatively small compared to their enthusiasm and determination to overcome themselves. These findings reinforce the relevance of internal locus of control as a predictor of extra-role behavior and serve as a contemporary empirical foundation for the development of this study's hypotheses. Based on this theoretical and empirical foundation, the following hypothesis is proposed:

H_1: Internal Locus of Control Has a Positive Effect on Organizational Citizenship Behavior.

2.2.2. The Effect of Emotional Intelligence on Organizational Citizenship Behavior

Emotional intelligence (EI) refers to the capacity to recognize, understand, manage, and utilize one's own emotions as well as those of others in ways that enhance reasoning, decision-making, and interpersonal functioning [42, 52]. In the organizational context, EI plays a central role in shaping behaviors that go beyond formal job requirements, commonly referred to as Organizational Citizenship Behavior (OCB). Employees with high EI are more adept at navigating social complexities at work, showing empathy, managing stress, and maintaining cooperative relationships, all of which are foundations of OCB [13].

Research consistently demonstrates a strong positive link between emotional intelligence and OCB. For example, Khalili [53] found that individuals with high EI are more likely to help colleagues, voice concerns constructively, and support organizational goals voluntarily. This finding is supported by Miao et al. [39], who conducted a meta-analysis revealing that EI significantly predicts multiple dimensions of OCB, including altruism, conscientiousness, and civic virtue. These findings suggest that emotionally intelligent individuals tend to engage more in discretionary behaviors that benefit the organization.

This relationship is also rooted in theoretical frameworks such as the Affective Events Theory by Weiss and Cropanzano [54], which posits that emotional regulation and awareness directly influence individual attitudes and behaviors in the workplace. Individuals with greater emotional regulation are more likely to maintain positive affective states, which in turn promotes OCB. Studies by Guruge and Yapa [11] further support the idea that EI facilitates workplace harmony, fosters team cooperation, and reduces counterproductive behaviors, thereby promoting organizational citizenship.

Moreover, EI contributes to building a psychologically safe work environment where employees feel respected and understood, an essential condition for discretionary behaviors to emerge [12]. Employees with high emotional intelligence tend to avoid unnecessary conflicts, resolve misunderstandings effectively, and exhibit optimism, which creates a supportive atmosphere that encourages others to reciprocate with positive behaviors.

Given this robust body of empirical and theoretical evidence, the following hypothesis is proposed:

H_2: Emotional intelligence has a positive effect on organizational citizenship behavior.

2.2.3. The Effect of Work Engagement on Organizational Citizenship Behavior

Work engagement is a psychological state characterized by vigor, dedication, and absorption in one's job, reflecting a deep emotional and cognitive investment in work tasks [55]. Employees who are engaged not only fulfill their basic job responsibilities but also often demonstrate additional discretionary behaviors, commonly referred to as Organizational Citizenship Behavior (OCB). These behaviors include helping colleagues, showing initiative, and promoting a positive work climate, all of which contribute to organizational effectiveness [56, 57].

According to Bakker et al. [26], work engagement fosters a sense of personal significance and pride in one's work. Individuals with high engagement are more likely to be enthusiastic, persist in the face of challenges, and exceed expectations without external rewards. These psychological attributes align closely with the characteristics of OCB, suggesting that work engagement can serve as an intrinsic motivator for voluntary behaviors that benefit the organization.

Empirical studies consistently support the positive relationship between work engagement and OCB. For instance, Babcock-Roberson and Strickland [8] found that engaged employees are more likely to help their coworkers, stay late when needed, and contribute positively to the workplace culture. Study Choo [58], Farid et al. [59], McManus et al. [60] further emphasized that engaged individuals experience higher levels of organizational commitment and are more inclined to engage in behaviors that go beyond their formal job scope. More recently, Park & Kim (2024) confirmed this relationship in the higher education sector, noting that academic staff with higher engagement were more likely to demonstrate OCB in teaching, research, and administrative duties.

Theoretical frameworks, such as the Job Demands–Resources (JD-R) model, provide a strong foundation for understanding this relationship [61]. The model suggests that work engagement emerges when job resources, such as autonomy, support, and feedback, are present, and that these resources enhance employees' willingness to invest additional effort, thereby encouraging OCB.

Given the compelling theoretical and empirical support, the following hypothesis is proposed:

H_3: Work engagement has a positive effect on organizational citizenship behavior.

2.2.4. The Effect of Internal locus of Control on Work Engagement

In a study conducted by Singh et al. [62] in a school setting, it was found that students with a high external locus of control are more susceptible to academic burnout compared to students with a higher internal locus of control. These results demonstrate that students or employees who believe that success in achieving a goal is determined by their own efforts tend to increase their engagement in various activities to achieve those goals. Therefore, a higher level of internal locus of control correlates with greater employee engagement in their work. This indicates a positive relationship between the internal locus of control variable and work engagement.

According to Turksoy and Tutuncu [33], employees with a high internal locus of control experience a harmonious passion for their work, which ultimately leads to high engagement in their tasks. Vermooten et al. [63] stated that the internal locus of control orientation makes a student believe that he is in control of all events that occur in his life.

Humans have the ability to manage their environment and their behavior to achieve their goals. Employees who believe that success in achieving a goal is determined by their efforts will increase their engagement in various efforts to reach those goals, in line with research conducted by Kim and Lee [64], Tekeli and Özkoç [65] who found a positive relationship between internal locus of control and work engagement.

Taken together, these findings underscore the importance of internal locus of control as a psychological resource that drives employees to remain committed, energized, and involved in their work. Accordingly, the following hypothesis is proposed:

H_4: *Internal locus of control has a positive effect on work engagement.*

2.2.5. The Effect of Emotional Intelligence on Work Engagement

Emotional intelligence (EI) refers to an individual's capacity to perceive, understand, manage, and regulate emotions both their own and those of others [52]. Within the organizational context, EI plays a critical role in shaping employee attitudes, behaviors, and psychological states. One such state is work engagement, which encompasses vigor, dedication, and absorption elements crucial for sustained productivity and organizational commitment [55].

Individuals with high emotional intelligence are more adept at managing stress, resolving conflicts, and fostering harmonious interpersonal relationships. These emotional regulation skills contribute to a more positive work environment, which enhances intrinsic motivation and emotional investment in work-related tasks [66]. In turn, these individuals are more likely to approach their responsibilities with enthusiasm and persistence, key indicators of work engagement.

Empirical evidence supports this theoretical connection. Study Mérida-López and Extremera [67] found a strong positive relationship between emotional intelligence and work engagement across various professional settings. Similarly, Pérez-Fuentes et al. [68] studying professionals in the healthcare sector demonstrated that individuals with higher EI levels displayed greater commitment, responsibility, and energy in their roles. This finding aligns with Extremera et al. [69] who argue that emotionally intelligent employees are better at maintaining positive moods, which enhances task involvement and psychological readiness for work. In line with the above statement, the study by Sun et al. [70] found a positive influence of emotional intelligence on work engagement.

Furthermore, Antonella et al. [71] suggests that emotional intelligence not only improves interpersonal dynamics but also bolsters self-awareness and self-motivation factors that directly drive engagement. When employees feel confident in their emotional coping mechanisms and can relate well to colleagues, they are more inclined to sustain attention and effort in their professional duties.

Based on the theoretical insights and consistent empirical findings, it is reasonable to propose the following hypothesis:

H_5: *Emotional intelligence has a positive effect on work engagement.*

2.2.6. Work Engagement as a Mediator between Internal Locus of Control and Organizational Citizenship Behavior

According to Turnipseed [49] in his research, it was explained that the locus of control variable is a key predictor of various research results related to work, ranging from attitudes and work influences to motivation and behavior. Agarwal [72] said that individuals who have a high locus of control have a strong belief that they can influence the work environment because they have a positive work attitude. Moreover, Kim and Lee [64] explained that an individual's belief in personal efforts, abilities, and initiatives are indicator that the individual has a locus of control. Turksoy and Tutuncu [33] support this view that ability and effort are considered indicators of internal locus of control.

Furthermore, Blakely et al. [73] stated that the opportunity for employees to participate will make work more challenging and lead to greater personal control and competence. Consequently, employees are more motivated to be able to play a greater role and behave well. This can be interpreted as indicating that individual control has a positive relationship with organizational citizenship behavior (OCB). From the opinions above, it can be understood that the ability to exercise internal control over oneself has a positive influence on OCB. Tistianingtyas [10] research conducted on the role of locus of control in organizational citizenship behavior through work involvement allows employees to enhance their organizational citizenship behavior towards the organization.

Meanwhile, in the research of Blakely et al. [73] in relation to understanding the role of antecedents to organizational citizenship behavior (OCB) in the relationship between locus of control and OCB, the research results indicated that locus of control has a partial or indirect influence on the OCB variable. Regarding other antecedent roles, the research of Na-Nan et al. [74] which examined the role of antecedents to the mediating variable of engagement on organizational citizenship behavior also found a partial positive relationship to organizational citizenship behavior through the mediating role of engagement.

Based on the theoretical rationale and consistent empirical findings, the following hypothesis is proposed:

H₆: Work engagement mediates the effect of internal locus of control on organizational citizenship behavior.

2.2.7. Work Engagement as a Mediator between Emotional Intelligence and Organizational Citizenship Behavior

Emotional intelligence (EI), as the ability to perceive, understand, regulate, and use emotions effectively, plays a central role in shaping employees' behaviors and attitudes at work [40, 42]. Individuals with high emotional intelligence are not only better equipped to manage stress and interpersonal relationships, but they also maintain a positive emotional climate that enhances their motivation and job performance [39, 67]. This emotional competency creates a foundation for proactive workplace behaviors, including Organizational Citizenship Behavior (OCB), which involves voluntary actions that support the organizational environment beyond formal job requirements [2].

Recent research has investigated the mechanism through which EI influences OCB, suggesting that work engagement may function as a key mediating factor. Work engagement, characterized by vigor, dedication, and absorption in one's tasks Schaufeli et al. [55] has been shown to be positively influenced by emotional intelligence, as emotionally intelligent individuals are more capable of generating positive emotions that fuel motivation and commitment [69, 71].

Study Yu and Takahashi [75] in a large-scale study of 540 employees in China, a structural model was proposed and tested, demonstrating that emotional intelligence positively influences organizational citizenship behavior both directly and indirectly through work engagement. The findings revealed that work engagement acts as a partial mediator, indicating that emotionally intelligent individuals are more engaged in their work, which in turn fosters greater OCB.

Similar evidence is found in the work of Liao et al. [76] and Lim et al. [77], who reported that emotional intelligence has an indirect effect on OCB via work engagement. These studies underline the psychological mechanisms in which emotional regulation and interpersonal awareness contribute to greater job enthusiasm and personal investment, ultimately enhancing extra-role behaviors. Furthermore, Babcock-Roberson and Strickland [8] found that engagement significantly mediates the relationship between leadership style (as an antecedent) and OCB, reinforcing the idea that psychological engagement serves as a critical behavioral conduit. In line with this, Kim and Lee [64] it was found that work engagement fully mediated the relationship between emotional intelligence and OCB, particularly in emotionally demanding occupations.

Further studies affirm the significant positive relationship between emotional intelligence and organizational citizenship behavior, highlighting the consistency of this finding across cultural and professional contexts [39, 78].

Based on the theoretical framework and empirical findings, it is proposed that:

H₇: Work engagement mediates the effect of emotional intelligence on organizational citizenship behavior.
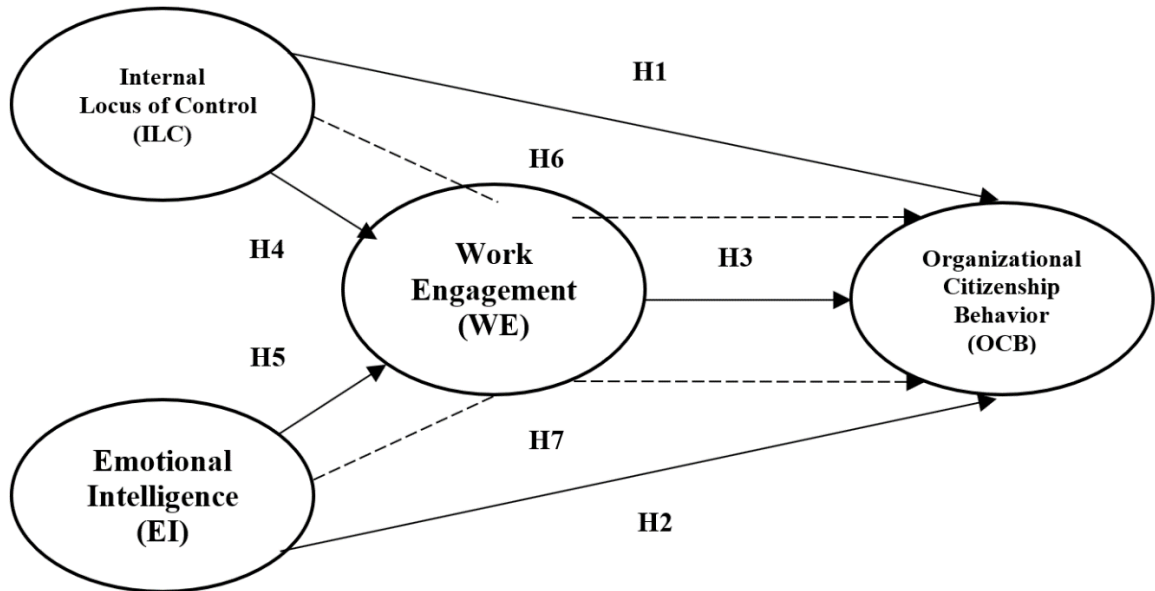
Figure 1.
Research Framework.

3. Method

This study adopts a quantitative explanatory research design to investigate the causal relationships among internal locus of control, emotional intelligence, work engagement, and organizational citizenship behavior (OCB) among permanent lecturers at private universities affiliated with LLDikti Region III Jakarta. The use of this design allows for a structured examination of how these psychological and behavioral constructs interact within the academic work environment. Data were collected through a survey method using structured questionnaires, which provided a standardized means of capturing responses from participants.

The target population consisted of all permanent lecturers employed at private universities registered under LLDikti Region III Jakarta, totaling 17,082 individuals as of 2023. To obtain a representative and manageable sample, convenience

sampling was employed, resulting in 391 valid respondents. This sample size was considered adequate to ensure robust statistical analysis using Structural Equation Modeling (SEM), which requires sufficient data to test complex variable relationships reliably.

Data collection was conducted using a standardized questionnaire that evaluated four core constructs: internal locus of control, emotional intelligence, work engagement, and OCB. Each construct was measured using multiple indicators adapted from validated instruments in prior studies, ensuring both the reliability and validity of the measurements. The structured nature of the questionnaire also facilitated consistent interpretation across respondents, contributing to the overall quality of the data.

In terms of measurement, OCB was assessed based on lecturers' perceptions of discretionary behaviors that extend beyond formal job descriptions, yet significantly contribute to the functioning of the organization. The key indicators for this construct included altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Work engagement was evaluated through the dimensions of vigor, dedication, and absorption, which reflect the psychological attachment and enthusiasm of lecturers toward their work. Internal locus of control focused on the belief in one's capability to perform job-related tasks successfully and was measured through the indicators of ability and own doing. Meanwhile, emotional intelligence captured the lecturers' capacity to manage both their own emotions and those of others, with indicators including self-awareness, self-regulation, self-motivation, empathy, and social skills.

The final sample consisted of 391 lecturers, whose demographic and professional profiles are presented in Table 1 to provide context for the analysis. These characteristics are important in interpreting the results and understanding the applicability of the findings to the broader population of higher education professionals in the region.

Data analysis was performed using Structural Equation Modeling (SEM), a statistical technique suitable for examining complex relationships among multiple variables simultaneously [79]. SEM allows for the assessment of both direct and indirect effects, making it particularly appropriate for this study's objective of exploring how psychological traits influence work-related behaviors in an academic context. The use of SEM not only enhances the rigor of the analysis but also offers a comprehensive understanding of the interrelated constructs within the proposed theoretical framework.

Table 1.
Descriptive Characteristic.

Profile	Description	Frequency	Percentage
Gender	Man	202	51,7
	Woman	189	48,3
Working Period	< 5 Years	48	12,3
	6-15 Years	162	41,4
	> 16 Years	181	46,3
Academic Position	Lecturer	130	33,2
	Assistant Professor	189	48,4
	Associate Professor	63	16,1
	Professor	9	2,3
Last Education	Master Degree	252	64,5
	PhD Degree	139	35,5
Age	<30 Years	21	5,4
	31-40 Years	126	32,2
	>41 Years	244	62.4

Before testing the proposed hypotheses, it is essential to conduct a series of preliminary analyses to ensure the validity and reliability of the measurement instruments as well as the overall structure of the model. These analyses include the evaluation of the Measurement Model, Goodness of Fit (GoF), and the Structural Model. The measurement model assessment is conducted through Confirmatory Factor Analysis (CFA) to examine construct validity and reliability, ensuring that the indicators adequately reflect their respective latent variables [80].

The assessment of model fit involves evaluating multiple Goodness of Fit (GoF) indices to determine how well the hypothesized model aligns with the observed data. In this study, the following fit indices were used: Chi-square (χ^2) and its probability value (p), Goodness of Fit Index (GFI), Relative Fit Index (RFI), Normed Fit Index (NFI), Incremental Fit Index (IFI), Comparative Fit Index (CFI), Parsimony Comparative Fit Index (PCFI), and Root Mean Square Error of Approximation (RMSEA). According to Hu and Bentler [81] an acceptable model fit is typically indicated by $\chi^2/df < 3.0$, GFI, RFI, NFI, IFI, and CFI values > 0.90, PCFI > 0.50, and RMSEA < 0.08. These multiple indices offer a comprehensive evaluation by capturing both absolute and incremental fit, as well as model parsimony.

Once both the measurement model and GoF indices meet acceptable thresholds, the structural model is then analyzed to examine the hypothesized causal relationships among the latent constructs. This step is critical for assessing the magnitude and direction of direct and indirect effects, offering a deeper understanding of the theoretical model being tested [82]. Adhering to this rigorous analytical sequence ensures that the conclusions drawn are based on a valid and well-fitting model structure.

4. Results and Discussion

4.1. Results

4.1.1. Measurement Model Assessment

Meanwhile, the results of the measurement model test (Confirmatory Factor Analysis, CFA) for all latent variables, as assessed by the observed variables, showed that the standardized loadings were above the recommended threshold of 0.50, and the construct reliability values met the acceptable threshold of 0.70 [80]. These findings indicate that all observed variables are both valid and reliable in measuring their respective latent constructs. Furthermore, the results of the normality test revealed a multivariate critical ratio (MCR) value of -0.744, which falls within the acceptable range of ±2.58 (i.e., between -2.58 and 2.58). This suggests that the data are normally distributed in a multivariate context, satisfying the assumption of normality required for subsequent analysis.

4.1.2. Goodness of Fit

Furthermore, the results of the SEM model fit test indicate that most of the model fit indices fall within the acceptable range, as presented in Table 2. Hair Jr et al. [79] suggest that four to five goodness-of-fit criteria are generally sufficient for evaluating the adequacy of a model, provided that the criteria represent different categories of fit, including absolute fit indices, incremental fit indices, and parsimony indices. Based on the goodness-of-fit results, it can be concluded that the SEM model demonstrates an acceptable fit. In other words, there is no significant discrepancy between the covariance matrix of the observed data (indicators) and the covariance matrix of the proposed model. This indicates that the structural equation model is well-suited to explain the relationships between the exogenous and endogenous variables in the research framework.

Table 2.
Fit measures on structural models.

Parameters	Result	Criteria
X^2 (P)	1041.488 (0.268)	Good fit
GFI; RFI; NFI	0.900; 0.902; 0.908	Good fit
IFI; CFI; PCFI	0.997; 0.997; 936	Good fit
RMSEA	0.008	Good fit
GFI	0.900	Good fit

4.1.3. Structural Model

All hypotheses are supported, with both direct and indirect effects being significant. ILC and EI positively influence OCB and WE, either directly or indirectly. These findings highlight the importance of fostering internal locus of control, emotional intelligence, and work engagement to enhance organizational citizenship behavior. An illustration of these relationships can be seen in Figure 2: Structural Model Estimation Result.

The findings of this study demonstrate a series of significant relationships among the core variables investigated. First, Internal Locus of Control (ILC) was found to have a positive and significant effect on Organizational Citizenship Behavior (OCB) (β = 0.254, CR = 4.313), suggesting that lecturers who possess higher confidence in their professional capabilities are more inclined to engage in voluntary behaviors that support organizational effectiveness. Similarly, Emotional Intelligence (EI) also positively influenced OCB (β = 0.255, CR = 4.562), indicating that emotionally intelligent individuals are better equipped to contribute constructively beyond their formal roles.

In addition, Work Engagement (WE) emerged as a strong predictor of OCB (β = 0.300, CR = 4.805), confirming that when lecturers are deeply engaged in their work, they are more likely to go the extra mile in support of their institutions. Furthermore, ILC was shown to positively affect WE (β = 0.269, CR = 4.390), reinforcing the idea that a strong sense of internal locus of control contributes to greater psychological involvement in one's job. Lastly, EI exhibited the strongest direct effect on WE (β = 0.380, CR = 6.397), highlighting that emotional awareness and regulation play a critical role in fostering deep work engagement.

Collectively, these findings underscore the pivotal role of personal resources such as internal locus of control and emotional intelligence in enhancing both work engagement and organizational citizenship behavior among lecturers. The interrelated effects further emphasize the importance of developing these competencies to strengthen sustainable individual and organizational performance.

Table 1.
Direct Effect Analysis.

| Hyp.	Direct Effect	Path Coefficient	CR	Conclusion
H1	ILC→OCB	0.254	4.313	Significant
H2	EI→OC	0.255	4.562	Significant
H3	WE→OCB	0.300	4.805	Significant
H4	ILC→WE	0.269	4.390	Significant
H5	EI→WE	0.380	6.397	Significant

As presented in Table 4: Indirect Effect Analysis, The results demonstrate that Work Engagement (WE) significantly mediates the relationship between both Internal Locus of Control (ILC) and Organizational Citizenship Behavior (OCB), as

well as between Emotional Intelligence (EI) and OCB. The indirect effect of ILC on OCB through WE is statistically significant (β = 0.081, CR = 3.241), as is the indirect effect of EI on OCB through WE (β = 0.114, CR = 3.842). These results indicate the presence of partial mediation, suggesting that while ILC and EI have direct influences on OCB, their effects are also partially transmitted via increased levels of Work Engagement. This underscores the critical role of psychological engagement as a conduit through which personal attributes enhance extra-role performance in academic settings.

Table 4.
Indirect Effect Analysis.

Hyp.	Indirect Effect	Path Coefficient	CR	Conclusion
H6	ILC→WE→OCB	0.081	3.241	Significant
H7	EI→WE→OCB	0.114	3.842	Significant
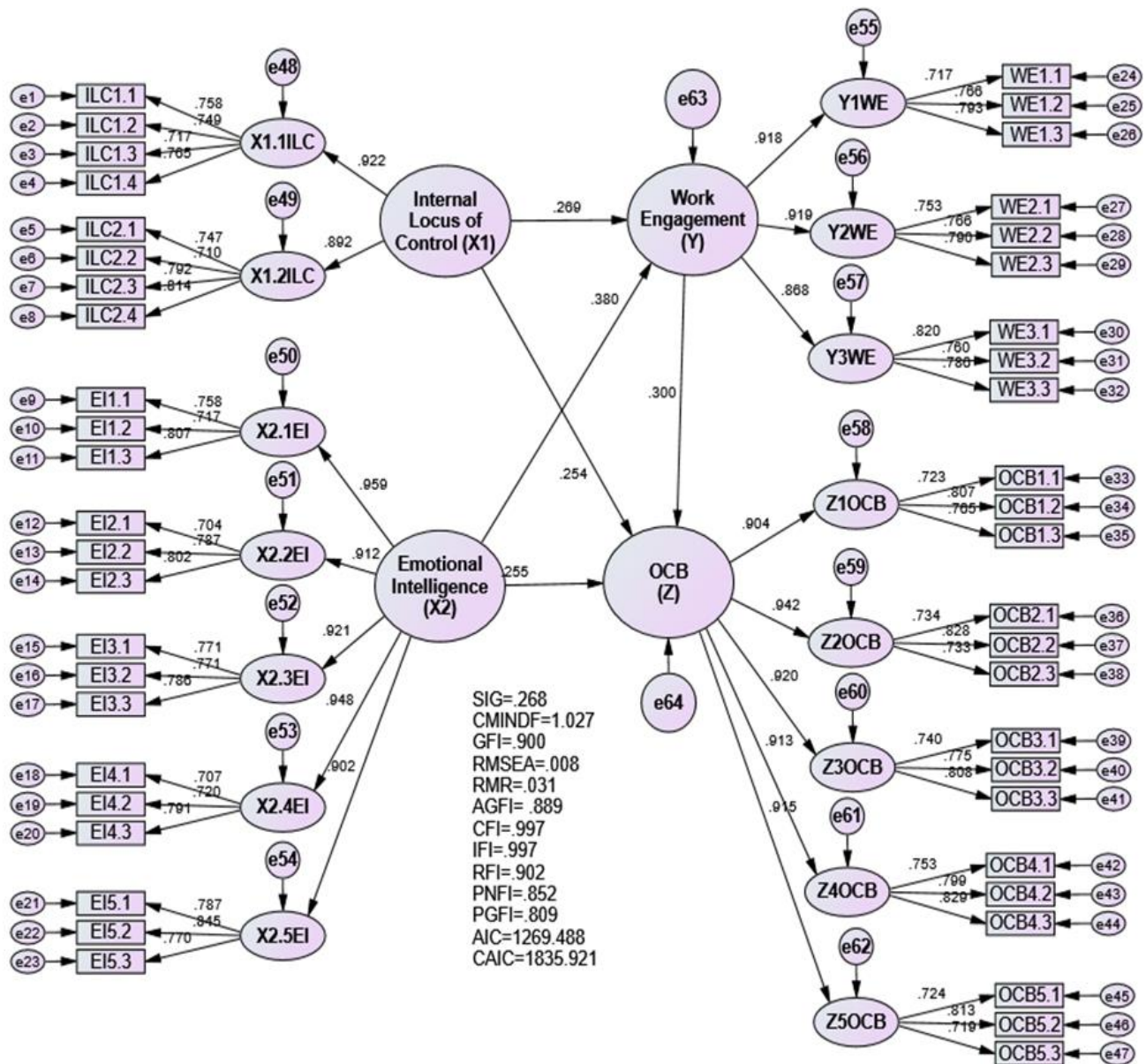
Figure 2.
Structural Model Estimation Result.

4.2. Discussion

This study provides substantial evidence supporting the critical role of psychological resources, particularly internal locus of control (ILC) and emotional intelligence (EI), in fostering organizational citizenship behavior (OCB) within higher education institutions. The findings align with and extend previous research on the impact of these psychological attributes on employee performance and organizational effectiveness [9]. Specifically, the results reveal both direct and indirect pathways through which ILC and EI influence OCB, mediated by work engagement, underscoring the multifaceted nature of these relationships.

The direct relationship between ILC and OCB corroborates the findings of prior studies, which suggest that individuals with higher levels of self-confidence in their professional capabilities are more likely to engage in voluntary behaviors that benefit the organization [9]. In line with this Nadi and Aghanouri [51] who emphasized the importance of internal locus of control in motivating individuals to perform beyond job expectations, this study highlights that lecturers who perceive themselves as capable and competent are more inclined to go above and beyond their formal responsibilities, thus contributing to the organizational culture and objectives.

Moreover, the role of emotional intelligence in enhancing OCB through work engagement is consistent with prior research by Khalili [53], which demonstrated that emotionally intelligent individuals are better equipped to manage interpersonal relationships and stress, leading to higher levels of cooperation and voluntary extra-role behavior. This study builds on these findings by showing that EI not only improves emotional regulation but also fuels intrinsic motivation, which in turn boosts work engagement and fosters organizational citizenship behaviors. This suggests that EI, as an internal resource, enhances both individual well-being and the broader organizational environment by promoting a positive and productive atmosphere.

The mediation of work engagement in the relationships between both ILC and EI with OCB offers valuable insights into the mechanisms driving these behaviors. The positive influence of work engagement as a mediator supports previous studies. McManus et al. [60] that has highlighted the central role of engagement in motivating employees to exert discretionary effort. By focusing on fostering engagement, institutions can amplify the effects of ILC and EI, ensuring that these psychological attributes translate into enhanced organizational contributions. As suggested by Schaufeli [29] and Sun et al. [70], work engagement not only heightens individual commitment but also strengthens collective effort, which is critical for achieving organizational sustainability.

5. Conclusion

This study provides empirical support for the significant influence of internal locus of control and emotional intelligence on organizational citizenship behavior (OCB) among permanent lecturers at private universities within the LLDikti Region III Jakarta. The findings confirm that work engagement serves as a key mediating variable, strengthening the positive effects of these psychological traits on OCB. Lecturers who exhibit higher levels of internal locus of control and emotional intelligence are more likely to demonstrate OCB, particularly when they are also highly engaged in their work.

From a sustainability perspective, these insights underscore the importance of cultivating psychological resources to support long-term institutional success. By fostering environments that promote internal locus of control and emotional intelligence, academic institutions can build resilient and cooperative organizational cultures that are essential for achieving sustainable development goals.

Based on the findings, several strategic recommendations can be proposed to enhance organizational citizenship behavior through psychological and organizational development. First, educational institutions should implement targeted development programs aimed at strengthening lecturers' internal locus of control and emotional intelligence. This can be achieved through structured workshops, mentoring, and continuous professional development initiatives that align with the institution's broader sustainability agenda.

Second, since work engagement plays a pivotal mediating role, it is essential to cultivate a work environment that fosters high levels of engagement. Institutions can promote this by offering meaningful academic responsibilities, recognizing faculty contributions, and ensuring access to adequate resources and support systems that empower lecturers in their roles.

Third, sustainable human resource (HR) practices should integrate these psychological dimensions into institutional policies. HR departments are encouraged to design frameworks that not only incentivize organizational citizenship behaviors but also embed them into the institution's core sustainability strategy. Such approaches will help reinforce a collaborative, proactive, and resilient academic culture.

Lastly, future research should seek to validate these findings across diverse educational settings, including public universities and institutions in different regions or countries. In addition to replicating the model, further studies may explore the influence of these psychological traits on other organizational outcomes, such as job satisfaction, innovation, or individual performance, thereby contributing to a more holistic understanding of their role in sustainable academic development.

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