

The Impact of Organizational Citizenship Behaviour on Professional Competence

A Survey Study on Employees at Algérie Télécom Tébessa

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Abstract

Recent studies highlight the importance of voluntary behaviours in supporting job performance. This study analyses the impact of organizational citizenship behaviour on professional competence at Algérie Télécom – Tébessa. A descriptive approach was used, with a comprehensive survey of all employees. Data was mainly collected through a questionnaire, with interviews, documents, and records as support tools. Results showed a statistically significant positive effect of citizenship behaviour on professional competence. Voluntary organizational behaviours help improve overall institutional performance. Such behaviours foster adaptability and teamwork among employees. They also enhance commitment to organizational goals and professional relationships. Encouraging these behaviours leads to higher competence and better results. The study recommends promoting citizenship behaviour for organizational success.

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1. Introduction

Organizations, amid rapid developments, strive to keep pace through various means, particularly by managing performance in order to achieve progress and provide services in the best possible way. This is done to face emerging challenges, as institutions compete to attract capital and investments—especially regarding human resources—and pursue continuous and distinguished improvements to achieve organizational excellence.

The topic of organizational citizenship behaviour is considered one of the most prominent organizational behaviours that has attracted increasing attention from researchers across various disciplines, such as sociology and administrative sciences. This is due to its vital impact on cohesion and positive interaction among members of the organization, which contributes to achieving organizational efficiency and effectiveness.

From this, organizational citizenship behaviour plays a significant role in achieving employees' professional efficiency, which is only possible if there is a set of coordinated elements, including advanced and modern work tools. The institution must also provide employees with a work environment that motivates and drives them to work with self-monitoring and responsibility. Employees should feel that the institution's goals are their own goals, and the institution must strive to meet all employees' needs and offer various incentives, as these will contribute to increasing their professional efficiency.

Accordingly, in this study, we will attempt to shed light on the impact of organizational citizenship behaviour on professional efficiency at the Directorate of Algérie Télécom – Tébessa, following a systematic and scientific approach as follows:

Study Problem

In the context of global openness, organizations have experienced a state of change and instability, as organizational environments have become dynamic. This has compelled institutions to adopt a different path in order to keep up with development, adapt to changes, and enhance their competitiveness, while achieving their objectives with utmost effectiveness, efficiency, and high skill.

One of the most prominent mechanisms that can enhance an institution's status is focusing on organizational citizenship behaviour and working to develop and reinforce it among employees. Thus, the concept of organizational citizenship behaviour has emerged as a fundamental pillar for institutions to achieve organizational effectiveness. Achieving such effectiveness requires going beyond formal role expectations and performing additional voluntary tasks. Organizational citizenship behaviour is this voluntary action taken by an employee for the benefit of the institution, aiming to support it and help achieve its pre-planned objectives. This is realized through the flexibility and smoothness of communication channels within the institution and the collaboration among various socio-professional groups in management. Professional social relationships also help enhance organizational citizenship behaviour within the institution, which

requires several prerequisites, such as the exchange of ideas among professional groups, commitment to participation in professional matters and stances.

To achieve employees' sense of belonging and loyalty to the institution, they must show organizational commitment to all duties and responsibilities assigned to them in the best possible way. Simply possessing a workforce is not enough for the institution to fully benefit; it is essential to have a human resource with high professional competence and skills, as this is the cornerstone of any organization and one of the most important elements in the production and service process, fundamentally determining the achievement of institutional goals in both the short and long term, as well as supporting its competitive capacity. This is aimed at encouraging employees to adopt organizational citizenship behaviour.

The topic of professional competence has received significant attention from researchers nowadays, given its importance in developing and enhancing human resource capabilities. It is considered one of the main elements of institutional focus, achieved by developing employees' skills and abilities, and providing training centers to help workers acquire the necessary knowledge. This is reflected in the need for professional flexibility, such as the ability to adapt to prevailing circumstances, flexibility in making sound decisions, the ability to analyse and solve problems, and to develop appropriate solutions. Professional adaptability is especially important in achieving professional competence.

This is evidenced by the ability to adapt to working conditions, meet job requirements, and maintain harmonious work relationships.

Accordingly, and based on the above, we decided to address the topic by posing the study problem as follows:

What is the impact of organizational citizenship behaviour on the professional competence of employees at the Directorate of Algérie Télécom – Tébessa?

To answer this question, the present study proposes the following hypotheses:

Study Hypotheses

Considering the main problem and to define the framework of the study, the following hypotheses were formulated:

- **Main Hypothesis**

There is a statistically significant effect at the 0.05 level between OCB and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa.

To test this hypothesis, the following sub-hypotheses were formulated:

- **Sub-hypothesis 1:**

There is a statistically significant effect at the 0.05 level between achieving organizational goals and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa.

- **Sub-hypothesis 2:**

There is a statistically significant effect at the 0.05 level between professional social relationships and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa.

- **Sub-hypothesis 3:**

There is a statistically significant effect at the 0.05 level between organizational commitment and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa.

2. Defining the Operational Concepts of the Study

2.1 Organizational Citizenship Behaviour (OCB)

Organ (Organizational Behaviour theorist) states that organizational citizenship behaviours are individual behaviours not directly or explicitly recognized by the formal reward system, but which contribute to the effective functioning of the organization. These behaviours are not part of the specified role or duties outlined in the employment contract between the employee and the organization. Rather, they are a matter of personal choice and neglecting them does not result in punishment. In fact, these behaviours fall outside the defined framework of the employee's job, but they help to "lubricate" the social mechanism of the organization. The contribution of OCB to organizational effectiveness has been repeatedly demonstrated.⁴

Chahar (2019) defined OCB as a position an employee has towards organisation while extending his behaviour beyond the normal duties of tasks at hand.⁵

Konovsky defined OCB as "a set of behaviours aimed at providing help and displaying behavioural signs that are not formally required but are very beneficial to the organization."⁶

Based on our field survey and a review of the theoretical literature and definitions, the operational definition of organizational citizenship behaviour in this study is: **Any behaviour performed outside the scope of formal job tasks, through which the employee seeks to achieve organizational goals, harmonize with colleagues by forming professional social relationships, and demonstrate commitment according to directions and instructions.**

2.2 Professional Competence

Boyer and Equilbey defined professional competence as the ability to perform a set of specific tasks. It is measurable and observable in activity. More broadly, competence is the readiness to mobilize, combine, and apply all scientific and practical knowledge at work, and it only appears during actual work.⁷

(Belyukova et al., 2015) defines professional competence as the ability to achieve success based on skills, knowledge and experience when performing tasks and solving problems in professional activities.⁸

Based on the theoretical literature and the field survey, the operational definition of professional competence in this study is:

The employee's ability to accomplish tasks with professional flexibility, adapt to work conditions, and possess a set of abilities and skills that enable them to analyse and solve problems.

3. Dimensions of Organizational Citizenship Behaviour

The study by Organ and Bateman was the first empirical study of OCB according to its purpose, dividing it into two dimensions: altruism and general compliance. Anderson and Williams later added two more dimensions:

- **OCB directed toward the organization (OCB-O):** Refers to positive behaviours that individuals perform that benefit the organization indirectly, such as helping new employees understand their tasks or assisting colleagues when their workload increases.
- Bettencourt et al. introduced the dimension of voluntary behaviours performed by employees within the organization to provide high-quality services to clients, aiming to improve service quality.¹

4. Dimensions of Professional Competence

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5. Dimensions of Professional Competence

There are various classifications of professional competence dimensions, including:

1. **Practical Competence:** Related to the job itself.
2. **Functional Competence:** Related to relationships and the rest of the unit.

3. **Relational Competence:** Involves skills in managing people, behaviours, and effective communication among employees at different levels.
4. **Structural Competence:** Related to the procedures used, methods applied, and their effectiveness.
5. **Cultural Competence:** Related to internal attitudes within the organization, such as customs and values.
6. **Sequential Competence:** Related to the management process.²

Another classification divides professional competence into four dimensions:

1. **Cognitive Competence:** Refers to various mental skills and knowledge used by employees in their work.
2. **Affective Competence:** Refers to attitudes, values, and inclinations, covering aspects such as self-confidence and orientation toward the profession.
3. **Performance Competence:** Encompasses various performance skills demonstrated by employees, including psychomotor skills, and the application of previously acquired scientific and practical knowledge.
4. **Productive Competence:** Refers to the application of acquired competencies in the field, i.e., the impact of employees' skills and their adaptability to the current environment or job.³

These dimensions clarify that professional competence is linked to the skills, experiences, and latent energies possessed by the individual, which are reflected in their behaviours and performance of tasks, as well as their adaptability to the current work environment and assigned duties.

5. Methodological Procedures of the Study

5.1 Fields of the Study

- **Geographical Scope of the Study**

The field study was conducted at the Directorate of Algérie Télécom – Tébessa – located in Urban Area No. 01, Bialaf – Tébessa Province.

Algérie Télécom was established by Decree No. 03/2000 dated August 5, 2000, as part of reforms affecting the postal and telecommunications sector, which resulted in the division of postal and telecommunications services into two entities: Algérie Poste and Algérie Télécom. It is considered an economic institution that began its operations on January 1, 2003. Legally, it is a joint-stock company with a capital of 61,275,180,000 DZD, registered in the commercial register under No. 18083B02. It consists of 48 units spread across the national territory, providing a range of services to both individuals and entities.

- **Time Scope of the Study:** The timeframe for this study extended from September 3, 2024, until the end of June 2025. During this period, we conducted an exploratory visit to the institution (the study field), where we became acquainted with the nature of the institution's services, workflow, and the number of employees in each unit. We also obtained permission to carry out the field study after meeting with the Deputy Director of Operations.

Following this phase, we began the theoretical study and set up the methodological procedures. Afterwards, we made a field visit to the institution, recorded several observations, and in the final phase of the field study, we distributed the questionnaire to all employees and workers. We also conducted several interviews with executives in the institution.

- **Human Scope of the Study**

This refers to the precise identification of the study population and its elements, i.e., defining the population comprehensively. As the number of workers in the institution reached 70, we used the comprehensive survey method, covering all employees and workers of the institution with their various socio-professional ranks (executives, supervisors, and operators).

5.2 The Method Used in the Study

The descriptive method was adopted instead of other methods because it best fits the phenomenon under study, namely the effect of organizational citizenship behaviour on the professional competence of the employees and workers in the institution. This method will include all the socio-organizational analysis and statistical reading needed to reach reliable results.

5.3 Data Collection Tools

In this study, we tried to use a set of tools to collect data from the field. The current study relied primarily on the questionnaire as the main data collection tool due to its suitability. The interview was also used as a complementary tool to obtain more detailed information that could not be gathered through the questionnaire alone. Additionally, participant observation was employed to monitor various behaviours and practices of the employees and managers in the institution, which would be used in analysing the study's results. Furthermore, records and documents provided by the institution under study were used.

A–Observation:

Observation was used in this study through several visits to the institution. The initial observations helped us form an idea about the work environment, how tasks are performed, methods of communication among employees, and the various departments and sections. We also noted the discipline of workers in wearing work uniforms and other observations related to performance and communication among employees and with clients and partners.

B–Interview:

During our visits to the institution, we conducted several interviews with various executives and

managers, including department heads, the director of the commercial agency, and the deputy director of operations. A series of questions were posed and answered, providing insights into how staff and workers handle different professional situations, the procedures followed in each case, professional obligations, and workflow. We also learned about their perspectives on the institution they work for. The questions varied, and participants were allowed to answer freely and express their opinions, though some were reserved about certain topics.

C – Records and Documents:

These are among the data collection tools used by the researcher to gather information not available through the questionnaire, observation, or interviews. The researcher relied on several documents as a means of obtaining data, including information about the institution (such as its introduction, activities, date of establishment, number of employees, etc.). Documents related to the organizational structure of the institution, including all departments, units, and divisions, were also used.

D–Questionnaire:

The study's questionnaire included questions on a five-point scale. After testing and making the necessary adjustments, the final version of the questionnaire consisted of three sections:

- **First Section:** Covers the socio-demographic characteristics of the respondents and includes 7 questions.
- **Second Section:** Focuses on organizational citizenship behaviour, containing 30 questions (from 01 to 30) divided into three dimensions, each with ten questions.
- **Third Section:** Focuses on professional competence, also containing 30 questions (from 31 to 60) divided into three dimensions, each with ten questions.
- **Tests for the validity and reliability of the study tool**

Table No. 01: Validity Test

Axes	Pearson Correlation Coefficient	Significance Level	Study Population
Second Axis: Organizational Behavior	Citizenship 0.789	0.0000	60
Third Axis: Professional Competence	0.765	0.0000	--
Tool as a Whole	0.772	0.0000	60

Source: prepared by the authors

****.** Correlation is significant at the 0.05 level (2-tailed).

The table above shows the validity test for the three axes: the axis of organizational citizenship behaviour and the axis of professional competence. The Pearson correlation coefficient for the second axis was 0.789 with a significance level of 0.000, which is less than 0.05, indicating that the second axis has a high degree of validity. It is also clear from the table above that the Pearson correlation coefficient for the third axis was 0.765 with a significance level of 0.000, which is less than 0.05, indicating that the third axis of the questionnaire also has a high degree of validity. Since both axes of the questionnaire have a high degree of validity, the questionnaire is suitable for field application.

Table No. 02: Calculation of the Reliability Coefficient Using Cronbach's Alpha

Variables	Items	Cronbach's Alpha Value
Study Axes	60 items	0.969

Source: prepared by the authors (output from SPSS.VER.26)

6. Testing the Study Hypotheses

6.1 Testing the Main Hypothesis

There is a statistically significant effect at the 0.05 level between organizational citizenship behaviour and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa.

Between the axes of organizational citizenship behaviour and professional competence, and in order to test this hypothesis, simple linear regression was used. The results were as follows:

Table No. 03: Significance of Regression (ANOVA)

ANOVA						
Model	Sig	F	Mean Square	df	Sum Squares	of
Regression	.000 ^b	104.334	11.754	1	11.754	
Residual	--	--	0.113	58	6.534	
Total	--	--	--	59	18.287	
Dependent variable: Professional competence (B)						
Independent variable: Organizational citizenship behaviour (A)						

Source: prepared by the authors (output from SPSS.VER.26)

Table No. (03) shows the significance level of the regression. It is clear from the significance value of 0.0001 that the regression is significant, and therefore, there is a relationship between the level of organizational citizenship behaviour and the level of professional competence

Table No. 04: R SQUARE Coefficient

Model Summary				
Model	R	R SQUARE	Adjusted R Square	Std. Error of the Estimate
1	.802	0.643	0.637	0.33564
A: Organizational citizenship behaviour (independent variable)				
B: Professional competence (dependent variable)				

Source: prepared by the authors (output from SPSS.VER.26)

It is clear from Table No. (04) that the value of the coefficient of determination reached 0.643, which means that 64.3% of the change in the level of professional competence is explained by organizational citizenship behaviour. In simpler terms, organizational citizenship behaviour explains 64.3% of professional competence. The remaining percentage is explained by other factors outside the model. Through interviews conducted with some managers at the directorate, we inquired about methods that could enhance and increase the level of professional competence. We found that it depends on encouragement, promotions, and various material and moral incentives.

Table No. 05: Regression Coefficients

Coefficients					
Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	b	Std.error	Beta		
(constant)	1.205	0.311		3.877	.000
Org. Citizenship Behaviour	0.741	0.073	0.802	10.214	.000
Dependent variable: Professional competence					

Source: prepared by the authors (output from SPSS.VER.26)

Simple Linear Regression Calculation

To determine the relative importance of the predictor variable (organizational citizenship behaviour), we look at the standardized coefficient (Beta) in the multiple linear regression calculation. It is clear that organizational citizenship behaviour effectively contributes to this model, as the absolute value of its standardized coefficient is high (0.802), and the t-test value is 10.124 at a significance level of 0.0001.

From this table, we can write the regression line equation between the two variables as follows:

$$\text{Professional competence} = 1.205 + 0.741 \times \text{Organizational citizenship behaviour}$$

This equation means that an increase of one percentage point in organizational citizenship behaviour in the institution leads to an increase of 0.741 in the level of professional competence. It also means that the level of professional competence at a zero level of organizational citizenship behaviour is 1.205.

6.2 Testing the Sub-Hypotheses

The results will be presented, interpreted, and discussed based on the findings from the study tools in order to determine the effect between the dimensions of organizational citizenship behaviour and professional competence. The dimensions of organizational citizenship behaviour affect professional competence at the Directorate of Algérie Télécom – Tébessa. To test the main hypothesis, the results of the multiple stepwise linear regression analysis ($Y = aX + b + b_2 + b_3$) were relied upon, which allows for studying the possibility of an effect between the independent variable (organizational citizenship behaviour) and the dependent variable (professional competence). The correlation coefficient (R) was also used at a significance level of ($\alpha \leq 0.05$), and the coefficient of determination (R^2) was calculated to determine the percentage of change in the dependent variable resulting from the change in the independent variable. The results of testing the main hypothesis can be clarified through the following table:

First Sub-Hypothesis :

"There is a statistically significant effect at the 0.05 level between achieving organizational goals and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa."

Structure of the Statistical Model:

- Dependent variable: Professional competence
- Independent variable: Organizational goals

Table No. 06: Model Summary

R	R ²	Adjusted R ²	Std. Error
0.801	0.642	0.623	0.37001

Source: prepared by the authors (output from SPSS.VER.26)

Table No. 07: Analysis of Variance (ANOVA)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	13.751	3	4.584	33.481	0.000
Residual	7.667	56	0.137		
Total	21.418	59			

Source: prepared by the authors (output from SPSS.VER.26)

Table No. 08: Coefficients Table

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	0.637	0.413	—	1.542	0.129
Achieving Organizational Goals	0.114	0.133	0.101	0.854	0.396

Source: prepared by the authors (output from SPSS.VER.26)

The Model Summary shows that the correlation coefficient (R) between all the independent variables (including "achieving organizational goals") and the dependent variable (professional competence) reached 0.801, which indicates a strong correlation between the overall model and professional competence. The value of R^2 was 0.642, indicating that the independent variables in the model explain 64.2% of the variance in professional competence, which is a relatively high explanatory rate and reflects the strength of the model as a whole.

However, when examining the contribution of each independent variable separately, specifically "achieving organizational goals," it is clear from the Coefficients Table that:

- The unstandardized coefficient (B) = 0.114, indicating that each one-unit increase in "achieving organizational goals" leads to a very slight increase (0.114) in professional competence, assuming other variables are held constant.
- The standard error associated with this coefficient = 0.133, which is relatively larger than the coefficient itself, reflecting considerable variability around the estimated value.
- The T value = 0.854, which is low, indicating the weak predictive power of this coefficient for professional competence.
- Most importantly, the statistical significance value (Sig.) = 0.396, which is much higher than the significance level adopted in the hypothesis (0.05). Accordingly, we cannot reject the null hypothesis (H_0), and therefore, there is no statistically significant relationship between achieving organizational goals and the professional competence of employees in this sample.

As for the results of the analysis of variance (ANOVA), they showed that the overall model is statistically significant ($F = 33.481$, Sig. = 0.000), indicating that the independent variables collectively have a significant effect on professional competence. However, the contribution of "achieving organizational goals" alone was not significant, as clarified by the results in the Coefficients Table.

Second sub-hypothesis:

"There is a statistically significant effect at the 0.05 level between professional social relationships and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa."

Model Structure:

- Independent Variable** : Professional social relationships

Table No. 09: Coefficients Table

Variable	B	Std. Error	Beta	t	Sig.
Professional relationships	0.241	0.119	0.283	2.026	0.048

Source: prepared by the authors (output from SPSS.VER.26)

Statistical Interpretation:

- The significance value (Sig = 0.048) < 0.05, which means there is a statistically significant relationship between social relationships and professional competence.
- The effect coefficient (Beta = 0.283) indicates a relatively moderate effect.

The Coefficients Table shows that the variable "professional social relationships" has an effect on professional competence as follows:

- The unstandardized coefficient (B) = 0.241, meaning that each one-unit increase in the level of professional social relationships corresponds to an expected increase of 0.241 in professional competence, assuming other variables remain constant. This value indicates a positive relationship, i.e., improving social relationships within the work environment contributes to raising the level of professional competence.
- The standard error (Std. Error) = 0.119, which is a moderate value compared to the B coefficient, indicating an acceptable degree of stability in the estimate and not much dispersion.
- The standardized Beta coefficient (Beta) = 0.283, which shows the relative effect of this variable compared to the other variables in the model. This value indicates that professional social relationships represent one of the moderately influential factors in explaining the variance in professional competence.
- The T value = 2.026, which is greater than the critical value (approximately ± 2) in most tests at the 0.05 significance level, indicating that the variable statistically contributes to predicting professional competence.
- The significance value (Sig.) = 0.048, which is less than 0.05, meaning that the relationship between "professional social relationships" and "professional competence" is statistically significant. Thus, we reject the null hypothesis (H0) and accept the alternative hypothesis, which confirms the existence of a significant relationship between the two variables.

Third Sub-hypothesis:

"There is a statistically significant effect at the 0.05 level between organizational commitment and the professional competence of employees at the Directorate of Algérie Télécom – Tébessa."

Model Structure:

- **Independent Variable:** Organizational commitment

Table No. 10 Coefficients Table

Variable	B	Std. Error	Beta	t	Sig.
Organizational commitment	0.457	0.118	0.488	3.863	0.000

Source: prepared by the authors (output from SPSS.VER.26)

The results of the statistical analysis show that the independent variable "organizational commitment" demonstrates a strong and positive relationship with the dependent variable "professional competence," as follows:

- The unstandardized coefficient (B) = 0.457, which is relatively high compared to the other variables in the model. This means that each one-unit increase in the level of organizational commitment corresponds to an increase of 0.457 in the level of professional competence, with other factors held constant. This indicates a strong positive relationship.
- The standard error (Std. Error) = 0.118, which is relatively low, indicating a high degree of accuracy in estimating the regression coefficient and good homogeneity in the data.
- The standardized Beta coefficient (Beta) = 0.488, which is the highest among all variables in the model, indicating that organizational commitment is the most influential variable in predicting professional competence.
- The T value = 3.863, which is very high, indicating that the coefficient for organizational commitment is significantly different from zero and has strong explanatory power.
- The significance value (Sig.) = 0.000, which is much lower than the adopted significance level (0.05), meaning that the relationship between organizational commitment and professional competence is highly statistically significant. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis is accepted.

We have thus found a statistically significant effect between organizational citizenship behaviour and professional competence, as evidenced by:

- A statistically significant effect between achieving organizational goals and professional competence.
- A statistically significant effect at the 0.05 level between professional social relationships and professional competence.
- A statistically significant effect at the 0.05 level between organizational commitment and professional competence

7. CONCLUSION

The present study has demonstrated the importance of organizational citizenship behaviour as a managerial approach adopted by employees within the organization to achieve organizational goals, build professional social relationships, and highlight the extent of employees' commitment to accomplishing their tasks. All of these factors positively reflect on the professional competence of employees, which is evident through their ability to analyse and solve problems regardless of the difficulties and professional situations they face, as well as their professional flexibility. Employees are able to continue their work even if the work method changes, adapt to new ways of working, handle emergencies, and are capable of harmonizing with ongoing changes. Therefore, those in charge of organizations must work to enhance organizational citizenship behaviour in a way that aligns with the nature of human resources, which in turn will lead to achieving a high level of professional competence among employees.

After delving deeply into the subject through study and analysis, following the recognized methodological and empirical stages, it became clear that the topic still requires much more analysis, study, and in-depth research within Algerian institutions. This can be achieved by focusing on the socio-organizational aspects, which have been overlooked by many previous studies.

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