

INTERNAL MARKETING AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) AMONG STAFF OF NIGERIAN ARMY UNIVERSITY BIU – BORNO STATE

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Abstract

This study investigated the influence of internal marketing practices - Employee Motivation (EM), Digital Internal Communication (DIC), Leadership Emotional Intelligence (LEI), and Diversity, Equity, and Inclusion (DEI) on Organizational Citizenship Behaviour (OCB) among academic staff at Nigerian Army University Biu (NAUB). Drawing on Social Exchange Theory (SET), the study contends that employees' perceptions of organizational support through these internal mechanisms foster discretionary behaviours that strengthen institutional effectiveness. A cross-sectional survey design was employed, targeting the entire population of 356 academic staff. A census sampling technique was adopted, resulting in a sample size equal to the population. Data were collected using a structured questionnaire with items measured on a five-point Likert scale. The instrument was adapted from validated scales in existing literature, ensuring content and construct validity, while a pilot test confirmed reliability with Cronbach's alpha values above 0.70 for all constructs. Data were analyzed using multiple regression analysis. Findings revealed that *all* four internal marketing practices significantly and positively predicted OCB, with LEI exerting the strongest influence, followed by EM, DEI, and DIC. The results underscore the importance of emotionally intelligent leadership and inclusive organizational practices in promoting citizenship-driven behaviours among academics. The study concludes that a supportive and inclusive internal environment is crucial for institutional resilience and academic excellence. It recommends structured recognition frameworks, robust digital communication systems, leadership development programmes emphasizing emotional intelligence, and comprehensive DEI strategies to enhance staff engagement and organizational performance.

Keywords: Internal Marketing, Organizational Citizenship Behaviour, Emotional Intelligence, Diversity and Inclusion, Higher Education, Social Exchange Theory

Introduction

Organizational Citizenship Behaviour (OCB) is a pivotal construct in understanding employees' discretionary behaviours that extend beyond formal role requirements and contribute to organizational effectiveness (Adagbonyin & Dania, 2024). In higher education, OCB manifests through mentoring colleagues (Okolie *et al.*, 2020), committee participation (Saidat, 2024), and community service (Jacob *et al.*, 2022), thereby fostering collaboration and academic excellence. However, Nigerian higher education - especially in the Northeast faces

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systemic challenges including resource constraints (Omodero & Nwangwa, 2020), insecurity from insurgency (Garba *et al.*, 2022), governance failures, corruption, limited staff development, and brain drain (Onyia, 2022). These conditions highlight the urgent need for innovative human resource management (HRM) strategies that strengthen motivation, commitment, and institutional resilience (Adesina & Egbuta, 2025).

Within this context, internal marketing emerges as a strategic approach, viewing employees as internal customers and aligning work roles with their needs to foster satisfaction, commitment, and performance (Lo Iacono *et al.*, 2024; Qiu *et al.*, 2022). Research has linked effective internal marketing to reduced turnover (Berry & Parasuraman, 1991), empowerment (Gounaris, 2006), job satisfaction (Huang & Rundle-Thiele, 2014), and employee commitment (Yao *et al.*, 2019). Importantly, studies confirm its positive impact on OCB in universities across Turkey, India, and Iraq (Sarangal *et al.*, 2024), as well as in Nigerian contexts where person-organization fit drives OCB (Eromafuru *et al.*, 2023).

Despite this evidence, limited research has examined the internal marketing - OCB nexus in conflict-affected educational environments such as Northeast Nigeria. The Nigerian Army University Biu (NAUB) exemplifies this setting, grappling with high staff turnover and low morale. Moreover, traditional dimensions of internal marketing such as motivation, communication, and empowerment may be insufficient in today's academic environment. Emerging constructs such as digital internal communication, emotionally intelligent leadership, and diversity, equity, and inclusion (DEI) are increasingly critical for cultivating belonging, trust, and engagement (Abbana & Hassi, 2024; Rodrigues *et al.*, 2023). Consequently, this study investigated how both conventional and emerging internal marketing practices influence OCB among academic staff at NAUB.

The specific objectives of this study are to:

- i. examine the effect of employee motivation on the organizational citizenship behaviour of academic staff at NAUB.
- ii. assess the impact of digital internal communication on the organizational citizenship behaviour of academic staff at NAUB.
- iii. evaluate the effect of leadership emotional intelligence in enhancing organizational citizenship behaviour among academic staff at NAUB.
- iv. determine the influence of diversity, equity and inclusion (DEI) practices on organizational citizenship behaviour of academic staff at NAUB.

Review of related Literature

Organizational Citizenship Behaviour (OCB)

Organizational Citizenship Behaviour (OCB) refers to voluntary, discretionary actions that go beyond formal job descriptions and are not directly tied to rewards, yet significantly enhance organizational effectiveness and long-term performance (Pugliese *et al.*, 2024). Such behaviours include helping colleagues, showing flexibility, and taking initiative, which foster supportive and efficient work environments. In modern organizations, fostering OCB is considered a strategic approach to reducing absenteeism, workplace deviance, and turnover while retaining high-performing employees (Halid *et al.*, 2024).

Within higher education, OCB is evident in staff activities such as mentoring students beyond regular hours, collaborating across departments, and engaging in institutional development efforts. These actions, though not contractually required, enhance performance, collegiality, and educational outcomes (Abbasi & Wan Ismail, 2023). The construct was originally conceptualized by Organ (1988), cited in Nguyen *et al.* (2022), as comprising five dimensions: altruism, conscientiousness, courtesy, civic virtue, and sportsmanship. Later refinements by Podsakoff *et al.* (2000) and Organ *et al.* (2006) expanded this to seven dimensions, adding organizational loyalty, organizational compliance, individual initiative, and self-development. These dimensions have been validated in educational contexts (Deepaen *et al.*, 2015; Dipaola & Tschannen-Moran, 2001). Collectively, they reflect behaviours that promote cooperation, collegiality, and proactive engagement, which Robbins and Judge (2012) emphasize as essential for organizational effectiveness and the achievement of institutional goals.

Internal Marketing

Internal marketing is a strategic approach that applies marketing principles to employees, treating them as internal customers whose satisfaction and commitment drive organizational success. Defined by Rafiq and Ahmed (2000), cited in Brown *et al.* (2025), it minimizes resistance to change, aligns employees with institutional goals, and fosters collaboration. Abbana and Hassi (2024) emphasize its operational role in hiring, training, and motivating staff to enhance service delivery. The underlying principle is that employee satisfaction precedes customer satisfaction - when employees feel valued and supported, they deliver higher-quality service and strengthen institutional performance (Eltayib & Ali, 2022). From a resource-based view, human capital constitutes a rare and inimitable resource,

positioning internal marketing as a critical driver of sustainable competitive advantage (Gerhart & Feng, 2021; Rodrigues *et al.*, 2023).

In higher education, internal marketing entails coordinated use of communication, training, motivation, engagement, and diversity, equity, and inclusion (DEI) to align staff with institutional missions, foster collaboration, and enhance service excellence. Although no universal framework exists (Gounaris, 2008; Kanyurhi & Bugandwa, 2016; Lings & Greenley, 2005), scholars identify key elements such as communication, training, rewards, vision, and employee development (Huang & Rundle-Thiele, 2014; Joung *et al.*, 2015). Responding to evolving workplace dynamics, this study extends internal marketing to include leadership emotional intelligence, digital internal communication, and DEI - dimensions increasingly vital for inclusive and adaptive institutions. Effective implementation yields significant outcomes such as enhanced student satisfaction (Tortosa *et al.*, 2015), employee retention and engagement (Yu *et al.*, 2019), stronger institutional identity (Boukis & Christodoulides, 2020), and a culture of innovation and collaboration (Brown *et al.*, 2025). Thus, internal marketing is recognized as a strategic mechanism for cultivating motivated, committed employees and driving organizational performance (Rodrigues *et al.*, 2023).

Employee Motivation and Organizational Citizenship Behaviour

Motivation is widely recognized as a psychological state and internal drive that sustains and directs behaviour toward fulfilling individual needs and organizational goals (Widarko & Anwarodin, 2022). Schwegker and Dimitriou (2021) describe it as an internal impulse that compels individuals to act in ways that move them toward desired outcomes, making it particularly critical in managerial contexts where alignment with institutional objectives is essential (Akerlele, 2023). In higher education, employee motivation has been consistently linked to enhanced organizational citizenship behaviour (OCB) and improved academic performance. Rosita *et al.* (2020) found that motivation significantly and positively influences OCB, thereby strengthening staff performance. Widarko and Anwarodin (2022) further observed that intrinsic motivation directly fosters OCB, with highly motivated employees more inclined to exceed formal job responsibilities, perceiving such contributions as integral to their professional role. In addition, Arshad *et al.* (2021) emphasized the importance of prosocial motivation, which was strongly associated with discretionary workplace behaviours and heightened organizational commitment. Drawing upon these empirical insights, this study posits that employee motivation is a critical antecedent of OCB among academic staff. Accordingly, the following hypothesis is formulated:

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H₁: Employee motivation has a significant effect on organizational citizenship behaviour among academic staff at NAUB.

Digital Internal Communication and Organizational Citizenship Behaviour

The digital transformation within organizations has profoundly reshaped internal communication practices, redefining how strategic messages are created, disseminated, and interpreted (Verčič *et al.*, 2024). In tertiary institutions such as NAUB, digital internal communication involves the structured use of technologies including emails, intranet portals, learning management systems, mobile applications, and social media platforms to ensure timely, transparent, and interactive information exchange among academic and non-academic staff. Its overarching aim is to foster collaboration, promote institutional values, and align internal stakeholders with the university's strategic mission (Badham *et al.*, 2022). Research shows that digital communication enhances organizational efficiency by improving access to information, strengthening collaboration, and streamlining decision-making (Verčič *et al.*, 2024). Ndung'u *et al.* (2023), drawing on social capital theory, found that social and cognitive uses of social media positively influence OCB among faculty in Kenyan universities, though hedonic use negatively affects OCB. Similarly, Bui (2019) demonstrated that effective digital communication strategies strengthen employee engagement, a construct closely tied to OCB. Abuowda *et al.* (2024) further showed that ICT-enabled e-leadership promotes OCB among faculty, while Sharma and Khatri (2019) reported that digital communication tools encourage employees to assume responsibilities beyond their formal roles, thereby enhancing altruism, courtesy, civic virtue, and conscientiousness. Collectively, these findings underscore the transformative role of digital internal communication in shaping positive workplace behaviours. Accordingly, this study hypothesizes that:

H₂: Digital internal communication has a significant effect on organizational citizenship behaviour among academic staff at NAUB.

Leadership Emotional Intelligence and Organizational Citizenship Behaviour

Emotional intelligence (EI) is the ability to perceive, regulate, and interpret emotions in oneself and others, thereby enhancing communication, relationships, and prosocial behaviour (Karasneh & Al-Momani, 2020; Shakoor *et al.*, 2021). Within academic institutions, leadership emotional intelligence reflects leaders' capacity to manage their emotions while remaining attuned to those of faculty, staff, and students, creating a collaborative environment that supports institutional goals (Case *et al.*, 2022). Leaders with high EI inspire trust, foster teamwork, and manage conflict effectively, thereby promoting OCB (Nurwahdah, 2022).

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Empirical studies demonstrate a strong positive link between EI and OCB. For instance, Santa *et al.* (2023) found that EI enhances OCB and operational performance, Yadav and Chauhan (2023) reported its influence on discretionary work behaviours, and Meniado (2021) identified high EI and OCB among Saudi faculty, particularly in altruism and civic virtue. However, Tofighi *et al.* (2015) found no significant relationship between EI and OCB among Iranian nurses, suggesting contextual variations. These findings highlight the importance of examining EI within diverse cultural and organizational contexts. Based on this evidence, the study hypothesizes that:

H3: Leadership emotional intelligence has a significant effect on organizational citizenship behaviour among academic staff at NAUB.

Diversity, Equity and Inclusion (DEI) and Organisation Citizenship Behaviour

Diversity reflects differences in employees' backgrounds, such as race, gender, culture, age, and abilities, which, when effectively managed, enhance creativity and innovation through varied perspectives (Gupta, 2013; Mulyanti *et al.*, 2024). Equity ensures fair access to opportunities and resources, minimizing bias and fostering motivation, satisfaction, and commitment (Kamau *et al.*, 2021). Inclusion, in turn, emphasizes cultivating a workplace where individuals feel respected and valued, thereby boosting morale, engagement, and collaborative performance (Mulyanti *et al.*, 2024). Within higher education, DEI frameworks dismantle systemic barriers, promote belonging, and enrich institutional effectiveness through improved learning, innovation, and collective efficacy (Al Hamad *et al.*, 2024; Bukhari *et al.*, 2021; Gurková *et al.*, 2021; Gutierrez, 2023). Empirical evidence reinforces these benefits. Aboramadan *et al.* (2022) found that inclusive leadership enhances extra-role behaviours, including OCB, while Arman (2021) observed that perceived inclusion strongly correlates with job satisfaction, though experiences vary across demographic groups. Collectively, these insights suggest that DEI practices not only advance equity and social justice but also stimulate behaviours that go beyond formal roles, such as OCB. Thus, the study hypothesizes that:

H4: Diversity, equity, and inclusion practices significantly influence organizational citizenship behaviour among academic staff at NAUB.

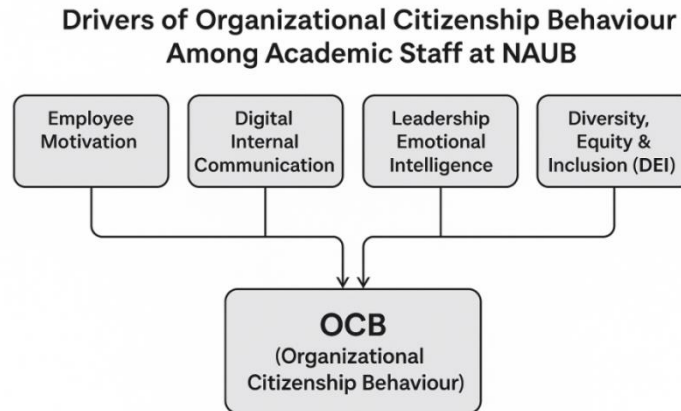


Figure 1: Conceptual framework

Source: Authors (2025)

Theoretical Framework

Social Exchange Theory (SET)

Social Exchange Theory (SET), advanced by Blau (1964), provides a useful theoretical lens for examining the link between internal marketing and organizational citizenship behaviour (OCB) among academic staff at the Nigerian Army University Bui (NAUB). The theory views organizational relationships as systems of reciprocal benefit, where voluntary exchanges foster trust, loyalty, and sustained cooperation (Khan *et al.*, 2025). In this study's context, internal marketing strategies encompassing staff motivation, emotionally intelligent leadership, inclusive practices, and effective digital communication are perceived by staff as signals of institutional support and value, thereby encouraging discretionary behaviours such as mentorship, collaboration, and proactive contributions to university goals, which characterize OCB. Nevertheless, SET has been critiqued for reducing complex social interactions to cost-benefit calculations, overlooking cultural, emotional, and structural dimensions (Cook & Rice, 2003; Molm, 1994, 2001). Lawler and Thye (1999) further contend that the theory underrepresents the emotional aspects of exchange, such as respect, identity, and perceived status, which significantly influence behaviour. Despite these criticisms, SET remains a robust framework for explaining how organizational investments through internal marketing foster voluntary, extra-role behaviours that advance institutional effectiveness within higher education.

METHODS

This study adopted a cross-sectional survey design, appropriate for examining relationships among variables at a single point in time. The population comprised all 356 academic staff of Nigerian Army University Biu (NAUB Registry Department, 2025), and a census approach was used to eliminate sampling error and enhance generalizability. Data were collected through a structured questionnaire distributed via Google Forms to the institutional WhatsApp group, *NAUB Academia*, ensuring wide coverage and minimizing non-response bias. The questionnaire consisted of closed-ended items on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) and was developed using standardized, validated instruments from prior empirical studies. Specifically, measures were adapted from Tremblay *et al.* (2009) for Employee Motivation, Downs and Hazen (1977) for Digital Internal Communication, Wong and Law (2002) for Leadership Emotional Intelligence, Mor Barak *et al.* (1998) for DEI practices, and Podsakoff *et al.* (2000) for OCB.

Instrument validation was ensured through multiple processes. Content validity was established by adapting items from well-recognized, theory-driven scales in the literature. Construct validity was enhanced by aligning the items with established dimensions of each construct. To ensure reliability, a pilot test was conducted with a small group of academic staff, and feedback informed revisions for clarity and contextual suitability. Internal consistency was confirmed with Cronbach's alpha values exceeding 0.70, indicating strong reliability. Data were analyzed using descriptive statistics for demographics and multiple regression analysis (via SPSS v26) to test the hypothesized relationships. Statistical significance was set at $p < 0.05$.

Results

Data were collected through an online survey administered via Google Forms and distributed to members of the "NAUB Academia" WhatsApp group, comprising 356 academic staff, out of which 273 responses were received, representing a strong response rate of approximately 77%. Instances of missing data were minimal and did not compromise the reliability of the analysis. Demographic results showed a significant gender imbalance, with males accounting for 89% and females only 11%, reflecting the broader trend of gender inequality reported across African universities (UNESCO, 2022). Age distribution revealed that 41% of respondents were between 36-45 years, 28.2% between 46-55 years, 19.4% between 25-35 years, and 11.4% above 56 years, indicating that a majority of NAUB's academic workforce falls within the professionally active and productive age range. Marital status data

indicated that 87.2% were married while 12.8% were single, suggesting stability among staff, and qualification analysis showed that 61.2% possessed PhDs, 27.8% held master’s degrees, and 11.1% held bachelor’s degrees, underscoring a highly qualified workforce capable of advancing teaching, research, and institutional development. A multiple regression analysis was then employed to examine the effects of the internal marketing dimensions - employee motivation, digital internal communication, leadership emotional intelligence, and diversity, equity, and inclusion (DEI) practices on organizational citizenship behaviour (OCB) among academic staff, with results presented and interpreted accordingly.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	.797 ^a	.636	.630	.55730

a. Predictors: (Constant), DEI, DIC, EM, LEI

The model summary in Table 1 above revealed that DEI practices, digital internal communication, employee motivation, and leadership emotional intelligence collectively explained 63.6% of the variance in organizational citizenship behaviour ($R^2 = 0.636$). The adjusted R^2 of 0.630 affirms the model’s robustness, while the standard error of 0.557 indicates a satisfactory level of prediction accuracy.

Table 2: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	145.188	4	36.297	116.868	.000 ^b
	Residual	83.236	268	.311		
	Total	228.424	272			

a. Dependent Variable: OCB

b. Predictors: (Constant), DEI, DIC, EM, LEI

The ANOVA table above assesses the overall significance of the regression model in predicting Organizational Citizenship Behaviour (OCB) based on the independent variables: Diversity, Equity, and Inclusion (DEI) practices, Digital Internal Communication (DIC), Employee Motivation (EM), and Leadership Emotional Intelligence (LEI). The F-statistic value of 116.868 with degrees of freedom (df) = 4 (Regression) and 268 (Residual) indicates that the model is statistically significant. The p-value (Sig.) is .000, which is less than the conventional threshold of 0.05, demonstrating that the regression model provides a significantly better fit than a model with no predictors. In other words, the combined influence of DEI, DIC, EM, and LEI significantly predicts variations in OCB among the academic staff. The Regression Sum

of Squares (145.188) reflects the variability explained by the model, while the Residual Sum of Squares (83.236) represents the unexplained variance. The Total Sum of Squares (228.424) is the sum of both, indicating the total variability in OCB scores. The relatively large proportion of variance explained by the regression sum compared to the residual sum corroborates the model's strong explanatory power, aligning with the previously reported R² value of 0.636.

Table 3: *Coefficients*^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.564	.142		3.983	.000
	EM	.204	.066	.209	3.096	.002
	DIC	.152	.061	.161	2.480	.014
	LEI	.312	.092	.295	3.395	.001
	DEI	.209	.096	.196	2.173	.031

a. Dependent Variable: OCB

The regression results in Table 3 indicate that all four internal marketing practices significantly and positively influence Organizational Citizenship Behaviour (OCB) among academic staff at NAUB. Leadership Emotional Intelligence (LEI) emerged as the strongest predictor ($\beta = 0.295$, $p = 0.001$), highlighting the critical role of emotionally intelligent leadership in fostering discretionary behaviours. Employee Motivation (EM) also showed a strong effect ($\beta = 0.209$, $p = 0.002$), suggesting that motivated staff are more inclined to exhibit OCB. Diversity, Equity, and Inclusion (DEI) contributed significantly as well ($\beta = 0.196$, $p = 0.031$), underscoring the value of inclusive practices in enhancing organizational citizenship. Finally, Digital Internal Communication (DIC) demonstrated a positive and significant influence ($\beta = 0.161$, $p = 0.014$), indicating that effective communication systems support staff engagement and voluntary contributions. Collectively, these findings confirm that improvements in internal marketing practices particularly in emotional intelligence, motivation, inclusivity, and communication are instrumental in strengthening OCB within the academic setting.

Discussion of Findings

The regression analysis revealed that Employee Motivation (EM) significantly predicts Organizational Citizenship Behaviour (OCB) ($B = 0.204$, $Beta = 0.209$, $p = 0.002$), underscoring the importance of motivation in fostering discretionary behaviours among academic staff. This finding corroborates prior studies which highlight motivation as a key driver of OCB (Rosita *et al.*, 2020; Widarko & Anwarodin, 2022). The result is also consistent

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with Social Exchange Theory (SET) (Blau, 1964), which suggests that when employees perceive organizational support such as motivational incentives and a conducive work environment they reciprocate by engaging in positive, extra-role behaviours. Within NAUB, both intrinsic and extrinsic motivation appear to cultivate psychological ownership, prompting academic staff to exceed formal job requirements in ways that enhance institutional effectiveness.

The findings also indicate that Digital Internal Communication (DIC) has a significant positive effect on OCB ($B = 0.152$, $\text{Beta} = 0.161$, $p = 0.014$). This suggests that effective use of digital platforms within NAUB strengthens employees' willingness to engage in discretionary behaviours. This outcome is in line with Verčič *et al.* (2024), who observed that digital tools enhance collaboration and streamline information flow, thereby fostering employee engagement and productivity. Supporting evidence from Ndung'u *et al.* (2023) revealed that social and cognitive uses of digital media positively influence faculty OCB, while Bui (2019) found that structured communication strategies improve employee engagement by enhancing accessibility and involvement. Similarly, Abuowda *et al.* (2024) emphasized the mediating role of ICT in promoting faculty OCB, and Sharma and Khatri (2019) highlighted that digital communication tools enhance both formal and discretionary dimensions of employee behaviour, such as altruism and civic virtue. Theoretically, these findings resonate with SET, which posits that transparent and inclusive digital communication enhances employees' perception of organizational support, motivating them to reciprocate with extra-role contributions that reinforce trust and collaboration.

Furthermore, the analysis demonstrated that Leadership Emotional Intelligence (LEI) is a strong and significant predictor of OCB ($B = 0.312$, $\text{Beta} = 0.295$, $p = 0.001$). This highlights the crucial role of emotionally intelligent leadership in fostering discretionary behaviours at NAUB. This finding aligns with Santa *et al.* (2023), Yadav and Chauhan (2023), and Meniado (2021), who all observed that leaders with high emotional intelligence are better able to inspire employees to engage in OCB, including altruism, civic virtue, and compliance. However, Tofighi *et al.* (2015) cautioned that contextual factors such as cultural norms and work settings may influence this relationship. The results are theoretically grounded in SET, suggesting that emotionally intelligent leaders who display empathy, trust, and respect foster reciprocal behaviours in employees, thereby enhancing organizational cohesion and performance.

Finally, the regression results showed that Diversity, Equity, and Inclusion (DEI) practices significantly predict OCB among academic staff ($B = 0.209$, $Beta = 0.196$, $p = 0.031$). This implies that inclusive environments at NAUB encourage staff to engage in positive discretionary behaviours. This finding is consistent with Aboramadan *et al.* (2022) and Arman (2021), who emphasized that inclusive organizational cultures foster fairness, belonging, and respect, all of which stimulate extra-role performance. Grounded in SET, the result suggests that employees reciprocate organizational efforts toward inclusivity with enhanced OCB, thereby promoting institutional effectiveness and sustainability.

In summary, the analysis established that all four predictors - LEI, EM, DEI, and DIC had statistically significant and positive effects on OCB. Of these, Leadership Emotional Intelligence ($Beta = 0.295$, $p = 0.001$) emerged as the most influential, followed by Employee Motivation ($Beta = 0.209$, $p = 0.002$), Diversity, Equity, and Inclusion practices ($Beta = 0.196$, $p = 0.031$), and Digital Internal Communication ($Beta = 0.161$, $p = 0.014$). Collectively, these findings underscore the importance of motivation, communication, inclusive practices, and emotionally intelligent leadership in shaping discretionary work behaviours that contribute to organizational success at NAUB.

CONCLUSION

This study established that internal marketing practices - employee motivation, digital internal communication, leadership emotional intelligence, and diversity, equity, and inclusion - significantly and positively influence organizational citizenship behaviour (OCB) among academic staff at NAUB, with leadership emotional intelligence emerging as the strongest predictor. Grounded in Social Exchange Theory, the findings demonstrate that when academic staff perceive genuine organizational support through motivation, inclusive practices, emotionally intelligent leadership, and effective communication, they are more likely to reciprocate with discretionary, extra-role behaviours that enhance institutional performance. Consequently, the study underscores the importance of adopting holistic internal marketing strategies to build a proactive, committed, and citizenship-driven academic workforce.

RECOMMENDATIONS

Based on the study's findings, it is recommended that:

- i. NAUB strengthen its internal marketing practices by establishing a transparent recognition and advancement framework that rewards both financial and non-financial

staff contributions, including promotions, awards, and professional development opportunities.

- ii. The university should also develop a centralized digital communication system that promotes real-time engagement, inclusive participation, and collaborative decision-making through multi-channel platforms.
- iii. Furthermore, integrating emotional intelligence into leadership recruitment, training, and appraisals is essential for nurturing empathetic leaders who inspire trust and foster citizenship behaviours.
- iv. Finally, implementing a comprehensive DEI strategy that prioritizes equitable recruitment, inclusive leadership, and continuous monitoring will enhance staff belongingness and encourage voluntary extra-role behaviours that drive institutional effectiveness.

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