THE IMPACT OF MOTIVATION ON EMPLOYEE RETENTION: ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS A MEDIATOR AND COMMUNICATION AS A MODERATOR

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Abstract

This study aims to analyze the influence of motivation and communication on employee retention in educational institutions, with organizational citizenship behavior (OCB) serving as a mediating variable. Data were collected via questionnaires from employees across various educational institutions and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that motivation has a positive and significant impact on both employee retention and OCB. Communication also plays a crucial role in enhancing employee retention and, notably, has a significant effect on OCB. OCB was found to be a significant mediator in the relationship between motivation and employee retention. However, the moderating effects of communication on the relationships between motivation and OCB, as well as between OCB and employee retention, were not significant. These findings highlight the importance of boosting employee motivation through career development programs and reward systems, alongside open and transparent communication, to foster OCB and improve retention within educational institutions. This study offers both theoretical and practical contributions to understanding the mechanisms underlying employee retention in the education sector.

Keywords: OCB, Motivation, Communication, Retention

INTRODUCTION

Employee Motivation and Retention in Educational Institutions: The Mediating Role of Organizational Citizenship Behavior and the Moderating Effect of Communication.

Employee motivation and retention have become significant topics across various organizational contexts, including educational institutions, as both factors directly contribute to organizational productivity, performance, and sustainability. In an era of globalization and intensifying competition, organizations across all sectors—education included—face challenges in retaining high-quality employees. Consequently, understanding the factors influencing employee motivation and retention, as well as the mechanisms linking them, is crucial for developing effective human resource management strategies (Negassa & Japee, 2023).

Previous research has identified various factors that play a role in employee motivation and retention. For instance, a study by Bakar and Connaughton (2022) explored the relationship between ethical leadership and organizational citizenship behavior (OCB), identifying ethical communication between leaders and team members as a key mediator. Their findings indicate that ethical communication not only strengthens the influence of ethical leadership on OCB but also accounts for additional variance in this relationship. These results offer valuable insights into how effective communication can enhance employee commitment to the organization, particularly within the context of teams and work groups.

Furthermore, research by Lee et al. (2022) expanded the understanding of employee motivation and retention by considering generational differences within the American workforce during the pandemic. The study found that transformational leadership significantly influenced intrinsic motivation across all generations, although retention factors varied. These findings underscore the importance of adopting approaches tailored to generational characteristics to enhance employee motivation and retention. Additionally, the study recommended further research to explore the mediating role of motivation and cross-industry variations, which could yield broader practical implications.

In the context of the Ethiopian banking sector, Negassa and Japee (2023) examined how relationship marketing practices—including bonding, responsiveness, and communication—influence customer retention. Their study revealed that bonding and communication had a direct and significant impact on customer retention, whereas responsiveness did not have a direct effect but instead operated through customer satisfaction. These findings are relevant not only to the banking sector but also provide a conceptual framework applicable to other organizational contexts, including educational institutions, where communication and interpersonal relationships play a crucial role in fostering employee engagement.

Collectively, these three studies highlight the importance of communication as a critical factor influencing employee motivation, retention, and behavior. Effective communication not only strengthens the relationship between leaders and employees but also mediates the impact of various organizational factors on employee engagement. In the context of educational institutions, transparent and ethical communication can foster organizational citizenship behavior (OCB), which in turn enhances employee retention and motivation. Furthermore, an approach that considers generational differences and the

unique characteristics of employees can be key to developing more inclusive and effective human resource management strategies.

Consequently, this research is relevant not only within the educational context but also across various global sectors and industries. Findings from previous studies provide a solid foundation for further exploration of OCB's mediating role and the moderating effect of communication on the relationship between employee motivation and retention. Future research could expand upon these findings by employing longitudinal designs, utilizing larger and more diverse samples, and exploring cross-cultural and cross-industry variations. In doing so, a more comprehensive understanding of this topic can be achieved, offering valuable contributions to both human resource management theory and practice.

Emerging State-of-the-Art Research

Previous research has significantly contributed to understanding the factors influencing employee motivation and retention, as well as the roles of organizational citizenship behavior (OCB) and communication across various contexts. Negassa and Japee (2023) examined customer retention in the Ethiopian banking sector, finding that communication, bonding, and customer satisfaction directly influenced retention, whereas responsiveness did not have a direct effect. However, that study was limited to the banking sector and did not specifically explore employee retention. Lee et al. (2022) investigated employee retention and motivation in the United States during the pandemic, focusing on generational differences, and found that transformational leadership influenced intrinsic motivation; however, the study did not incorporate OCB as a mediator. Meanwhile, Bakar and Connaughton (2022) studied insurance companies in Malaysia and found that ethical communication between leaders and team members mediated the relationship between ethical leadership and OCB; yet, this research was limited to the team level and did not broadly integrate communication as a moderating factor.

A key gap in the current literature is the absence of research that comprehensively integrates motivation, employee retention, OCB, and communication within the context of educational institutions. Although prior studies have provided valuable insights, there remains a need for research exploring OCB as a mediator and communication as a moderator in the relationship between motivation and employee retention, particularly in educational settings. Furthermore, previous studies have tended to focus on specific sectors—such as banking, insurance, or the corporate world—making them less applicable to educational institutions, which possess unique characteristics. Therefore, this study aims to bridge this gap by integrating a multidimensional approach and a specific context that have not yet been deeply explored in the existing literature.

Important Research

Research on employee motivation and retention in educational institutions—considering the mediating role of Organizational Citizenship Behavior (OCB) and the moderating effect of communication—holds significant relevance for human resource development in the modern era. Employee motivation has long been recognized as a key factor in enhancing organizational performance, particularly in the education sector, which faces complex challenges such as financial pressures, curriculum changes, and the demands of digitalization (Lee et al., 2022). However, employee retention in educational institutions

remains a persistent issue, largely due to high turnover rates that can disrupt stability and the quality of learning (Bakar & Connaughton, 2022). Therefore, this study aims to address a gap in the literature by investigating how OCB and communication influence the relationship between employee motivation and retention within educational settings.

OCB—referring to voluntary employee behaviors that go beyond formal job requirements—has been shown to contribute to a positive organizational climate and team effectiveness (Bakar & Connaughton, 2022). In educational institutions, OCB can foster collaboration among teachers, staff, and administrators, ultimately supporting the achievement of institutional goals. Furthermore, effective communication between leadership and employees is considered a crucial factor in employee retention, as it enhances transparency, trust, and job satisfaction (Negassa & Japee, 2023). This study proposes that communication acts as a moderator that strengthens the link between motivation and retention, while OCB serves as a mediator explaining the mechanism by which motivation enhances retention.

This study is relevant not only to educational institutions but also to organizations in general, as the findings can be applied across various organizational contexts. For instance, research by Lee et al. (2022) demonstrate that transformational leadership and intrinsic motivation significantly influence employee retention across generations, offering a crucial reference for educational institutions in managing Millennials and Gen Z. Furthermore, the findings by Bakar & Connaughton (2022) regarding the role of ethical communication in enhancing OCB provide valuable insights into how communication can serve as a strategic tool for employee retention.

This research also has broad practical implications. By understanding the mechanisms through which motivation influences retention via OCB and communication, educational institutions can design more effective leadership development programs, communication training, and incentive schemes to retain high-quality employees. Furthermore, this research can provide guidance to policymakers in formulating more inclusive and sustainable human resource management strategies. Thus, the study not only contributes to academic literature but also offers practical solutions to real-world challenges faced by educational institutions.

REVIEW OF LITERATURE

Employee Retention

Employee retention is a key focus in human resource management research, particularly within educational institutions. This variable is defined as an organization's ability to keep its employees from leaving (M & Philimis, 2025; Sypniewska et al., 2023). This definition underscores the importance of retention in achieving organizational success, as retained employees can consistently contribute to organizational goals. According to Cachón-Rodríguez et al. (2022), employee retention also encompasses practices implemented by organizations to prevent turnover, emphasizing dimensions such as motivation, interaction, vision, and learning processes. This perspective broadens the understanding of retention beyond merely keeping employees within the organization; it views retention as a process involving internal and external factors that influence an employee's decision to stay.

Ahammad et al. (2016) offer a different perspective by introducing the concept of "planned employee retention"—strategies and practices specifically designed to retain key employees during the post-acquisition integration phase. According to them, planned retention involves assessing the importance of retaining employees and the extent to which such retention strategies are implemented. This approach demonstrates that retention need not be merely reactive; it can also be proactively designed to address specific organizational challenges. Meanwhile, Huang and Li (2024) focus their research on the retention of part-time seasonal employees, highlighting two dimensions: the willingness to return for the following season and the willingness to recommend the job to acquaintances. This perspective draws attention to retention dynamics within the context of temporary and flexible employment.

While there is a shared understanding of employee retention as the effort to keep employees, researchers differ regarding its dimensions and the contexts of its application. For instance, M & Philimis (2025) and Sypniewska et al. (2023) view retention as a general component of organizational success without detailing specific dimensions. In contrast, Cachón-Rodríguez et al. (2022) offer a more granular perspective by identifying motivation, interaction, vision, and learning processes as factors influencing retention. Ahammad et al. (2016) and Huang and Li (2024) introduce distinct perspectives, focusing respectively on the retention of key employees following acquisitions and the retention of part-time seasonal staff. These variations indicate that employee retention is influenced by organizational context and job characteristics.

Overall, prior research offers diverse definitions and dimensions that enrich the understanding of employee retention. Despite differing views, there is a consensus that employee retention is a critical factor in organizational sustainability and success. Further research is needed to integrate these perspectives and develop a more comprehensive retention model applicable across various organizational settings, including educational institutions. By understanding the various dimensions and factors influencing retention, organizations can devise more effective strategies to retain high-quality employees and support the achievement of organizational goals.

Research Hypothesis

Motivation has emerged as a key factor influencing Organizational Citizenship Behavior (OCB) across various organizational contexts. Previous research indicates that motivation significantly impacts OCB in both developing and developed nations. Lazauskaite-Zabielske et al. (2015) found a positive relationship between motivation and OCB among white-collar employees in the public sector of Lithuania, a developing country. This finding is reinforced by Arshad et al. (2021), who reported that motivation also positively affects OCB among employees in the technical and vocational education sector in Pakistan. Both studies demonstrate that motivation can encourage employees to engage in behaviors that go beyond their formal job requirements, particularly within the context of developing nations.

In Indonesia, Zakiy and Ramadhani (2024) and Jufrizen et al. (2024) have also found that motivation positively influences OCB across different settings. Zakiy and Ramadhani (2024) studied employees in Sharia financial institutions, while Jufrizen et al. (2024) focused on administrative staff at private higher education institutions in North Sumatra. These studies indicate that motivation is significant not only in the public sector

but also in the private sector, including financial and educational institutions. This suggests that motivation can serve as a primary driver of OCB across various types of organizations in Indonesia.

Research in other developing nations further supports this hypothesis. Madzík et al. (2025) found that motivation positively influences OCB among employees in the Slovak Republic. This study confirms that motivation is relevant not only in Asian or Middle Eastern countries but also in developing Central European nations. These findings suggest that motivation may be a universal factor influencing OCB, regardless of geographic location or organizational culture.

Furthermore, research conducted in both developed and developing nations provides consistent evidence. Cavallone and Palumbo (2022) examined corporate practices in the European Union and the UK, finding that motivation positively influences Organizational Citizenship Behavior (OCB) among senior managers. This study demonstrates that motivation remains relevant even within complex organizational contexts and advanced business environments. Similarly, Ghasemy and Elwood (2023) found that motivation had a positive impact on OCB among university lecturers in Malaysia and Japan during the COVID-19 pandemic. Their research reveals that motivation remains a crucial factor in fostering OCB, even amidst challenging situations like a pandemic.

Overall, prior research offers robust evidence that motivation positively influences OCB across various contexts—including public and private sectors, developing and developed nations, and unique situations such as the pandemic. These findings underscore that motivation is a key factor in enhancing employee behaviors that go beyond official job requirements, thereby contributing to overall organizational effectiveness. Consequently, the hypothesis that motivation influences OCB is supported by strong empirical evidence from numerous past studies.

H1. Motivation influences Organizational Citizenship Behavior.

The hypothesis that communication influences Organizational Citizenship Behavior (OCB) has received substantial support from prior research conducted across diverse countries and contexts. For instance, a study by De and Belausteguigoitia (2020) in Mexico found that effective communication within the retail sector can enhance employee OCB. This indicates that good communication fosters a positive work environment, encouraging employees to engage in behaviors that extend beyond their formal duties. A similar study by Abu and Connaughton (2022) in Malaysia also confirmed that workplace communication contributes significantly to OCB. These findings reinforce the idea that open and transparent communication can motivate employees to make greater contributions to the organization. In Nepal, Karmacharya et al. (2025) examined the relationship between communication and Organizational Citizenship Behavior (OCB) among business graduates. Their results indicated that effective communication not only enhances work skills but also fosters prosocial behavior in the workplace. This aligns with research by Soomro et al. (2024) in Pakistan, which found that good communication between managers and employees in the public banking sector boosts OCB. These findings suggest that effective communication can be a key factor in increasing job satisfaction and organizational commitment, which in turn drives OCB.

A study by Tam et al. (2024) in South Korea also supports this hypothesis. They found that effective communication among full-time employees contributes to increased

OCB. Their findings demonstrate that effective communication not only strengthens relationships between employees but also creates a work climate that supports prosocial behavior. In the United States, Wang et al. (2022) investigated the impact of communication on OCB within the hospitality industry. Their results showed that good communication between frontline employees and management enhances OCB, particularly regarding helping colleagues and improving team performance.

Overall, these prior studies provide strong evidence that communication plays a crucial role in shaping OCB. Effective communication not only facilitates information exchange but also builds trust, increases job satisfaction, and creates a cooperative work environment. Collectively, these factors encourage employees to exhibit behaviors that go beyond their formal duties—such as assisting colleagues, maintaining workplace safety, and contributing to the achievement of organizational goals. Thus, it can be concluded that communication is a key factor in enhancing OCB, as evidenced by various studies across both developing and developed nations.

These studies also indicate that the impact of communication on OCB may vary depending on the organizational context and culture. However, in general, the findings point to a consistent conclusion: good communication is a primary driver of OCB. Therefore, organizations need to prioritize the development of effective communication systems to foster employees' prosocial behavior. This will not only enhance organizational performance but also create a harmonious and productive work environment.

H2. Communication influences Organizational Citizenship Behavior.

Motivation has a significant influence on employee retention, as evidenced by various prior studies across different contexts and regions. Han et al. (2019) found that motivation influences the retention of Muslim tourists within the halal tourism industry in Korea, demonstrating that motivational factors can sustain individual engagement in a specific context. Similar findings were reported by Casely-Hayford et al. (2022) in their study on primary school teacher retention in Sweden, where intrinsic and extrinsic motivations emerged as key factors in retaining teachers within educational institutions. This research reinforces the notion that motivation applies not only to the corporate sector but also to the field of education. Furthermore, Lee et al. (2022) supported this hypothesis through a study of employees in the United States, concluding that work motivation is positively correlated with employee retention rates. These results indicate that motivation is a universal factor applicable across both developed and developing nations. Thus, the findings from Han et al. (2019), Casely-Hayford et al. (2022), and Lee et al. (2022) provide strong evidence that motivation is a crucial element in enhancing employee retention, regardless of geographic context, job type, or industry.

H3. Motivation influences employee retention.

Communication has a significant influence on employee retention, based on various prior studies conducted across different contexts and countries. Research by Qiu et al. (2022) demonstrates that effective communication in the service sector can enhance employee retention in both developing and developed nations. These findings are reinforced by Negassa and Japee (2023), who found that in the Ethiopian banking sector, good communication between the company and employees plays a vital role in employee retention. Additionally, Weigel and Hadwich (2018) emphasize that within service networks in Germany, open and transparent communication is a key factor in improving

employee retention. These three studies conclude that effective communication not only fosters a harmonious work environment but also enhances employee satisfaction, thereby encouraging them to remain with the company.

Thus, the hypothesis stating that communication influences employee retention is strongly supported by empirical evidence from various prior studies (Qiu et al., 2022; Negassa & Japee, 2023; Weigel & Hadwich, 2018). Through effective communication, companies can build strong relationships with employees, ultimately contributing to higher employee retention across diverse industrial and geographical contexts.

H4. Communication influences employee retention.

The hypothesis that organizational citizenship behavior (OCB) influences employee retention is supported by various prior studies conducted across different countries and contexts. In a recent study in India, Jena and Nayak (2024) found that OCB significantly boosts the retention of millennial employees within the information technology industry. These results are particularly relevant given the importance of retaining young talent in this competitive sector. Similarly, Naz et al. (2020) confirmed that OCB influences employee retention at multinational fast-food restaurants in Pakistan. In other words, the positive contribution of OCB impacts employee continuity within the organization.

Furthermore, within the information technology industry, Bharadwaj et al. (2022) concluded that OCB is positively correlated with the retention of IT professionals in India. Researchers have identified OCB as a crucial factor in fostering a positive and supportive work environment, thereby encouraging employees to remain with the organization. These consistent findings indicate that the role of OCB in employee retention transcends geographical and cultural boundaries. As another example, Casely-Hayford et al. (2022) found that OCB contributes to higher retention rates among primary school teachers in Sweden. Essentially, the voluntary actions teachers take to assist their schools and colleagues can strengthen their organizational commitment (Casely-Hayford et al., 2022).

Based on these studies, it can be concluded that OCB consistently plays a vital role in influencing employee retention (Bharadwaj et al., 2022; Casely-Hayford et al., 2022; Jena & Nayak, 2024; Naz et al., 2020). Consequently, organizations that encourage and facilitate OCB among their employees have the potential to improve retention rates while reducing recruitment and training costs (Jena & Nayak, 2024). These studies underscore the importance of OCB as a strategy for retaining valuable employees and creating a sustainable work environment (Naz et al., 2020).

H5. Organizational Citizenship Behavior influences employee retention.

RESEARCH METHOD

Study Design

This study employs a quantitative approach using a survey method to examine the relationships among motivation, communication, Organizational Citizenship Behavior (OCB), and employee retention within the context of educational institutions. Data collection was conducted via Likert-scale questionnaires distributed to employees across various educational institutions. The study population comprises employees working in educational institutions at staff, managerial, and supervisory levels. Purposive sampling was utilized to ensure respondents met specific criteria, such as having at least one year of

work experience in an educational institution (Hair et al., 2017). Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the relationships between variables, as well as the mediating role of OCB and the moderating effect of communication (Henseler et al., 2015). PLS-SEM was selected due to its capability to handle complex data and structural models involving latent variables (Chin, 1998). Additionally, validity and reliability tests were conducted to ensure the consistency and accuracy of the research instrument (Hair et al., 2017). A Common Method Bias (CMB) test was performed using Full Collinearity Variance Inflation Factors (FCVIFs) to ensure the data were not influenced by common method bias (Kock, 2015). The research design aims to provide a comprehensive understanding of the factors influencing employee retention in educational institutions by accounting for mediating and moderating roles within the model (Henseler et al., 2015).

Definition Operational

This research instrument employs a questionnaire to measure variables relevant to the study of employee motivation and retention within educational institutions. The first variable measured is Proactive Personality, comprising three indicators: the tendency to seek better work methods, the willingness to take risks, and the initiative to take action (Ostmeier & Strobel, 2022). Next, Organizational Citizenship Behavior (OCB) is measured via five indicators, such as assisting newcomers, respecting the rights of others, punctual attendance, taking the initiative to offer ideas, and a willingness to help colleagues (Farroukh et al., 2023). The Employee Retention variable is measured using five indicators, including the organization's ability to retain staff, opportunities for advancement, employee empowerment, and positive relationships with supervisors and coworkers (Mohammad et al., 2021). Meanwhile, Organizational Support is measured through three indicators: financial support, career development, and adjustment to the work environment (Li, 2023). Additionally, Communication is measured using six indicators, including internal and external communication capabilities and virtual collaboration (Iddris et al., 2023). Finally, Motivation is measured through four indicators, such as the desire to apply knowledge and skills acquired through training (Andoh et al., 2024). This questionnaire is designed to comprehensively capture respondents' perceptions and attitudes within the context of educational organizations.

Data Analysis Technique

This study employs the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique to examine the relationships between the variables under investigation. PLS-SEM was selected due to its capability to handle relatively small sample sizes and its flexibility in managing complex structural models (Hair et al., 2017). This approach enables the simultaneous analysis of direct and indirect relationships among motivation, communication, Organizational Citizenship Behavior (OCB), and employee retention (Henseler et al., 2015). The analysis begins by assessing instrument validity and reliability using outer loadings, composite reliability, and Average Variance Extracted (AVE) values to ensure that the indicators consistently measure their intended constructs (Hair, 2021). Additionally, the Heterotrait-Monotrait Ratio (HTMT) test is conducted to verify discriminant validity between constructs; an HTMT value below 0.85 indicates that each

construct is clearly distinguishable (Henseler et al., 2015). Subsequently, Common Method Bias (CMB) is assessed using Full Collinearity Variance Inflation Factors (FCVIFs) to ensure the research model is free from common method bias (Kock, 2015). The analysis proceeds by evaluating the model's predictive power via R-square and Adjusted R-square values; an R-square value exceeding 0.50 indicates that the model possesses good predictive capability in explaining the variance of the dependent variables (Chin, 2008). Hypothesis testing is performed through path coefficient and t-value analyses, where a t-value greater than 1.96 signifies a significant relationship between the research variables (Hair et al., 2017). Through this approach, the study provides a comprehensive understanding of how motivation and communication enhance employee retention within educational institutions, mediated by OCB (Henseler et al., 2015).

Hypothesis Testing

Hypothesis testing in this study was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method, which is recognized as an effective tool for analyzing relationships between variables in predictive and exploratory contexts (Hair et al., 2017). The testing process began by evaluating the measurement model to ensure the validity and reliability of the research instruments (Henseler et al., 2015). Reliability testing was performed using the Cronbach's alpha method, where values above 0.7 are considered to meet the criteria for good internal consistency (Diamantopoulos et al., 2012). Subsequently, convergent validity was assessed via outer loadings and Average Variance Extracted (AVE); outer loading values above 0.7 and AVE values above 0.5 indicate adequate validity (Hair, 2021). Discriminant validity was also tested using the Heterotrait-Monotrait Ratio (HTMT) method, where HTMT values below 0.85 indicate that the constructs within the model are clearly distinguishable (Henseler et al., 2015).

After confirming the validity and reliability of the model, the next step was to evaluate the structural model by examining R-square values to measure the model's predictive power (Chin, 2008). R-square values of 0.6671 for the Employee Retention variable and 0.6278 for Organizational Citizenship Behavior (OCB) indicate that the model possesses strong predictive capability (Hair et al., 2017). Hypothesis testing was carried out by analyzing the original sample values and t-values; t-values exceeding 1.96 indicate a significant influence between the independent and dependent variables (Henseler et al., 2015). Furthermore, Common Method Bias (CMB) testing was conducted using Full Collinearity Variance Inflation Factors (FCVIFs), with FCVIF values below 3.3 indicating the absence of common method bias in the research model (Kock, 2015).

Through this approach, the study ensures that the hypothesis testing results are reliable and statistically valid, thereby enabling accurate conclusions regarding the relationships between variables in the context of employee retention within educational institutions.

RESULTS AND DISCUSSION

Respondent Profile

The respondent profile in this study outlines the characteristics of the individuals involved in the research on employee retention within educational institutions. The study population was dominated by the 31–40 age group, comprising 45% of total participants. The 21–30 age group accounted for 30%, while respondents over the age of 40 represented 25%. Regarding gender, women constituted the majority at 60%, with men making up 40%. In terms of educational background, the majority of respondents held a bachelor's degree (70%), followed by a master's degree (20%) and a doctoral degree (10%). Regarding job roles, 50% of respondents held staff-level positions, 30% were at the managerial level, and 20% were at the supervisory level. This profile provides a representative overview of the study participants, ensuring the findings are relevant to the context of educational institutions.

Reliability Result

Table 1.
Testing for Internal Consistency Reliability

Variable	Cronbach Alpha	Information
Communication	0.8703	Very good
Employee Retention	0.8188	Very good
Motivation	0.9168	Very good
Motivation*Communication	0.9563	Very good
Organizational Citizen Behaviour	0.8343	Very good
Organizational Citizen Behaviour*Communication	0.9515	Very good

Reliability testing in this study was conducted to ensure the internal consistency of each measured variable. The method employed was Cronbach's alpha, with an acceptable minimum value of 0.70 for exploratory research and an ideal range of 0.80 to 0.90 for more established research (Trizano-Hermosilla & Alvarado, 2016). The test results indicate that all variables in this study achieved excellent Cronbach's alpha values—exceeding 0.80—signifying high internal consistency. The Communication variable recorded a Cronbach's alpha of 0.8703, while Employee Retention reached 0.8188. The Cronbach's alpha value for the Motivation variable was also very high at 0.9168, demonstrating excellent reliability for the items within this variable (Diamantopoulos et al., 2012). Furthermore, the interactions between Motivation and Communication, as well as between Organizational Citizenship Behavior (OCB) and Communication, also yielded high Cronbach's alpha values of 0.9563 and 0.9515, respectively. Although these values approach the recommended upper limit (0.95), the results remain valid as they do not indicate significant redundancy among the indicators used (Trizano-Hermosilla & Alvarado, 2016). Overall, the reliability testing confirms that all variables possess adequate internal consistency, allowing them to be used for further analysis with a high level of confidence (Diamantopoulos et al., 2012).

Convergent Validity Result

Table 2.
Convergent Validity Testing

Variable	Indicator	Factor Loading	Composite Reliability	AVE
Communication	Com1	0.7322	0.9033	0.6116
	Com2	0.8827		
	Com3	0.8203		
	Com4	0.6476		
	Com5	0.8572		
	Com6	0.7264		
Motivation	Mot1	0.8752	0.9413	0.8005
	Mot2	0.9188		
	Mot3	0.9019		
	Mot4	0.8823		
Organizational Citizen Behaviour	OrgCit1	0.8523	0.8895	0.6681
	OrgCit2	0.8058		
	OrgCit4	0.7992		
	OrgCit5	0.8111		
Employee Retention	EmpRet2	0.6872	0.8808	0.6506
	EmpRet3	0.8495		
	EmpRet4	0.8712		
	EmpRet5	0.8060		

Convergent validity testing is a crucial stage in research to ensure that the indicators used consistently measure the intended constructs. In this study, convergent validity was assessed based on two primary criteria: outer loadings and Average Variance Extracted (AVE). According to Hair (2021), a desirable outer loading value exceeds 0.7, while a satisfactory AVE value is above 0.5. The test results indicate that the majority of indicators possess outer loadings exceeding 0.7, signifying excellent validity. For instance, indicators for the Communication variable—such as COM2 (0.8827), COM5 (0.8572), and COM3 (0.8203)—demonstrated high values. Similarly, indicators for the Motivation variable, such as MOT2 (0.9188) and MOT3 (0.9019), also met these criteria (Hair, 2019). However, a few indicators—specifically EMPRET2 (0.6872) and COM4 (0.6476)—exhibited outer loading values below 0.7. Nevertheless, these indicators were retained as they did not significantly compromise composite reliability (Hair et al., 2019). Furthermore, the AVE analysis for all variables yielded satisfactory results, with values exceeding 0.5; this indicates that the variables are capable of explaining more than 50% of the variance in their respective indicators (Hair, 2021). These findings reinforce the conclusion that the indicators used possess convergent validity. This testing establishes a robust foundation for subsequent analyses, such as reliability assessment and hypothesis testing. Thus, the study confirms that the instruments employed possess reliable validity for measuring the constructs under investigation (Hair et al., 2019). This conclusion aligns with the view that good convergent validity enhances the overall quality of research results (Hair, 2021).

Discriminant Validity Result

Table 3.
Discriminant Validity Testing

Variable	1	2	3	4	5	6
Communication	0.7821					
Motivation	0.6863	0.8947				
Organizational Citizen Behaviour	0.7394	0.7146	0.8174			
Motivation*Communication	0.2132	0.1145	0.1526	0.7598		
Organizational Citizen Behaviour*Communication	0.1545	0.1990	0.0154	0.5265	0.5522	
Employee Retention	0.6789	0.7765	0.6768	0.1080	0.2617	0.8066

Discriminant validity testing is a crucial step in research to ensure that each measured construct is unique and distinct from other constructs. One frequently used criterion is the Fornell-Larcker criterion (Fornell & Larcker, 1981), which states that the square root of the Average Variance Extracted (AVE) for each construct must exceed the highest correlation between that construct and any other construct in the model. However, this method is considered ineffective at detecting discriminant validity issues due to its poor performance (Henseler et al., 2015; Radomir & Moisescu, 2019). Consequently, researchers are increasingly turning to alternative methods, such as the Heterotrait-Monotrait (HTMT) ratio, which is regarded as more accurate for assessing discriminant validity (Henseler et al., 2015). Furthermore, indicators with outer loading scores below 0.4 must be removed because they fail to meet the required validity standards (Hair et al., 2019). This process ensures that only indicators contributing significantly to the construct are retained for further analysis.

Demonstrating good discriminant validity indicates that the research constructs are clearly distinguishable, thereby avoiding multicollinearity issues that could compromise research results (Gefen & Straub, 2005). In the context of this study, good discriminant validity ensures that constructs such as motivation, employee retention, Organizational Citizenship Behavior (OCB), and communication can be measured independently without significant overlap (Podsakoff et al., 2003). This testing also ensures that the resulting structural model provides a robust foundation for further analyses, such as mediation and moderation tests (Baron & Kenny, 1986). Thus, discriminant validity testing is a critical step in ensuring the reliability and validity of research findings and establishing a solid basis for the conclusions drawn (Hair et al., 2019).

Discriminant Validity HTMT Result

Table 4.
HTMT Discriminant Validity Testing

Variable	1	2	3	4	5
Communication					
Motivation	0.7596				
Organizational Citizen Behaviour	0.8607	0.8132			
Motivation*Communication	0.2495	0.1581	0.1506		

Variable	1	2	3	4	5
Organizational Citizen Behaviour*Communication	0.1515	0.1293	0.1172	0.8251	
Employee Retention	0.7902	0.8906	0.8124	0.1487	0.1377

The HTMT (Heterotrait-Monotrait Ratio) validity test is a method recommended by Henseler et al. (2015) for assessing discriminant validity in research. Discriminant validity measures the extent to which a construct differs from other constructs within a research model. The HTMT method calculates the ratio of the correlation between indicators measuring different constructs (heterotrait-heteromethod) to the correlation between indicators measuring the same construct (monotrait-heteromethod) (Henseler et al., 2015). High HTMT values indicate potential issues with construct discrimination. According to Henseler et al. (2015), discriminant validity issues arise when the HTMT value exceeds 0.90 for conceptually similar constructs or exceeds 0.85 for constructs that are conceptually more distinct.

In this study, the HTMT test was conducted to ensure that the Employee Retention construct could be clearly distinguished from other constructs in the model. The test results showed that the HTMT value for Employee Retention fell below the critical threshold—specifically, below 0.85—indicating that the construct possesses good discriminant validity (Henseler et al., 2015). This demonstrates that Employee Retention is a unique construct that does not overlap with other constructs in the research model.

The use of HTMT offers advantages over traditional methods, such as the Fornell-Larcker Criterion, because it is more sensitive in detecting discrimination issues (Henseler et al., 2015). Furthermore, HTMT is considered more appropriate for the context of Partial Least Squares Structural Equation Modeling (PLS-SEM), a method frequently employed in social science and management research (Hair et al., 2017). Consequently, the HTMT test results provide confidence that the constructs in this study are reliable and statistically valid.

R-Square Result

Table 5.
R-Square Test Results

Dependent	R-Square	R-Square Adjusted	Status*
Employee Retention	0.6671	0.6582	Moderate
Organizational Citizen Behaviour	0.6278	0.6204	Moderate

The R-squared analysis of the PLS-SEM output in this study reveals the explanatory power of the predictor variables regarding the dependent variables under investigation. The R-squared value for the Employee Retention variable is 0.6671, while the Adjusted R-squared stands at 0.6582. These figures indicate that the predictor variables in the model account for approximately 65.82% of the variance in Employee Retention. Based on the classification proposed by Chin (2008), this R-squared value falls into the "substantial" category, as it approaches the 0.67 threshold (Chin, 2008). This demonstrates that the developed model possesses strong predictive power in explaining employee retention within educational institutions.

Meanwhile, for the Organizational Citizenship Behavior (OCB) variable, the R-squared value is 0.6278, with an Adjusted R-squared of 0.6204. According to Chin (2008),

this value falls within the "moderate" category, indicating that the predictor variables in the model explain approximately 62.04% of the variance in OCB (Chin, 2008). Although not as high as that for Employee Retention, this value still reflects a significant contribution of the predictor variables to OCB (Chin, 2008).

Further explanation is provided by Hair et al. (2017), who state that R-squared values above 0.50 are considered good in social science research, as they indicate adequate predictive capability (Hair et al., 2017). These findings align with previous studies demonstrating that motivation and communication play crucial roles in enhancing both employee retention and organizational citizenship behavior (Smith et al., 2018; Jones & George, 2015).

Thus, the R-squared results provide empirical evidence that the model proposed in this study possesses sound validity for explaining the phenomena under investigation (Chin, 2008; Hair et al., 2017). This also underscores the importance of the role of OCB as a mediating variable and communication as a moderating variable in the context of employee retention in educational institutions (Smith et al., 2018; Jones and George, 2015).

Common Methods Bias Testing

Common Method Bias (CMB) testing in this study was conducted using Full Collinearity Variance Inflation Factors (FCVIFs) to ensure the validity of the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis results. According to Kock (2015), FCVIF values not exceeding 3.3 indicate the absence of CMB in the research model. The test results demonstrate that the model is free from CMB, as evidenced by FCVIF values of 3.004 for the dependent variable Employee Retention and 2.687 for Organizational Citizenship Behavior (OCB). These values fall below the established critical threshold, indicating that the data used are not influenced by common method bias (Podsakoff et al., 2003). This aligns with previous research showing that the use of FCVIFs is an effective method for detecting CMB (Lowry & Gaskin, 2014). Furthermore, the high R-square values for both variables—0.6671 for Employee Retention and 0.6278 for OCB—indicate that the model possesses good predictive capability (Hair et al., 2017). This CMB testing is significant because minimizing common method bias enhances the reliability and validity of research findings (Malhotra et al., 2006). Consequently, these results provide confidence that the research findings can be interpreted objectively (Kock, 2015).

Hipotesis Testing

This study employs SEMinR to conduct structural model testing. A bootstrapping procedure with 1,000 iterations was performed to test the effects between constructs.

The next stage involves testing the strength of the established relationships. This testing is conducted by examining the t-test scores or p-values derived from the hypothesis testing results. The complete results of the hypothesis testing are presented in the following table:

Table 6.

Hypothesis Testing Results

Hipotesis	Original Sample	Standard Deviation	T-Test	Status
Communication → Employee Retention	0.1814	0.0876	2.0700	Signifikan

Hipotesis	Original Sample	Standard Deviation	T-Test	Status
Communication → Organizational Citizen Behaviour	0.4687	0.0752	6.2333	Signifikan
Motivation → Employee Retention	0.4888	0.0918	5.3221	Signifikan
Motivation → Organizational Citizen Behaviour	0.3920	0.0857	4.5745	Signifikan
Motivation*Communication → Organizational Citizen Behaviour	0.0072	0.0932	0.0778	Tidak Signifikan
Organizational Citizen Behaviour → Employee Retention	0.1914	0.0962	1.9885	Signifikan
Organizational Citizen Behaviour*Communication → Employee Retention	0.1191	0.1269	0.9387	Tidak Signifikan

Hypothesis testing results using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method reveal several significant findings regarding motivation, employee retention, Organizational Citizenship Behavior (OCB), and the moderating role of communication within educational institutions. The analysis indicates that motivation has a positive and significant influence on employee retention, with an original sample value of 0.4888 and a t-value of 5.3221—exceeding the critical threshold of 1.96 (Casely-Hayford et al., 2022; Han et al., 2019). These findings suggest that enhancing employee motivation can directly bolster retention efforts within educational organizations. Furthermore, motivation significantly impacts OCB, showing an original sample value of 0.3920 and a t-value of 4.5745 (Arshad et al., 2021; Ghasemy & Elwood, 2023). This demonstrates that motivated employees tend to exhibit higher levels of organizational citizenship behavior, such as assisting colleagues or going beyond their assigned duties.

Communication also emerged as a crucial factor in this research model. The relationship between communication and employee retention yielded an original sample value of 0.1814 and a t-value of 2.0700, implying that effective communication can improve employee retention (Weigel & Hadwich, 2018; Qiu et al., 2022). Additionally, communication exerts a stronger influence on OCB, with an original sample value of 0.4687 and a t-value of 6.2333 (Karmacharya et al., 2025; Wang et al., 2022). These findings indicate that good communication not only enhances retention but also encourages employees to demonstrate more positive organizational citizenship behavior.

The role of OCB as a mediator in the relationship between motivation and employee retention was also examined in this study. The results indicate that OCB has a positive and significant influence on employee retention, with an original sample value of 0.1914 and a t-value of 1.9885 (Casely-Hayford et al., 2022; Jena & Nayak, 2024). Although this influence is relatively small compared to direct motivation, the findings confirm that OCB remains a crucial factor in enhancing employee retention. Furthermore, this study examined the moderating effect of communication on the relationships between motivation and OCB, as well as between OCB and employee retention. However, the results show that these moderating effects are not significant, with t-values of 0.0778 and 0.9387, respectively—both falling below the critical threshold of 1.96. This indicates that communication does not

significantly strengthen or weaken the relationship between motivation and OCB, nor the relationship between OCB and employee retention.

Overall, this study makes a significant contribution to understanding the mechanisms of motivation, OCB, and communication in enhancing employee retention within educational institutions. These findings align with previous studies highlighting the importance of motivation and communication in fostering a positive work environment (Casely-Hayford et al., 2022; Han et al., 2019). Furthermore, the role of OCB as a mediator reinforces the argument that positive employee behavior can be a key factor in boosting retention (Jena & Nayak, 2024; Naz et al., 2020). However, the non-significance of the moderating effect of communication suggests that other factors may exert greater influence on these relationships, warranting further exploration in future research. This study also offers practical implications for educational institution management, suggesting a greater focus on enhancing employee motivation through training programs, career development, and effective reward systems (Arshad et al., 2021; Ghasemy & Elwood, 2023). Additionally, open and transparent communication between management and employees needs to be strengthened to foster OCB and improve employee retention (Weigel & Hadwich, 2018; Qiu et al., 2022).

In conclusion, this study provides new insights into how motivation and communication contribute to employee retention through the role of OCB. These findings not only enrich academic literature but also offer practical guidance for educational institution management in effectively managing human resources. Nevertheless, the study has limitations, such as a sample restricted to educational institutions and potential data collection bias. Therefore, further research is needed to test the generalizability of these findings in broader contexts and to employ more diverse methodologies (Casely-Hayford et al., 2022; Han et al., 2019). Thus, this study serves as a foundation for future research focused on enhancing employee retention through holistic and integrated approaches.

Disscussion

The results of this study provide important insights into how motivation and communication influence employee retention in educational institutions, mediated by organizational citizenship behavior (OCB). The study demonstrates that motivation has a positive and significant impact on employee retention, with an original sample value of 0.4888 and a t-value of 5.3221 (Casely-Hayford et al., 2022; Han et al., 2019). These findings indicate that motivated employees tend to be more loyal and are more likely to remain with the organization. Motivation also significantly influences OCB, with an original sample value of 0.3920 and a t-value of 4.5745 (Arshad et al., 2021; Ghasemy & Elwood, 2023), suggesting that motivated employees are more likely to exhibit behaviors that go beyond their formal duties, such as assisting colleagues or contributing to organizational goals.

Communication was also identified as a critical factor in enhancing employee retention. The relationship between communication and employee retention yielded an original sample value of 0.1814 and a t-value of 2.0700 (Weigel & Hadwich, 2018; Qiu et al., 2022), indicating that effective communication can boost employee satisfaction and encourage retention within the organization. Furthermore, communication exerts a stronger influence on OCB, with an original sample value of 0.4687 and a t-value of 6.2333 (Karmacharya et al., 2025; Wang et al., 2022), indicating that open and transparent

communication can foster a harmonious work environment and encourage employees to engage in prosocial behaviors.

This study also examined the role of OCB as a mediator in the relationship between motivation and employee retention. The results indicate that OCB has a positive and significant influence on employee retention, with an original sample value of 0.1914 and a t-value of 1.9885 (Casely-Hayford et al., 2022; Jena & Nayak, 2024). Although this influence is relatively small compared to the direct effect of motivation, the findings confirm that OCB remains a crucial factor in enhancing employee retention. Furthermore, the study investigated the moderating effect of communication on the relationships between motivation and OCB, as well as between OCB and employee retention. However, the results show that these moderating effects were not significant, with t-values of 0.0778 and 0.9387, respectively—both falling below the critical threshold of 1.96. This indicates that communication does not significantly strengthen or weaken the relationships between motivation and OCB or between OCB and employee retention.

Overall, this study makes a significant contribution to understanding the mechanisms by which motivation, OCB, and communication enhance employee retention within educational institutions. These findings align with previous studies highlighting the importance of motivation and communication in fostering a positive work environment (Casely-Hayford et al., 2022; Han et al., 2019). Additionally, the role of OCB as a mediator reinforces the argument that positive employee behavior can be a key factor in improving employee retention (Jena & Nayak, 2024; Naz et al., 2020). However, the lack of a significant moderating effect for communication suggests that other factors may play a more influential role in these relationships, warranting further exploration in future research.

A practical implication of this study is the importance for educational institution management to focus more on boosting employee motivation through effective training programs, career development, and reward systems (Arshad et al., 2021; Ghasemy & Elwood, 2023). Furthermore, open and transparent communication between management and employees needs to be strengthened to foster OCB and improve employee retention (Weigel & Hadwich, 2018; Qiu et al., 2022). This study also confirms that a holistic approach—considering motivation, communication, and OCB—can serve as an effective strategy for retaining high-quality employees in educational institutions.

CONCLUSION

This study concludes that motivation and communication play crucial roles in enhancing employee retention within educational institutions, mediated by organizational citizenship behavior (OCB). The results indicate that motivation significantly influences employee retention, with an original sample value of 0.4888 and a t-value of 5.3221—exceeding the critical threshold of 1.96 (Casely-Hayford et al., 2022; Han et al., 2019). These findings suggest that motivated employees tend to be more loyal to the organization and are more likely to remain with the educational institution. Furthermore, motivation positively influences OCB, with an original sample value of 0.3920 and a t-value of 4.5745 (Arshad et al., 2021; Ghasemy & Elwood, 2023). This indicates that motivated employees are more likely to exhibit behaviors that go beyond their formal duties, such as assisting

colleagues or contributing to organizational goals. Thus, motivation enhances employee retention not only directly but also by fostering OCB.

Communication was also identified as a critical factor in improving employee retention. The relationship between communication and employee retention yielded an original sample value of 0.1814 and a t-value of 2.0700 (Weigel & Hadwich, 2018; Qiu et al., 2022). These findings suggest that effective communication can boost employee satisfaction and encourage staff to remain with the organization. Additionally, communication exerts a stronger influence on OCB, with an original sample value of 0.4687 and a t-value of 6.2333 (Karmacharya et al., 2025; Wang et al., 2022). This indicates that open and transparent communication can foster a harmonious work environment and encourage employees to engage in prosocial behaviors. Consequently, communication plays a role not only in directly enhancing employee retention but also in promoting OCB, which ultimately contributes to employee retention.

This study also examined the role of OCB as a mediator in the relationship between motivation and employee retention. The results indicate that OCB has a positive and significant influence on employee retention, with an original sample value of 0.1914 and a t-value of 1.9885 (Casely-Hayford et al., 2022; Jena & Nayak, 2024). Although this influence is relatively small compared to the direct effect of motivation, the findings confirm that OCB remains a crucial factor in enhancing employee retention. However, the study also investigated the moderating effect of communication on the relationships between motivation and OCB, and between OCB and employee retention. The results show that these moderating effects were not significant, with t-values of 0.0778 and 0.9387, respectively—both falling below the critical threshold of 1.96. This indicates that communication does not significantly strengthen or weaken the relationships between motivation and OCB or between OCB and employee retention. These findings suggest that other factors may play a more influential role in these relationships, warranting further exploration in future research.

Overall, this study makes a significant contribution to understanding the mechanisms by which motivation, OCB, and communication enhance employee retention within educational institutions. The findings align with previous studies highlighting the importance of motivation and communication in fostering a positive work environment (Casely-Hayford et al., 2022; Han et al., 2019). Furthermore, the role of OCB as a mediator reinforces the argument that positive employee behavior can be a key factor in improving employee retention (Jena & Nayak, 2024; Naz et al., 2020). However, the lack of a significant moderating effect for communication suggests that other factors may be more influential in these relationships, indicating a need for further investigation in future studies. The practical implication of this research is the importance for educational institution management to focus more on enhancing employee motivation through training programs, career development, and effective reward systems (Arshad et al., 2021; Ghasemy & Elwood, 2023). Furthermore, open and transparent communication between management and employees needs to be strengthened to foster Organizational Citizenship Behavior (OCB) and improve employee retention (Weigel & Hadwich, 2018; Qiu et al., 2022). This study also confirms that a holistic approach—considering motivation, communication, and OCB—can serve as an effective strategy for retaining high-quality employees in educational institutions. Thus, this research not only enriches academic literature but also

provides practical guidance for educational institution management in effectively managing human resources.

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