

## EXAMINING ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS THE OUTCOME OF ORGANIZATIONAL COMMITMENT: A STUDY OF UNIVERSITIES TEACHERS OF PAKISTAN

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### ABSTRACT

Organizational citizenship behavior becomes one of the important factors that enhance the organizational effectiveness. The main purpose of this study was to explore the importance of OCB of universities teachers of Pakistan as the outcome of organizational commitment. In this study the impact of training & development opportunities, work-life policies and empowerment practices on organizational commitment has also been analyzed. The data was collected from 160 universities teachers of Pakistan through questionnaires. The result of 134 respondents reveals that training & development opportunities, work-life policies and empowerment practices have significant positive relationship with organizational commitment and also organizational commitment impacts positively in enhancing the organizational citizenship behavior of the teachers and implications that can help universities of Pakistan in augmenting the OCB of teachers have also been discussed.

### INTRODUCTION

Researchers almost for more than 65 years have been paying attention in employee's cooperative types of behaviors. These behaviors are characterized as an individual attribute of the employee which enlightened that why some employees behave more considerately than others. (Koster & Sanders, 2006). Organizational citizenship behavior is not specified by any contract or not even expected by an average employee, this behavior is organizationally desirable because this behavior assist resource transformation', adaptability and innovation in order to increase the organization efficiency.(Turnipseed & Murkison, 1996).Organizational Citizenship behavior are the actions that are not nominated or demanded by the formal job responsibilities. (Farh, Zhong & Organ, 2004).

Today organizations are facing the fierce competition due to the flow of intense awareness and knowledge. In order to cosset the competitive advantage the organizations have to make pace with the increasing change and for this high commitment from employees are needed (Lok and Crawford, 2001). Organizational commitment is significantly associated with the organizational citizenship behavior as its construct. (Gautam, Dick, Wagner, Upadhyay & Davis, 2004). According to Wilson &Western (2000) Training and development plans of individuals can be supportive for the organizational objectives if there is a clear sense of direction. The teachers

who are empowered participate in decision making that affect the learning and teaching. If there is empowered work environments then it assist in improving

the quality of work life, teacher leadership and professionalism. Teachers show more commitment when they perceive their work is meaningful. (Dee, Henkin & Duemer, 2002).The environment where work-life policies are provided it effect the learning taken place in the organizations so that the organizations transformed in to the fervent learning organizations.(Yong,2000).A good educational system of a developing country is considered as the backbone and teachers are the central part of the educational system. The capability and quality of the teachers determines the success of any educational system. (Joolideh & Yeshodhara, 2008). As Bienstock, DeMoranville & Smith (2003) argues that the way of delivery of the services by the employees determines the high quality level of the services.

Previous studies reveal that the faculty members of educational institutes who are highly committed continue their involvement with their current institutions and they also put high level of efforts and show high performance for their institutions (Chughtai & Zafar, 2006). This research is carried out in the universities teachers of Pakistan as the importance of choosing this area lies in the fact that for improving the quality of education teacher plays a vital role. The Government of Pakistan is committed for improving the quality of education. According to the National Education Census 2005/06 there are 227,791 educational institutions providing varied educational opportunities to 33.4 million students. The system employs 1.356 million teachers from pre-primary to university stage. In Pakistan there are 49 general universities and 11,434 teachers are employed in these universities. In the last 30 years a number of studies have pointed out the key issues and problems of teacher education in Pakistan. (National Professional Standards for Teachers in Pakistan, 2009).

According to Aycan et al., (2000) Pakistan is the under researched country. So the main aim of this research is to analyze the level of OCB amongst the universities teachers of Pakistan. As in universities high level education is provided so its quality and deliverance matters a lot. This research will reveal the reasons due to which some teachers show more cooperative and supportive behavior than the others. Quality is dependent on professional development so teachers' work can not be alienated from development. Participation of all the persons that are involved in teaching and learning is necessary for quality development. (Odhiambo,2008).

This study will help the other researchers in analyzing the impact of organizational commitment on OCB particularly in the context of Pakistan universities teachers. It will also depicts the importance of OCB in increasing the effectiveness of the organization and also determines the factors that create or influence OCB.This study will also illustrate the relationship of training & development opportunities, work-life policies and empowerment practices with organizational commitment and then how organizational commitment influences the organizational citizenship behavior of Pakistan universities teachers. This study will also evaluate the importance of OCB of teachers in the success of the universities of Pakistan.

## **LITERATURE REVIEW**

### **INDEPENDENT VARIABLES: TRAINING AND DEVELOPMENT OPPORTUNITIES**

In the past ten years, training and development adept to significant changes. (Garavan, Barnicle & Heraty, 1993). According to Adamson & Caple (1996) Training deals with the systematic approach that includes the various applications of processes, techniques to an order of wide variety of activities and skills. Researchers define training as a valuable learning in any profession. . While Development is a process of gradual growth (Garavan, 1997).The truth of twenty-first century is that it become must to develop human resources because it

has been realized that the workforce who is well-trained is the key to competitiveness, training and education of employees becomes impending as organizations seek more excellence. (Khayyat, 1998).

Training is also very important in developing positive impact between the employee and management relationship. (Kallenberg and Moody, 1994). Organizations invest in training in order to achieve their objectives (Antonacopoulou, 2000). Training satisfaction is one of the antecedents of organizational commitment that shows considerably positive relationship with the organizational commitment. (Liu, 2006). Training and development plans of individuals can be supportive for the organizational objectives if there is a clear sense of direction. (Wilson & Western, 2000). In retaining the professional employees training is very important. (Stassen & Templer, 2004). According to Baalen & Hoogendoorn (1999) Training methods can enhance the training effectiveness when the focus is to integrate the practical work and for this need analysis is very important.

Many researchers' notices that continuous learning of teachers is normally overlooked while the improvement in practices and continuous learning is the core of the teacher professionalism. For achieving the competitive advantage acquiring new knowledge and skills are very important (Brown, Boyle & Boyle, 2001). The main constraint in implementing the quality management is continuous training (Masters, 1996). The main purpose of T&D is to provide Skills, attitudes and knowledge to the workforce that are necessary in performing the tasks effectively. (Berge, Verneil, Berge, Davis & Smith., 2002). Previous researchers shows that training affects the psychological state of the employees, when training is provided the employees feels that the organization have concerned about them and their commitment level increases. (Chang, 1999). Many researchers indicated that training and development is significantly related to organizational commitment. (Dockel, Basson & Coetzee, 2006).

**H1:- Training and Development opportunities have significant positive relationship with the organizational commitment.**

### **WORK-LIFE POLICIES**

Many researchers study the links between job characteristics, workplace organization and parenting behaviors and the family responsibilities and employment conflict. (Glass & Riley, 1998). Studies reveals that excessive work, afternoon shifts, frequent overtime, inflexible hours, inability to leave for emergencies and physically or mentally demanding work are the most important in creating job-family conflict. (Pleck, Staines & Lang, 1980). Previous studies reveals that work life policies includes flexible working hours, training, breaks from work and arrangements of better work support. (Maxwell, 2005). Work family policies and programmes have been flourished over the past decade and the interest of employers in this area continues to grow. (Schwartz, 1996).

Employee decision remain with the organization is effected by the work and life balance because if there is the conflict between work and life balance then dissatisfaction arises which effects the employee performance and family life. Many organizations implement the strategies to minimize these tensions but still considerable improvements and extensive initiatives are needed to ensure a better balance. (Deery, 2008) Today the major concern is workplace flexibility. So money alone is not enough because in fulfilling the family, community and work requirements, time is a major currency. (Hall, 2001).

Many researchers tested the impact of work and family benefits which includes flexible schedules, parental leave, childcare information and childcare assistance on organizational commitment. They have founded that when the employees had access to work/life policies showed appreciably greater organizational commitment

and expressed lower intention to leave their jobs. Grover and Crooker (1995). Work/life policies are significantly positively related to organizational commitment. (Dockel et al., 2006).

**H2:- Work-Life Policies has significant positive relationship with the organizational commitment.**

### **EMPOWERMENT PRACTICES**

Over the 50 years empowerment or participation is the subject of research. (Nykodym, Simonetti, Nielsen & Welling, 1994). Empowerment is the ability of the employee to make the choices which are perceived as the difference for the employer. One element of this ability is that at any given time choices are open to the employee and after making the choice employee will be able to continue making choices. (Guy, 2003). A number of researchers define empowerment; the original meaning of empowerment is giving power to the other person or authorize. (Tulloch, 1993). It is being considered that empowerment is the part of a process and it is the combination of the subordinate psychological state that is affected by the supervisor behavior of empowering the subordinate. (Pastor, 1996).

In providing quality of services employee empowerment is the major factor that has the significant impact. (Samat, Ramayah & Saad, 2006). Services providing organizations are paying more attention towards employee empowerment in order to improve the service quality. (Cacioppe, 1998). Empowerment is the process that basically motivates the employees to make use of their experiences and skills by providing the power and authority so that the employees work effectively. (Eccles, 1993).

Empowerment includes employee commitment and involvement level. (Val & Lloyd, 2002). Previous researches show that empowerment is positively linked with work satisfaction. Empowerment was envisaged by an individual locus of control, availability of information and self esteem. Spreitzer's (1995). Empowerment significantly impacts the employee intention to leave the organization. (Avey, Hughes, Norman, Luthans, 2007). Empowerment should be divided in two components that are psychological and behavioral. (Meyerson & Kline, 2007). Employees develop higher level of trust in their managers when they feel empowered (Moye & Henkin, 2006). By giving power to the employees in decision making can lead to greater responsibility on the behalf of employees in achieving job and customer satisfaction. (Jarrar & Zairi, 2002). So by empowering teachers it assist them in improving leadership skills, improves work-life quality, and improve professionalism. (Dee, Henkin & Duemer, 2003). Empowerment plays a significant impact on organizational commitment of the employee. (Lee, Nam, Park & Lee, 2006).

The success of the organization depends upon the organizational commitment that can be gain by the involvement of the employee. (Denton, 1994) In the innovation process it is very important employ the knowledge and skills of the employees. (McEwan & Sackett, 1997). The degree to which employees inquire about empowerment varies significantly. (Greasley, Bryman, Naismith & Soetanto, 2008). Previous researches founded that organizational commitment increases accordingly as the work empowerment perception increase. (Liu, Chiu & Fellows, 2007). Organizational learning is facilitated by the empowerment which ultimately enhances the commitment level. (Bhatnagar, 2007).

**H3:- Empowerment practices have significant positive relationship with the organizational commitment.**

## **INTERVENING VARIABLE: ORGANIZATIONAL COMMITMENT**

From 30 years the concept of organizational commitment is evolving. (Putterill & Rohrer, 1995). Organizational commitment of the employees get positively influences if there are opportunities to work challenging tasks. (Chew & Chan, 2007). According to Parish, Cadwallader & Busch (2008) Employees commit more positively to the change occurring at workplace only when they judge the role autonomy. Depending upon the level of attachment of an individual the consequences of commitment varies accordingly (O'Reilly & Chatman, 1986).

Previous studies reveals that organizational commitment is very beneficial for the organization as it reduces the absenteeism rate and turn over ratio and enhances the organization productivity. (Jernigan, Beggs & Kohut, 2002). Organizational commitment is very important because it is linked with absenteeism, work effort and turnover. (Joiner & Bakalis, 2006). According to Boon & Arumugam (2006) culture of the organization and management practices should be scrutinize in order to sustain high level of organizational commitment, because high commitment is examined as the essential component of employee relations. (McCabe & Garavan, 2008). It is the goal of the organization to estimate the commitment level of their employees and probe the ways to increase the commitment (Liu, 2006).

An individual having the organizational commitment shows loyalty and intention to stay with the organization and shows personal interest towards the employment. (Brewer, 1996). An employee who is highly committed to the organization contributes to the organization performance. (Freund & Carmeli, 2003). Support should be provided for enhancing the commitment to the organization. (Aube, Rousseau & Morin, 2007). For retaining the employees the organizations should enhance the organizational commitment. (Stallworth, 2004). Extra- role behaviors are the results of the organizational commitment. (Foote, Seipel, Johnson & Duffy, 2005). Results of previous researches shows that commitment is the predictive of organizational citizenship behavior because it significantly impacts OCB. (Liu, 2008).

**H4:-Organizational commitment has significant positive relationship with the organizational citizenship behavior.**

## **DEPENDENT VARIABLE: ORGANIZATIONAL CITIZENSHIP BEHAVIOR**

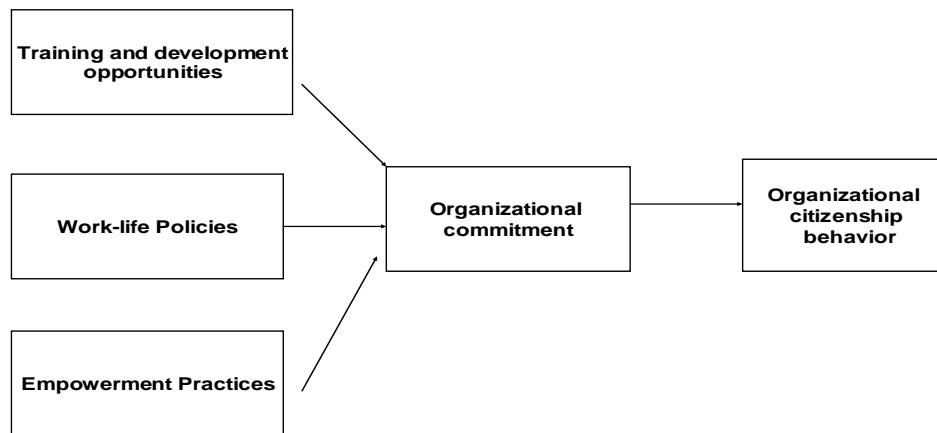
Previous studies reveals that the climate of the organization is significantly associated to OCB because climate cause perceptions among the employees that manipulate their willingness of working harder and involved with their work and become enthusiastic to enroll in organizational citizenship behaviors. (Dimitriadis, 2007). Managers should give more concentration in increasing OCB because organizational effectiveness & customer perceptions of service quality are positively related with OCB. (Torlak & Koc, 2007).

Teachers organizational citizenship perceptions did not fluctuate according to field of study, seniority and gender and the teachers had positive opinion concerning about organizational citizenship. (Yılmaz & dan, 2008). Improvement of OCBs is vital erect for managers because they have an effect on organizational outcomes and service quality (González & Garazo, 2005). OCB is characterized by the surfeit workload that is produced by the individuals. (Schepman, & Zarate, 2008). Generous interest is paying by both and academic and professional literature of management in understanding the of extra-role employee behaviors that are considered as the contributor to organizational performance. (Ertürk, Merkezi & Gölcük, 2007). The lecturers' optional behaviors at work are seen when they have the related competencies. (Kagaari & Munene, 2007). During the past decade the topic of organizational citizenship behavior is greatly discussed in management research. (Cohen & Kol, 2004). Lower OCB is generated when there are greater unfavorable attitudes. (Lara &

Rodríguez, 2006). Teaching satisfaction services are influenced by the non-task behaviors. These behaviors enhance the teaching quality and benefit the universities (Lara, 2008). For reinforcing learning behavior high commitment and mutual human resource policies are needed. (Yong, 2000). According to Tayyab (2005) the contributions boosts the organizational effectiveness.

OCB basically determines the employees' readiness to give up their effort and cooperate with the organization in order to contribute to the productivity, employee satisfaction, customer satisfaction, and quality. Improved OCB represents employees' accessibility and keenness to experience changes for the successful implementation of novel methodologies of management. (Jung & Hong, 2008). Organizations realized that for surviving in this competitive scenario organizations have to develop employee work efforts and for effective functioning of the organization employee efforts are needed that can be beyond the official requirements of the role. (Garg & Rastogi, 2006).

### RESEARCH MODEL



### RESEARCH METHODOLOGY

This study examined the relationship of training and development opportunities, work-life policies and empowerment practices with organizational commitment and then analyzes the impact of organizational commitment on the organizational citizenship behavior of the universities teachers of Pakistan.

## **RESEARCH VARIABLES**

The variables that are being considered are described in the theoretical framework. Training and development opportunities, work-life policies and empowerment practices are the independent variable, organizational commitment is the intervening variable and organizational citizenship behavior is the dependent variable.

## **MEASURING INSTRUMENTS**

A 45-item questionnaire was used that consists of two parts, the first part of the questionnaire focused on the demographic data that included information about years of employment, qualification, native language, marital status, gender and age. While the second part required respondents view regarding to the determinants of organizational commitment and then the organizational citizenship behavior as the outcome of organizational commitment. Questionnaire for variables used 5 point Likert scale to measure respondent's possible responses from 1=strongly disagree to 5=strongly agree.

## **TRAINING AND DEVELOPMENT OPPORTUNITIES**

Six items for training and development was adopted which is developed by the Rogg, Schmidt, Shull and Schmitt (2001).

## **WORK-LIFE POLICIES**

Four items for work-life policies was adopted that is developed by the Paré, Tremblay & Lalonde (2001).

## **EMPOWERMENT PRACTICES**

Nine items for empowerment practices was adopted that is developed by the Tremblay, Rondeau, and Lemelin (1997).

## **ORGANIZATIONAL COMMITMENT**

Eight items for organizational commitment was adopted that was developed by the Porter (1974).

## ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Twelve items was adopted for the organizational citizenship behavior that was developed by the Podsakoff., MacKenzie., Moorman & Fetter (1990) and Williams & Anderson (1991).

### SAMPLE

The sampling technique used in this research is PURPOSIVE in nature because the data is collected from the universities teachers of the Pakistan. The sample size was of 160 whereas 134 respondents provide the feedback. The demographics consider in this study are years of employment, qualification, native language, martial status, gender and age. Following table shows the demographics characteristics:

**Table 1:**

		<b>Frequency</b>	<b>Percentage</b>
<b>Years of Employment</b>	Less than 1 year	27	20.1%
	1 year to 2 years	52	38.8%
	2 years to 3 years	20	14.9%
	more than 3 years	35	26.1%
<b>Qualification</b>	Bachelors	9	6.7%
	Masters	69	51.5%
	M.Phil/Ms	22	16.4%
	Doctoral	34	25.4%
<b>Language</b>	English	3	2.2%
	Urdu	79	59.0%
	Punjabi	42	31.3%
	Anyother	10	7.5%
<b>Martial Status</b>	Married	81	60.4%
	Un Married	53	39.6%
<b>Gender</b>	Male	72	53.7%
	Female	62	46.3%
	20 to 30	80	59.7%



<b>Age</b>	30 to 40	33	24.6%
	40 to 50	11	8.2%
	50 and above	10	7.5%

There are 20.1% who are employed less than 1 year, 38.8% teachers are employed 1 year to 2 years, 14.9% are employed 2 years to 3 years and 26.1% are employed for more than 3 years. The table represents 6.7% of employees holding the Bachelors degree, 51.5% of employees holding the Masters degree, 16.4% of employees holding M.Phil/MS degree and 25.4% have Doctoral degree. According to the table 59.0% are Urdu speaking employees and 31.3% are Punjabi speaking. Whereas any other language contains 7.5 % teachers and English language with the minimum value of 2.2%. According to the table, 60.4% of teachers are married and 39.6% are unmarried. 53.7% respondents are males and females represent 46.3% of the total respondents. In the selected sample mostly teachers are young as the table shows that there 59.7% teachers who are in between the age of 20 to 30, 24.6% in between 30 to 40, 8.2% are in between 40 to 50 and 7.5% teachers ages are 5 years above.

## RESULTS

### CORRELATION ANALYSIS

**Table 2**

	<b>Mean</b>	<b>Std dev</b>	<b>OCB</b>	<b>OC</b>	<b>TD</b>	<b>WLP</b>	<b>EP</b>
<b>OCB</b>	3.1828	.76414	1				
<b>OC</b>	3.0280	.50715	.800**	1			
<b>TD</b>	3.6758	.51885	.198*	.351**	1		
<b>WLP</b>	3.8797	.68524	.515*	.653**	.245**	1	
<b>EP</b>	3.9297	.41395	.745**	.752**	.316**	.744**	1

OCB= Organizational Citizenship Behavior      OC= Organizational Commitment

TD= Training & Development Opportunities    WLP=Work-life Policies    EP=Empowerment Practices

\*\* Correlation is significant at the 0.01 level (2-tailed).

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

The above table is showing the mean, standard deviation and correlation values between the independent, intervening and dependent variables. Mean and standard deviation of organizational citizenship behavior is 3.1828 and 0.76414. Then there is organizational commitment its mean and standard deviation is 3.0280 and 0.50715 and the correlation value between OCB and OC is .800(\*\*). Then the training and development opportunities mean and standard deviation value is 3.6758 and 0.51885 and the correlation value between training and development and OC is .351(\*\*). Work-life policies mean and standard deviation value is 3.8797 and 0.68524 and the correlation value between the WLP and OC is .653(\*\*). Empowerment practices mean and standard deviation value is 3.9297 and 0.41395 and the correlation value between the empowerment practices and OC is .752(\*\*). So these values show the positive relationship among the variables.

### REGRESSION ANALYSIS

**Table 3**

Independent Variables	Beta	T	Sig.
Training and Development opportunities	.124	2.121	.036
Work-life Policies	.208	2.498	.014
Empowerment Practices	.558	6.561	.000

N : 134    R square: .599                      Adjusted R square: .590
F: 64.688    Significance: .000    Dependent Variable: Organizational Commitment

The above table shows the regression analysis. In this training and development opportunities, work-life policies and empowerment practices are the independent variables

and organizational commitment is the dependent variable. The R square value is 0.599, F value is 64.688 and the significance is .000. T values are also very significant so it proves that training and development opportunities, work-life policies and empowerment practices have the positive impact on the organizational commitment.

**Table 4**

<b>Independent Variables</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
Organizational commitment	.800	15.303	.000

N : 134      R square: .640      Adjusted R square: .637 F: 234.169      Significance: .000      Dependent Variable: Organizational Citizenship Behavior
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In the above organizational commitment is the independent variable and organizational citizenship behavior is the dependent variable. The R square value is 0.640, F value is 234.169 and the significance is .000. T values is also very significant so it confirms that organizational commitment has the positive impact on the organizational citizenship behavior.

## **DISCUSSION**

The main intention of conducting this study is to examine the organizational citizenship behavior as the outcome of organizational commitment in the universities teachers of Pakistan. As well as identifying the variables that affects in boosting the organizational commitment of the teachers. This research results indicates the relationship and the intensity level of the determinants through which they impact the organizational commitment and then examining the impact of organizational commitment on the organizational citizenship behavior of the universities teachers of the Pakistan.

### **TRAINING AND DEVELOPMENT OPPORTUNITIES AS THE DETERMINANT OF ORGANIZATIONAL COMMITMENT**

The correlation value between training and development opportunities and organizational commitment is 0.351\*\* and the beta value is 0.124 which shows the significant relationship between the training & development opportunities and organizational commitment. It

indicates that OC of the employees increases as they have been provided with more training and development opportunities. Although the value of correlation is positive but it is low as compare to the other determinants considered in this research which shows that in Pakistan, training and development opportunities are giving to the universities teachers that enhances the commitment level but these opportunities are not that much high that can facilitate the universities teachers in raising the organizational commitment. The T&D opportunities are

very important in developing the employees , organizations spend in training and development opportunities in order to attain their goals and objectives (Antonacopoulou, 2000) and in case of teachers the value of T&D increases more because teachers are the one who develop the students on which the future of the nation depends so for improving the quality of education there should be the number of training and development programs that assist the teachers in developing their capabilities and abilities which ultimately can meet the students learning requirements.

Hence the results confirm the formulated hypothesis that there is significant positive relationship between training & development opportunities and organizational commitment and as the opportunities increases organizational commitment of the teachers will also increases. Training and development is considerably associated to organizational commitment. (Dockel et al., 2006).

### **WORK-LIFE POLICIES AS THE DETERMINANT OF ORGANIZATIONAL COMMITMENT**

The result reveals that there is a positive significant relationship between the work-life policies and organizational commitment as the correlation value is 0.653\*\* and the beta value is 0.208. It illustrates that when there are friendly work-life policies then there will be more organizational commitment. As the work-life policies includes the flexible work scheduling, leaves etc so it shows that in Pakistan universities teachers have access to the friendly work-life policies which increases their organizational commitment because obviously when the universities are providing the flexibility to the teachers they will feel more comfortable and relaxed at work which amplify the motivation level that will ultimately magnifies the organizational commitment of the teachers and the quality of education also intensifies. Employee decision to stay with the organization is only possible when there is work and life balance. (Deery, 2008). So the results are in favor of the generated hypothesis which shows that there is the significant positive relationship between the work-life policies and organizational commitment.

### **EMPOWERMENT PRACTICES AS THE DETERMINANT OF ORGANIZATIONAL COMMITMENT**

The value of correlation and beta between the empowerment practices and organizational commitment is 0.752\*\* and 0.558 which shows the strong relationship between these two variables. It is obvious from the results that the impact of empowerment on the organizational commitment is very high which shows that by empowering the employees their commitment level to the organization increases because they feel more the part of the organization and can utilize their abilities in a way that can both enhance the individual learning and organization success. These values shows that in Pakistan universities teachers are well empowered which enhances their organizational commitment because the teachers know better that how they can deliver their knowledge to the students because teachers are in the state of knowing better the capability and ability level of the students and according to that they set their teaching and the tools that can facilitate depending upon the nature of the study. So teachers should encourage in making decisions on their own because the empowerment correlates with the effective performance. The empowerment works as a synergistic force among the teachers and it energizes their capacity for achieving the goals that are best in the interest of the universities. Empowerment plays a considerable role in increasing the organizational commitment of the employee. (Lee et al., 2006).

So the results are verifying the proposed hypothesis that there is significant positive relationship between empowerment practices and organizational commitment because when the teachers are empowered they become more responsible and this sense of responsibility increases their organizational commitment.

### **ORGANIZATIONAL COMMITMENT AS THE PREDICTOR OF THE ORGANIZATIONAL CITIZENSHIP BEHAVIOR**

The results divulge that the organizational commitment and organizational citizenship behavior are very closely associated with each other. The correlation value between OC and OCB is 0.800\*\* and the beta value is 0.800 which indicates the very strong relationship between the organizational commitment and organizational citizenship behavior. Organizational citizenship behavior is the extra role behavior that is demonstrated by the individual, this behavior is not a compulsory part of the job requirements but this behavior if existed boost the organization performance. OCB can analyze in both individual and organization perspective. If the OCB of the employee is high then he/she will the other employees in completion of the tasks, facilitate and support their colleagues in performing effectively. Where as the other dimension of the OCB with respect to the organization is that the employees who have high OCB are more strategically aligned with the organization goals and objectives. They put their maximum potential and go beyond the limits in achieving the goals and objectives of the organization. So OCB can be termed as the synergistic behavior that intensify the employee positive attitude towards the organization and excels the individual effort level that is beneficiary for the organization. The OCB can never be existed if the individuals are not committed to the organization because this is the fact that if the employee is not committed to the organization how it is possible that he/she put the extra level of effort which is in the best interest of the organization and this is what the results of this research shows that the OCB of the employee is only existed when there is the high level of organizational commitment. In Pakistan context OCB of universities teachers are very high as the results reveal this and it is due to their high organizational commitment. Due to the high OCB teachers are very cooperative, supportive and compassionate in solving the student's problems and understanding their learning power and according to that the teachers deliver the education which is outrival the quality level of education which is advantageous for the universities. OCB is the result of the organizational commitment. (Foote et al., 2005).

So the proposed hypothesis is confirmed by the results that organizational commitment has significant positive relationship with the organizational citizenship behavior. And as the organizational commitment of the universities teachers increases the organizational citizenship behavior also magnifies.

### **CONCLUSION**

The main goal of this research was to study the impact of the organizational commitment on the organizational citizenship behavior and with this analyzing the impact of the selected determinants that are training and development opportunities, work-life policies and empowerment practices on the organizational commitment in universities teachers of Pakistan. The results of this study have clearly shown that the selected determinants which are training and development opportunities, work-life policies and empowerment practices have a direct and positive impact on the organizational commitment which means the enhancement of one determinant causes the enhancement in the organizational development which is the intervening variable and then the enhancement

in organizational commitment increases the organizational citizenship behavior of the universities teachers of Pakistan.

The value of R square of the model in which the impact of training and development opportunities, work-life policies and empowerment practices are analyzed on the organizational commitment is 0.599 which shows that model fitness is good and appropriate and it also shows that the impact of independent variables on organizational commitment is 59.9% while the R square value of the model in which the impact of organizational commitment is examined on the organizational citizenship behavior is 0.640 that means the impact of the organizational commitment on the organizational citizenship behavior is 64%. Both the percentages are high which shows that the model which has been used is very significant.

Today it becomes crucial to have the workforce that have the higher level of organizational citizenship behavior especially the teachers because it affects the quality of education and this OCB can only be develop if there is high organizational commitment.

### **IMPLICATIONS**

This study is basically about analyzing the organizational citizenship behavior of the universities teachers of Pakistan and also examining the role of organizational commitment in enhancing the organizational citizenship behavior. This study benefits the other researchers in analyzing the OCB of the universities teachers as the outcome of organizational commitment in Pakistan. This study also contributes in assessing the factors that increases the organizational commitment means the role exhibit by the training and development opportunities, work-life policies and empowerment practices in enhancing the organizational commitment that ultimately boost the organizational citizenship behavior of teachers in Pakistan universities. This research also paves the way in analyzing the role of OCB in enhancing the educational quality in the universities and also the impact of organizational commitment in intensifying the OCB in universities of Pakistan. Another contribution of this research is that it provides the significance of OCB in Pakistan universities as well as how the culture impacts the people in perceiving the OCB.

### **FUTURE RESEARCH**

In this study only three determinants of organizational commitment that are training and development opportunities, work-life policies and empowerment practices are analyzed in the context of Pakistan universities where as there can be other determinants too that can play a very significant role in enhancing the organizational commitment of the teachers for example compensation, rewards, career development and supervisor support so a number determinants impact can be tested in Pakistan universities. In this research OCB is studied as the outcome of the organizational commitment but with this previous researches shows that job satisfaction is also a very important predictor of the OCB so in future the researchers can study the impact of job satisfaction on the OCB of the universities of Pakistan which would definitely raise the level of knowledge in the organizational citizenship behavior.

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## **APPENDIX**

### **QUESTIONNAIRE**

**Dear Respondents,**

Please fill in the following questionnaire which is about studying the factors that are involved in developing organizational citizenship behavior amongst the universities Teachers of Pakistan. Your response will be having great value for completion of this research. The data will only be used for academic purposes and strictly remain confidential. Your name should not appear anywhere on this document.

Thanks once again for your cooperation.

### **SECTION: I**

#### **BASIC INFORMATION**

**Please tick the appropriate answer**

1. Please name your university \_\_\_\_\_
2. How long you have been employed in this university?  
(Less than 1yr)  (1yr to 2yrs)  (2yrs to 3yrs)  (more than 3yrs)
3. What is your highest qualification?  
Bachelors  Masters  M.Phil/Ms  Doctoral
4. What is your native language? English  Urdu  Punjabi  Anyother
5. What is your martial status? Married  Un Married
6. What is your gender? Male  Female
7. What is your age? (20 to 30)  (30 to 40)  (40 to 50)  (50 and above)

**SECTION: II**

**TRAINING AND DEVELOPMENT**

**1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree**

**Qno1:** This University is providing me with job specific training? 1 2 3 4 5

**Qno2:** Sufficient time is allocated for product and solution training? 1 2 3 4 5

**Qno3:** I can apply the training I receive, in this organization? 1 2 3 4 5

**Qno4:** There are enough development opportunities for me in this organization? 1 2 3 4 5

**Qno5:** Sufficient money is allocated for product and solution training? 1 2 3 4 5

**Qno6:** I have the opportunity to be involved in activities that promote my professional development? 1 2  
3 4 5

**SECTION: III**

**WORK-LIFE POLICIES**

**1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree**

**Qno1:** I often feel like there is too much work to do? 1 2 3 4 5 (R)

**Qno2:** My work schedule is often in conflict with my personal life? 1 2 3 4 5(R)

**Qno3:** My job affects my role as a spouse/or a parent? 1 2 3 4 5 (R)

**Qno4:** My job has negative effects on my personal life? 1 2 3 4 5 (R)

**SECTION: IV**

**EMPOWERMENT PRACTICES**

**1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree**

**Qno1:** In my organization, my work unit plays a strategic role. 1 2 3 4 5

**Qno2:** A great latitude is given to employees for the organization of their work (e.g.,  
work schedules).1 2 3 4 5

**Qno3:** Employees in my work unit have a lot of autonomy in regard to project management.  
1 2 3 4 5

**Qno4:** My supervisor manages our unit's budgets. 1 2 3 4 5

**Qno5:** In my work unit, employees have a great deal of liberty in the conduct of their work. 1 2 3 4 5

**Qno6:** Employees in my work unit are extensively involved in key decision-making (e.g. recruitment process). 1 2 3 4 5

**Qno7:** Employees in my work unit are regularly consulted in technological investments decision-making. 1 2 3 4 5

**Qno8:** Employees' empowerment in my work unit is highly valued. 1 2 3 4 5

**Qno9:** My work unit is considered as a strategic division in my organization. 1 2 3 4 5

### **SECTION: V**

#### **ORGANIZATIONAL COMMITMENT**

**1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree**

**Qno1:** I am willing to put in a great deal of effort beyond that normally is expected in order to help this organization to be successful. 1 2 3 4 5

**Qno2:** I talk up this organization to my friends as a great organization to work for. 1 2 3 4 5

**Qno3:** My values and the organization's values are very similar. 1 2 3 4 5

**Qno4:** I am proud to tell others that I am part of this organization. 1 2 3 4 5

**Qno5:** This organization really inspires the very best in me in the way of job performance. 1 2 3 4 5

**Qno6:** I am extremely glad that I chose this organization to work for over others I was considering at the time I joined. 1 2 3 4 5

**Qno7:** I really care about the fate of this organization. 1 2 3 4 5

**Qno8:** For me, this is the best of all possible organizations for which to work. 1 2 3 4 5

### **SECTION: VI**

#### **ORGANIZATIONAL CITIZENSHIP BEHAVIOR**

**1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree**

**Qno1:** I help colleagues who have been absent from work. 1 2 3 4 5

**Qno2:** I helps colleagues who have heavy work loads. 1 2 3 4 5

**Qno3:** I am mindful of how my behavior affects other people's job. 1 2 3 4 5

**Qno4:** I go out of way to help new employees. 1 2 3 4 5

**Qno5:** I take a personal interest in my colleagues' job.1 2 3 4 5

**Qno6:** My attendance at work is above the norm.1 2 3 4 5

**Qno7:** I take undeserved brakes at work. 1 2 3 4 5(R)

**Qno8:** I often complain about insignificant things at work. 1 2 3 4 5(R)

**Qno9:** I tend to make "mountains out of molehills".1 2 3 4 5(R)

**Qno10:** I adhere to informal rules devised to maintain order. 1 2 3 4 5

**Qno11:** I attend meetings that are not mandatory but considered important. 1 2 3 4 5

**Qno12:** I perform duties that are not required but which improve corporate image. 1 2 3 4 5

**Thank You for your Cooperation**