



**KEY DRIVERS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND THEIR
IMPACT ON CAREER ATTITUDES AMONG FACULTY IN HIGHER EDUCATION
INSTITUTIONS (HEIs)**

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Abstract:

In today's competitive academic landscape, teachers at higher education institutions (HEIs) are increasingly motivated to explore innovative avenues for career development. While we have a highly skilled faculty, many are reluctant to remain at a single institution for extended periods. Transferring to a new university or college presents a valuable opportunity to assume leadership positions, engage in cutting-edge research initiatives, and make meaningful contributions to a vibrant academic community. Academics are often drawn to institutions with superior research resources, advanced facilities, and rich collaborative opportunities. The role that colleges and universities play in fostering a dynamic academic environment is critical; they not only enhance the skills of the workforce but also drive economic growth in society and across various organizations. Unfortunately, there is a significant lack of research examining the behaviors of faculty and administrative staff—individuals who are vital to the success of these institutions. To fill this gap, our study introduces a model that investigates these behaviors, considering factors like job satisfaction, effective leadership, role perception, and organizational justice. Focusing on private colleges and universities, we randomly selected participants with over a year of experience. The results underscore the importance of these behaviors for organizational performance and highlight their substantial impact on both the workforce and the economy of the nation.

Keywords –

Job Satisfaction, Organizational Justice, Leadership Behaviour, Role Perception, Organizational Citizenship Behavior, Career Attitude, HEI's

1. Introduction

Organizational Citizenship Behavior (OCB) encompasses voluntary positive actions by employees that exceed their formal job requirements, enhancing the overall functioning and success of the organization. OCB includes dimensions such as altruism, courtesy, sportsmanship, conscientiousness, and civic virtue, which collectively foster a supportive work environment, improve teamwork, and boost productivity. Recognizing and appreciating OCB can lead to increased job satisfaction, reduced turnover, and heightened organizational effectiveness. However, organizations must avoid over-expecting these contributions without proper acknowledgment or compensation, as the progress of an organization relies on both in-role and extra-role performance (Podsakoff et al., 1997). Higher education serves as both a vehicle for individual improvement and a foundation for societal progress. Institutional adaptability to global trends guarantees that they continue to fulfil their essential tasks of teaching, research, and service, thereby playing an important role in developing the knowledge-based economies of the present and future

Another study's key findings included the observation that employees in the organisations reported higher levels of intrinsic job satisfaction than extrinsic job satisfaction. Furthermore, it was discovered that employees engaged in altruism (an OCB dimension) more than other dimensions. Furthermore, the study discovered a significant relationship between job satisfaction and OCB. This correlation means that as job satisfaction levels rise, so does engagement in Organisational Citizenship Behaviours. Finally, the research gives useful insights on the dynamics of job satisfaction and OCB



within the context of the selected Zimbabwean organisations. The findings add to the current body of information on employee behaviour and happiness, and the recommendations provide practical steps for organisations to take to improve. (Chiboiwa, M. W., Chipunza, C., & Samuel, M. O. (2011)). Many researchers have tried to bring out a critical examination of the relationship between organisational culture and employee job satisfaction. They discussed that Organisational culture is a set of attitudes and behaviours generally adopted by employees of a certain organisation that affect its function and overall well-being (Belias, D., & Koustelios, A. (2014)). In modern society job-related phenomena such as job satisfaction are related to employees' perceptions of their working environment, relationships with coworkers, institutional goals and methods, and success criteria. Furthermore, demographic features, particularly gender, are likely to influence employees' preferences for organisational culture. As a result, measuring and analysing can be supported (Belias, D., & Koustelios, A. (2014)). While some studies have offered a three-factor model that retains altruism and civility while deleting conscientiousness, the original five dimensions are still extensively employed in research. According to the literature, OCB has a typically beneficial impact on organisational productivity and effectiveness (Dong, L. N. T., & Phuong, N. N. D. (2018)).

2. Theoretical Background and Hypotheses Development

Professional career direction is shifting from traditional to "protean." Many studies have examined the association between organisational citizenship behaviour (OCB) and protean career attitude (PC), as well as the moderating effects of gender and age. Protean career attitude proven to significantly affect OCB and shows how age and gender have a moderating effect on this relationship. The study's conclusions can help career strategists deal with the transformation more quickly (Joshi, M. 2021).

Also many studies have claimed that Job dependency had the least impact on organisational citizenship attitude, while the organisational commitment variable had the highest. Additionally, among the indices of job reliance, work satisfaction, and organisational commitment, job satisfaction had the greatest impact on knowledge sharing, while job dependency had the least. Additionally, the impact of citizenship attitude on knowledge sharing in organisations was both positive and significant (Alvani, S. M. 2015).

The complex concept of organisational citizenship behaviour (OCB) among teachers is essential to the success of schools and the educational industry. Teachers' OCB was influenced by their dispositional trait of locus of control as well as their attitudinal traits of career commitment and job satisfaction. Additionally, instructors' OCB had an impact on both their career and organisational turnover intentions as well as their work performance (Li, X. 2013). It was also found that due to the employees' lower levels of life satisfaction, careerist orientation had a negative impact on OCB. According to a study, expatriate workers who had a high careerist attitude showed less OCB than non-expatriates who had the same inclination (Adams, J. W 2013). Globalisation and the technological revolution have brought about unimaginable changes in a variety of spheres of life, including organisations, employment, and vocations. Traditional careers have been rendered obsolete by the revolution (Ronn, 2010), and a new era beholds a versatile professional attitude (Rodrigues et al., 2021), beholding self-directedness and value-driven advancement in one's career. Instead of relying on the growth trajectory provided by their organisation, people today place more of an emphasis on developing their professional pathways. Employees aim to empower their own career progress in order to empower themselves (Direnzo & Greenhaus, 2011). The goals they set for themselves provide rewards and happiness for today's workers (Weng & Mc. Elroy, 2012; Weng et al., 2010). As a result, the psychological landscape has changed.

The approach is supported by a study that used 214 employees from service organisations in India as its data set. According to the findings, the gender of the employees has a significant impact on the implementation of OCB as a result of CO and OCB. According to the relationship as it was seen, CMP will have a bigger impact on the CO-OCB relationship for female employees. According to bootstrap results, the primary effect of CO on OCB among male employees was significant but decreased from



the Beta value of 0.281 to 0.196 when CMP was added as a mediator. However, among female employees, including CMP as a mediator made the CO-OCB relationship negligible (Beta = 0.124; LLCI = 0.415; ULCI = 0.127; $p = 0.420$), emphasising that CMP is ineffective (Joshi, M. 2022). New kinds of psychological contracts as well as more independent and mobile career attitudes have emerged in response to the labour relations' growing flexibility and discontinuity. A previous study has also shown that Relational and balanced psychological contracts, a versatile career attitude, and a boundaryless mindset all positively predicts OCB (o Presti, A 2019).

The difficulties defying Malaysia's Exploration Colleges in their cutting edge development towards elite College are huge. Authority styles utilized in advanced education establishments assume pivotal part in accomplishing speakers' work fulfillment. This paper inspects the impact of groundbreaking initiative style utilized by offices heads on further developing instructors' work fulfillment. The populace involved the instructors from three driving Exploration Colleges. The reactions were exposed to numerous relapse investigation. The discoveries uncovered 'rousing inspiration' and 'admired impact' as most frequently utilized practices of groundbreaking administration by the divisions heads and distinguished that groundbreaking authority gets to the next level instructors' work fulfillment more than other administration styles. (Le Nguyen Thanh Dong & Nguyen Ngoc Duy Phuong, 2018). Advanced education Organizations (HEIs) are place adding to the scholarly progression of the country, quality human asset, and to a number of financial enhancements for society and associations. In spite of facilitators and staffs are the exposed bone of HEIs, there is a shortage of exploration, both calculated and experimental, zeroing in on their hierarchical citizenship ways of behaving (OCB). hierarchical citizenship conduct is one of the main variable impact the authoritative exhibition. Besides, the presentation of HEIs doesn't influence just the public HR, yet additionally influence on public economy.

In this study, using data collected from academics affiliated with the Malaysian and Japanese universities during the COVID-19 pandemic, we tested the nexus of job satisfaction–academic motivation–OCBI. It was also considered desirable to compare academics from the two countries in terms of the effects presented in our model. To answer our research questions, we applied PLS-SEM analysis (Ghasemy, Teeroovengadam, et al., 2020b). Our results at both the aggregate and country levels showed that (1) job satisfaction was a strong predictor of academic motivation, (2) academic motivation was a strong predictor of OCBI, (3) the effect of job satisfaction on OCBI was mainly transmitted via academic motivation, and (4) the differences in the relationships between the latent variables in our model for the Malaysian and Japanese lecturers were not statistically significant. Among the lessons learned is that the mediational processes, which explain how things take place, should receive more focus and be scrutinized in empirical studies, especially in behavioral and attitudinal studies in educational contexts. Put differently, our study shows that merely investigating direct effects may not be sufficient to provide much insight into the nature of the phenomenon under study. We also observed that the relationship between academic motivation and OCBI was nonlinear based on the data from the Malaysian sample and explained this phenomenon from both theoretical and practical/policy perspectives. Additionally, we observed that age plays an important role in our model, estimated using data from the Malaysian higher education system

An extensive analysis of the existing literature has been conducted. Research papers were retrieved from various online sources, including JSTOR, Google Scholar, SAGE, Springer, Inderscience, Science Direct, and Emerald, as well as from conference proceedings. A range of relevant keywords, such as "organizational citizenship behavior," and their combinations were used to locate pertinent studies for analysis. Keeping the study's objectives and scope in mind, papers related to the field of education were included.

Qualitative analysis was performed using NVivo 11 by QSR International, which is a software package that facilitates the import, sorting, and analysis of text documents, audio files, video files, spreadsheets, databases, digital photos, documents, PDFs, bibliographic data, web pages, and social media data. As

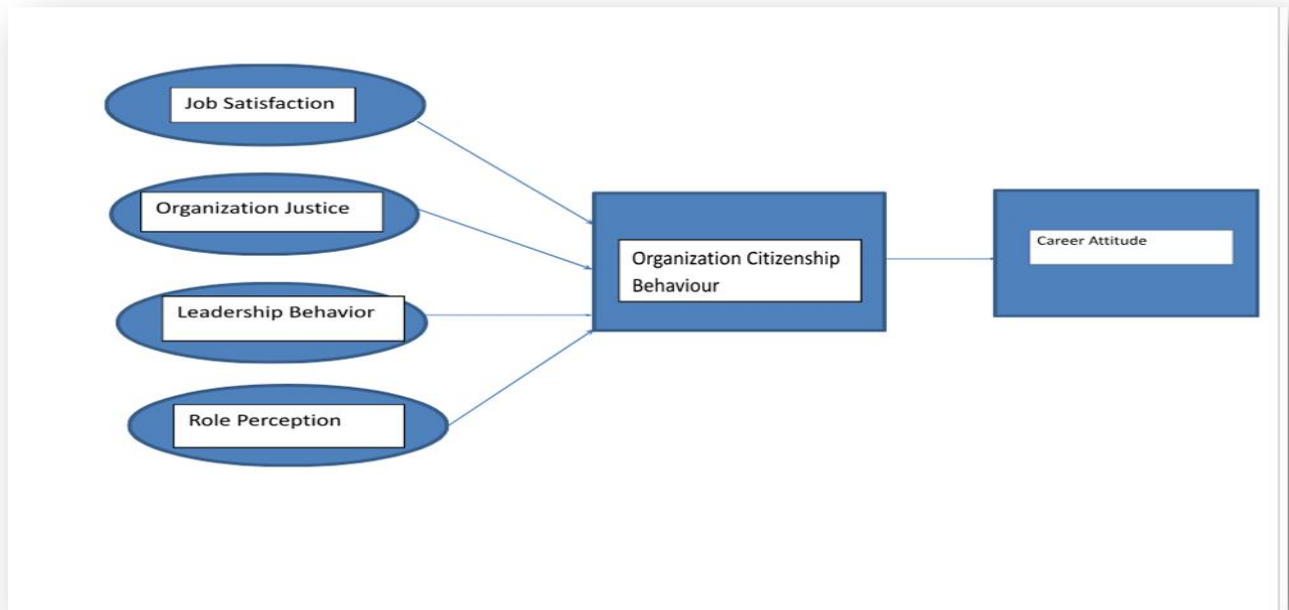


Figure 2: Proposed model

4. Research Methodology

This research is based on a questionnaire that was circulated solely through message delivery services such as Gmail and WhatsApp. The survey, conducted from October 20, 2023, to January 15, 2024, received. Total 325 responses received, analysis performed on 305 after cleaning the data.. It is worth mentioning that most respondents were females (70%), whereas the male respondents made up only about 30%. Interestingly, the income group of 5-10 lakhs was the most common among the respondents, and their work experience was around five years. There were around 41 statements and 6 constructs. We got valuable insights into the opinions and perspectives of a diverse group of respondents, and it lays a strong foundation for future research on this. Researchers have applied exploratory factor analysis using SPSS.

The following are the Objectives of the study:

1. To find out the factors influencing the organizational citizenship behaviour of faculty members in higher education institutes
2. To study the impact of organisational citizenship behaviour on the career attitude of faculty members at higher education institutes
3. To propose a theoretical model by establishing relationships among independent and dependent variables as proposed and testing them.

5. Data Analysis & Interpretation

Table 1: Demographic Analysis

| Gender | | |
|------------------------|-----------|---------|
| Sample characteristics | Frequency | Percent |
| Female | 215 | 70.5 |
| Male | 90 | 29.5 |
| Total | 305 | 100.0 |
| Annual Income INR | | |
| 2 lac-5 lac | 51 | 16.7 |
| 2 LPA -5 LPA | 67 | 22.0 |
| 5 lac-10 lac | 85 | 27.9 |



| | | |
|-----------------------|-----|-------|
| 5 LPA- 10 LPA | 50 | 16.4 |
| Above 10 lac | 7 | 2.3 |
| Above 10 LPA | 45 | 14.8 |
| Total | 305 | 100.0 |
| WorkExperience | | |
| 1 -5 Years | 20 | 6.6 |
| 1-5 years | 58 | 19.0 |
| Less than One Year | 73 | 23.9 |
| More than 5 years | 85 | 27.9 |
| More than 5 Years | 69 | 22.6 |
| Total | 305 | 100.0 |

The table 1, provided summarizes the **demographic characteristics** of a sample of 305 respondents across three variables: **Gender**, **Annual Income**, and **Work Experience**. Below is an analysis and summary:

Table 2: KMO and Bartlett's Test

| | | |
|--|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .829 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 15364.437 |
| | df | 820 |
| | Sig. | 0.000 |

The **KMO value is 0.829**, which is considered "meritorious" according to the general interpretation scale: This result indicates that the dataset is suitable for factor analysis, as the variables show good sampling adequacy. Significance value 0.000 signifies sufficient correlations among variables to proceed with factor analysis.

Table 3: Reliability Statistics

| | | |
|------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .944 | .946 | 41 |

The reliability analysis of the scale with **41 items** shows a **high level of internal consistency**, as indicated by a **Cronbach's Alpha of 0.944**. When standardized, the reliability slightly increases to **0.946**, confirming that the items are consistent in measuring the intended construct. These results suggest that the scale is highly reliable for assessing the target construct.

Table 4: Rotated Component Matrix

| Factor | Statements | Eigen values |
|--------|--|--------------|
| RP | RP5Iperceivethatthementorshipprogrammeassessesstudents | .928 |
| | RP1Iperceivethatwearegivenopportunitiestoremainupdate | .889 |
| | RP7Iperceivethatthereisadefinedsyllabusforcoursetob | .887 |
| | RP6Iperceivethatbesidesteachingweareencouragedtodoa | .828 |
| | RP4Iperceivebesidescourselecturesheassignmentsareall | .817 |
| | RP8Iperceivethatthefacultymeetingsareregularlyheldwhe | .799 |
| | RP9Iperceivethatfacultiesareencouragedtoengageinresea | .763 |
| | RP10Iperceivethatmyorganizationallowsforparticipationi | .739 |
| | RP4IperceivethatIamgivenallhelptobecomeeffectivein | .699 |
| | CA4Iperceivethattheorganizationishelpingmeinmycareer | .514 |
| OCB | OCB7Iperceivethatforworkingonweekendsorotherdaystoc | .886 |
| | OCB4Iperceivethatthefacilitiesgiventomemakesmefeell | .879 |
| | OCB1IperceivethatIamprouttotellotherstheorganizatio | .863 |
| | OCB5IperceivethattheorganizationforwhichIworkinvites | .820 |

| | | |
|-----------|---|------|
| | OCB2I perceivethattheorganizationIworkforisclearinit | .815 |
| | OCB6I perceivethatforanyextraworkassignmentgivencomme | .766 |
| | OCB4I perceivethatIgetappreciationforallmyaccomplishme | .706 |
| | OCB8I perceivethatthepoliciesoftheorganizationforwhich | .643 |
| JS | JS1IfeelIambeingpaidafairandequitableamountforthe | .886 |
| | JS4Ifeelasenseofprideindoiningmyjob | .865 |
| | JS6Ifeelfairlysatisfiedwithmypresentjob | .830 |
| | JS5Iamsatisfiedwithmychancesforpromotion | .820 |
| | JS4Ienjoyworkingwithmycoworkers | .768 |
| | JS7MostdaysIamenthusiasticaboutmywork | .743 |
| | JS2WhenIdoagoodjobIreceivetherecognitionforitthat | .731 |
| OJ | OJ5Mysupervisortreatsmewithrespect | .904 |
| | OJ7Mysupervisorcommunicatesdetailsinatimelymanner | .860 |
| | OJ1Theevaluationofmyperformanceprovidesagoodassessment | .833 |
| | OJ4Theprocedureusedinmyorganizationupholdsethicalandmo | .805 |
| | OJ4Mysupervisortreatsmewithdignity | .804 |
| | OJ6Mysupervisorrefrainsfromimproperremarksorcomments | .685 |
| | OJ2Myperformanceevaluationisjustifiedgivenmyperformance | .604 |
| CA | CA1I perceivethatIamresponsibleformysuccessorfailure | .685 |
| | CA2I perceivethatIhaveaveryindependentselfdirectedca | .671 |
| | CA5I perceivethattheorganizationprovidesopportunitiesto | .654 |
| | CA4I perceivethatIenjoymyworkthereforemakesmeworkbe | .653 |
| | CA7I perceivethatstayinginsameorganizationratherthanwo | .652 |
| LB | LB4I perceivethatmyleaderbeforetakingactionconsultswit | .769 |
| | LB4I perceivethatmyleaderiscooperativetosolveallprobl | .758 |
| | LB1I perceivethatbeforemakinganydecisionmyleadergives | .723 |
| | LB2I perceivethatmyleaderalwaysasksforsuggestionsconce | .660 |

The factor analysis results identify key constructs measured by various statements, grouped based on their eigenvalues and item loadings, The factor analysis identified key constructs contributing to organizational and personal development. The Role Perception (RP) factor emphasized mentorship, opportunities for staying updated, defined syllabi, encouragement for research, regular faculty meetings, and overall support for effectiveness. The Organizational Citizenship Behavior (OCB) factor highlighted pride in the organization, appreciation for extra work, clarity in communication, and supportive policies. Job Satisfaction (JS) focused on equitable pay, pride in work, satisfaction with promotion opportunities, recognition, and enthusiasm for daily tasks. The Organizational Justice (OJ) factor included respect from supervisors, ethical performance evaluations, timely communication, and dignity in treatment. Career Attitude (CA) centered on responsibility for career outcomes, independence, and organizational support for growth. Lastly, Leadership Behavior (LB) stressed cooperative problem-solving, inclusivity in decision-making, and consultation before action. These factors collectively provide insights into enhancing job satisfaction, organizational performance, and career growth.

6. Findings:

The above analysis highlights several critical factors influencing organizational and individual performance specially faculties at HIE's.. Role Perception (RP) revealed that structured mentorship, opportunities for skill enhancement, and active faculty engagement significantly contribute to professional growth and institutional effectiveness. Organizational Citizenship Behavior (OCB) demonstrated that pride in the organization, recognition of efforts, and clarity in communication play



pivotal roles in fostering employee commitment. Job Satisfaction (JS) was closely linked to fair compensation, pride in work, promotion opportunities, and enthusiasm for daily tasks, indicating its centrality to employee morale. Organizational Justice (OJ) findings emphasized the importance of ethical evaluations, respect, and timely communication by supervisors in building trust and fairness within the organization. Career Attitude (CA) highlighted a strong sense of individual responsibility and organizational support for career progression, while Leadership Behavior (LB) underscored the necessity of inclusive decision-making and cooperative problem-solving. These findings collectively underline the interplay between personal and organizational factors in shaping employee satisfaction, productivity, and institutional success.

7. Conclusion:

The study aimed to delineate Organizational Citizenship Behaviors (OCBs) within the framework of higher education, elucidate the correlations between OCBs and diverse facets of faculty performance, and explore the extent to which institutional leaders should prioritize professional faculty OCBs. To achieve these objectives, the survey's inquiries and resultant categories were tailored to yield insights into higher education practices. Positioned as an exploratory endeavour, the study sought a deeper comprehension of OCB prevalence in higher education, its associations with various performance metrics, and discrepancies in OCB levels across distinct groups. Employing a quantitative methodology, the study employed multiple statistical analyses to identify significant outcomes.

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