

Organizational Citizenship Behaviors in Higher Education: A Study of Indian Universities

Preeti Sharma¹, Dr. Neha Mathur², Dr. Atul Loomba³

¹Research Scholar, Rabindranath Tagore University

²Professor, Rabindranath Tagore University

³Associate Professor, Rabindranath Tagore University

Abstract:

Organizational citizenship behaviours (OCBs) have been described as employee behaviours that are not required by job descriptions, are not formally rewarded, and contribute positively to the organization. Previous research has shown that OCBs are related to both individual and organizational performance. Given the importance of OCBs to individual and organizational effectiveness, the purpose for conducting the study was to describe OCBs in the higher education context, describe the relationships between OCBs and various aspects of faculty and staff performance, and explore the extent to which institutional leaders should be concerned with the OCBs of both faculty and professional staff. The study utilized a survey research design to gather information about OCBs in higher education. To observe the need, the present research is carried out to assess the level of the behaviour towards OCB. The research is empirical in nature and is based on both primary and secondary data. The primary data has been gathered by 182 respondents belong to Indian Universities with the help of self-developed questionnaire. To analyse the data, descriptive and inferential statistics has been used. The findings suggested that staff may exhibit higher levels of OCB. The study is on a very small sample size so the results cannot be generalised.

Keywords: Organizational Citizenship Behaviour, Organizational Effectiveness, OCB in Higher Education, etc.,

1. INTRODUCTION:

According to Goldberg and Fleming (2010), organizations use their human, physical, and financial resources to look for ways to become more efficient and useful. They are constantly attempting to reach a higher level in terms of monetary exhibition, product results, or administration conveyance. According to Caswell (2009), experts and researchers have discovered that representatives (HR) have a significant impact on an organization's success or failure and that, by appropriately persuading them to perform, organizations can achieve improved performance metrics.

Nonetheless, the meaning of hierarchical achievement contrasts starting with one association and then onto the next. Advantages and financial backer regard may ultimately characterize organizations' prosperity. In the middle of the 1990s, Kaplan and Norton (1992) outlined a methodical approach for businesses to use specific indicators to measure success. The organization's success was evaluated on four levels by these performance indicators: customer, internal business cycles, financial, and learning and

development. Despite its widespread use in industry and business, this measurement technique is not always suitable for higher education.

The disparate definitions of progress make it challenging to estimate performance in higher education (Harvey and Green, 1993). Money-related execution is just periodically a decent sign of execution because most establishments are not-for-profit; Without a profit motive, they must be concerned with acquiring and managing financial resources. In the higher education sector, it is also difficult to identify customers due to the large number of partners (such as students, staff, executives, administrative bodies, and government offices). Inner business cycle estimation might be better suited for advanced education, but organizations engage in so many different activities that this might also be testing. Advanced education may also be a better fit for learning and development, but metrics for this may need to focus on workers' and students' learning outcomes.

2. LITERATURE REVIEW

- **According to Goldberg and Fleming (2010)**, businesses constantly strive to enhance their financial performance, product output, or service delivery. Subsequently, they search for ways of expanding efficiency and proficiency in their monetary, human, and actual capital. Academics and practitioners alike are aware that an organization's employees—also referred to as its human resources—have a significant impact on its success or failure and that organizations can improve their success metrics by properly motivating their workforce to perform (Caswell, 2009).
- **As per LePine, Erez, and Johnson (2002)**, a few exercises are played out that are not referenced in representative sets of expectations and are not compensated in any conventional framework. In any case, these exercises benefit the association. A set of behaviours known as organizational citizenship behaviours, or OCBs, have a significant impact on teams and organizations.
- **According to Smith, Organ, and Near's (1983)** research, understanding the social constructs that influence team and organizational success is necessary. Three characteristics were recalled in relation to the thought's underlying meaning: OCBs are beneficial to the association, unnoticed, and intentional. These kinds of worker behaviours have also been depicted through extra-job behaviours and social authority-friendly behaviours.
- **According to Organ (1988)**, OCBs are "individual ways of behaving that are optional, not directly or unequivocally perceived by the proper award framework, and in the aggregate advances the productive and viable working of the association." These definitions are based on Organ's definition of OCBs.
- **According to Vey and Campbell (2004)**, employees perceived the majority of OCBs as being a part of their jobs rather than being voluntary, out-of-role behaviours. The profoundly related Vigoda-GaA subject of work environment equity and value, as well as its impacts on OCBs, has likewise been researched. Interactional equity is one of the many types of equity that can exist inside an association. When supervisors treat subordinates with respect, interactional equity is "a significant forerunner of citizenship ways of behaving" (Chiaburu, 2007).

- According to Liefner (2003), greater emphasis has been placed on ensuring accountability in higher education, particularly for public institutions, over the past two to three decades. The need for governments to efficiently allocate limited resources is the impetus for this. Additionally, it is challenging for policymakers to devise equitable methods for allocating funds to the various higher education establishments in a given state. The discussion of accountability and performance indicators in higher education is always sparked by these issues.

3. RESEARCH DESIGN

(a) **Objective-** The following is the objective for conducting the study;

- To assess the level of Organizational Citizenship Behaviour of employees with respect to Indian Universities.

b) Research Approach and method- The present research is based on **Abductive Approach**. The type of research is empirical and research design is descriptive in which cross-sectional has been taken from Mumbai Region. For the purpose of collecting primary data, online survey method was used. A well-structured and self-developed questionnaire was prepared based on behavioural scale. Snowball sampling technique was used to collect the data. Sample size was of 200 participants while data was collected from 182 respondents.

Further to check the difference among the respondent’s behaviour towards Organizational Citizenship Behaviour on the basis of Gender and Monthly Income. Below mentioned hypothesis was developed.

H0=There is no significant difference among the behaviour of respondents towards Organizational Citizenship Behaviour on the basis of Gender.

H1= There is no significant difference among the behaviour of respondents towards Organizational Citizenship Behaviour on the basis of Monthly Income.

(b) Data Analysis Method- Data has been interpreted by calculating frequency, percentage analysis and non-parametric test -Mann- Whitney U-test.

(c) Limitations of the study –

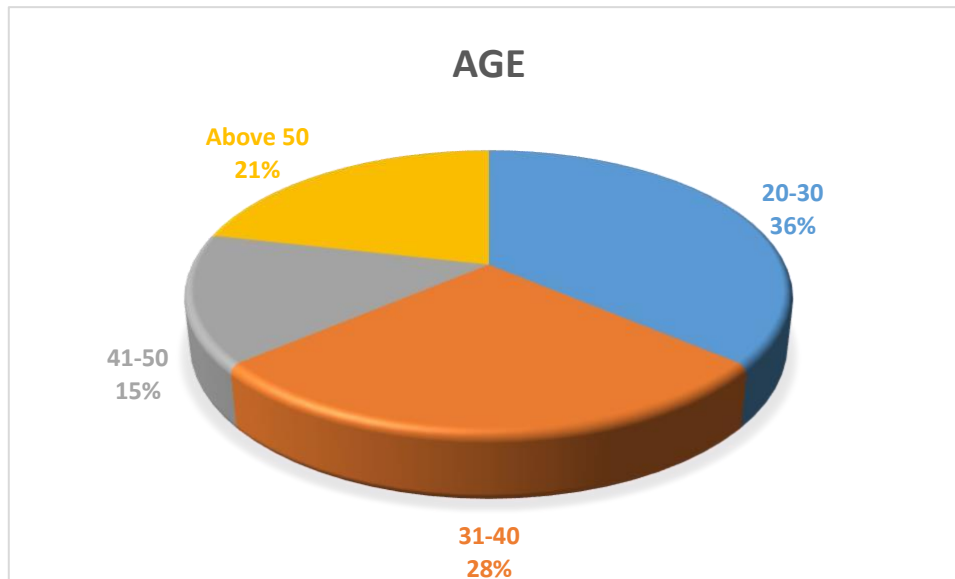
- (i) The study is restricted to the small sample size. Therefore, the results of the study cannot be generalized.
- (ii) The statistical tool used to analyse the data have their own limitations.

4. DATA ANALYSIS AND INTERPRETATION

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	66	36.3	36.3	36.3
	31-40	50	27.5	27.5	63.7
	41-50	27	14.8	14.8	78.6
	Above 50	39	21.4	21.4	100.0

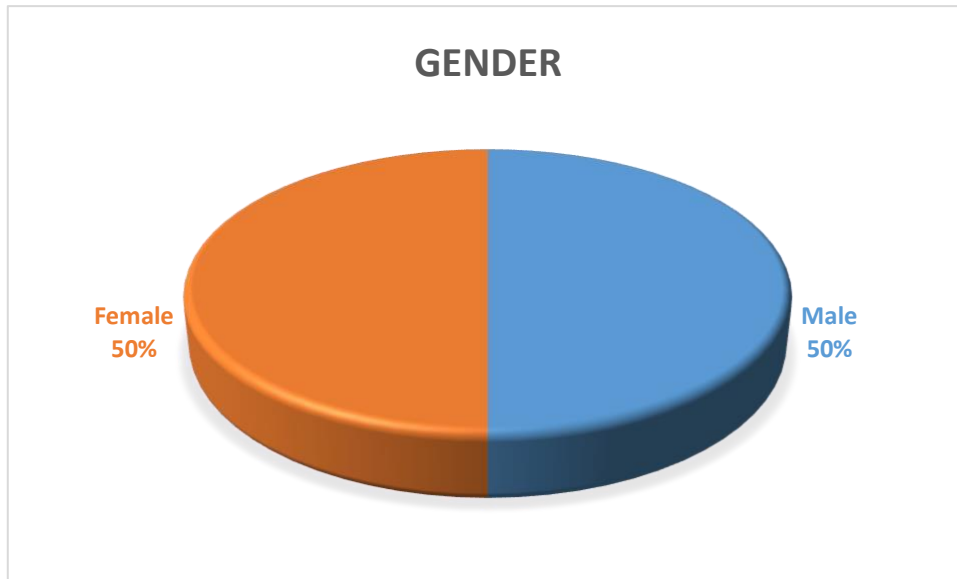
Total	182	100.0	100.0
-------	-----	-------	-------



According to the aforementioned table and graph, 182 of the total respondents to the study were between the ages of 20 and 30, 27.5 percent were between the ages of 31 and 40, 14.8% were between the ages of 41 and 50, and 21.4 percent were over 50. This indicates that the younger respondents contributed more to the study.

Gender

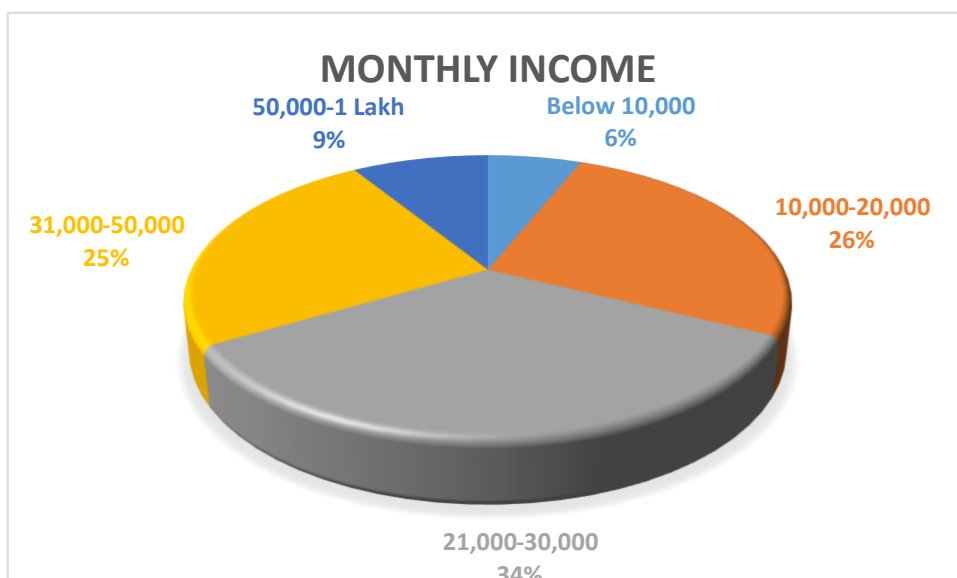
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	50.0	50.0	50.0
	Female	91	50.0	50.0	100.0
	Total	182	100.0	100.0	



It has been found from the above table and graph that both males and female has equally contributed in the study as both were in the ratio of 50-50.

Monthly Income

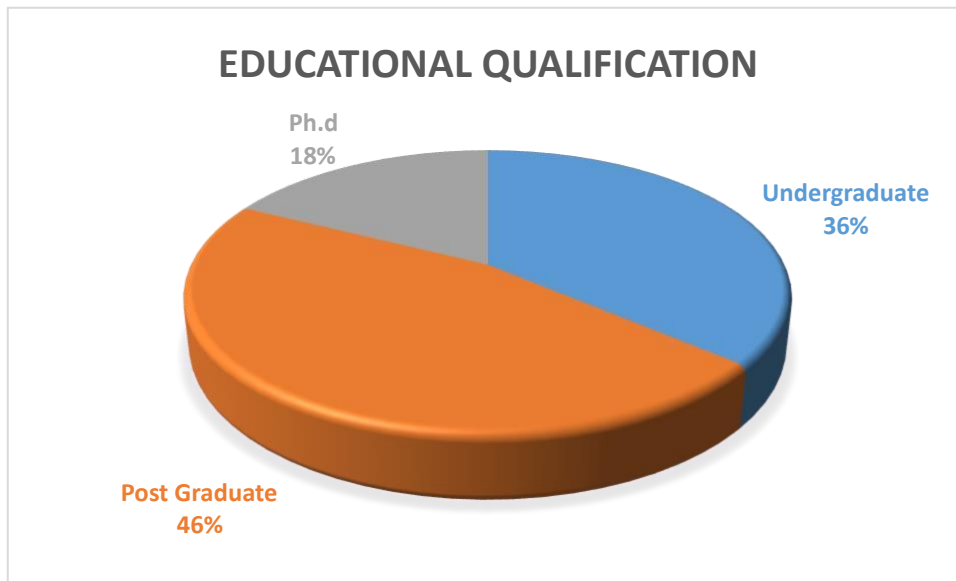
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 10,000	11	6.0	6.0	6.0
	10,000-20,000	48	26.4	26.4	32.4
	21,000-30,000	62	34.1	34.1	66.5
	31,000-50,000	45	24.7	24.7	91.2
	50,000-1 Lakh	16	8.8	8.8	100.0
Total		182	100.0	100.0	



According to the aforementioned table and graph, the majority of the study's participants had monthly incomes between 21,000 and 30,000, or 34%, 26%, and 25%, respectively. The remaining participants had monthly incomes between 31,000 and 50,000, while 9% and 6% had monthly incomes below 10,000.

Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	66	36.3	36.3	36.3
	Post Graduate	84	46.2	46.2	82.4
	Ph.D.	32	17.6	17.6	100.0
	Total	182	100.0	100.0	

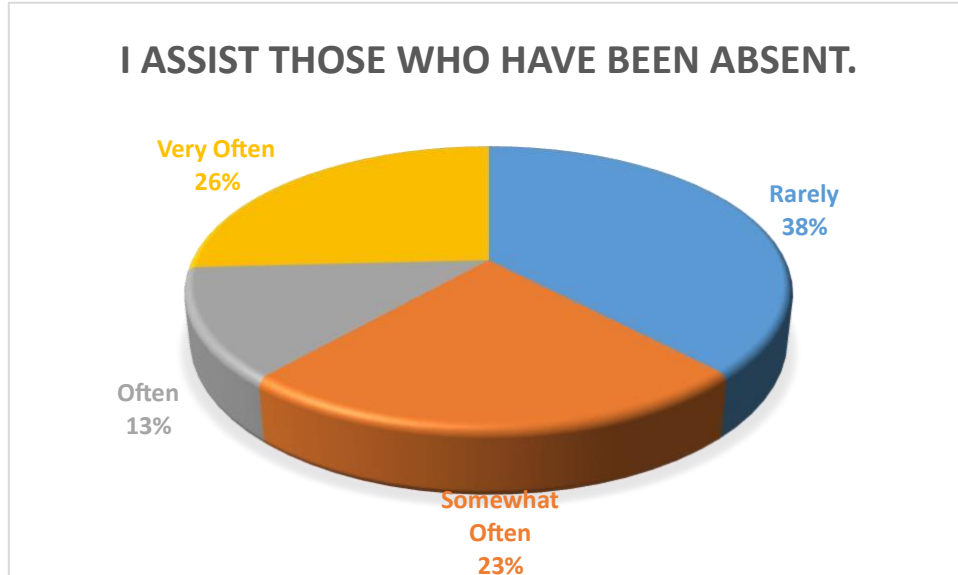


It has been analysed from the above table and graph that out of 182 respondents participated in the study, majority of the respondents were having Post Graduate as their educational qualification, 36% were Undergraduate while 18% were Ph.D.

I Assist those who have been absent.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	69	37.9	37.9	37.9
	Somewhat Often	43	23.6	23.6	61.5
	Often	23	12.6	12.6	74.2

Very Often	47	25.8	25.8	100.0
Total	182	100.0	100.0	

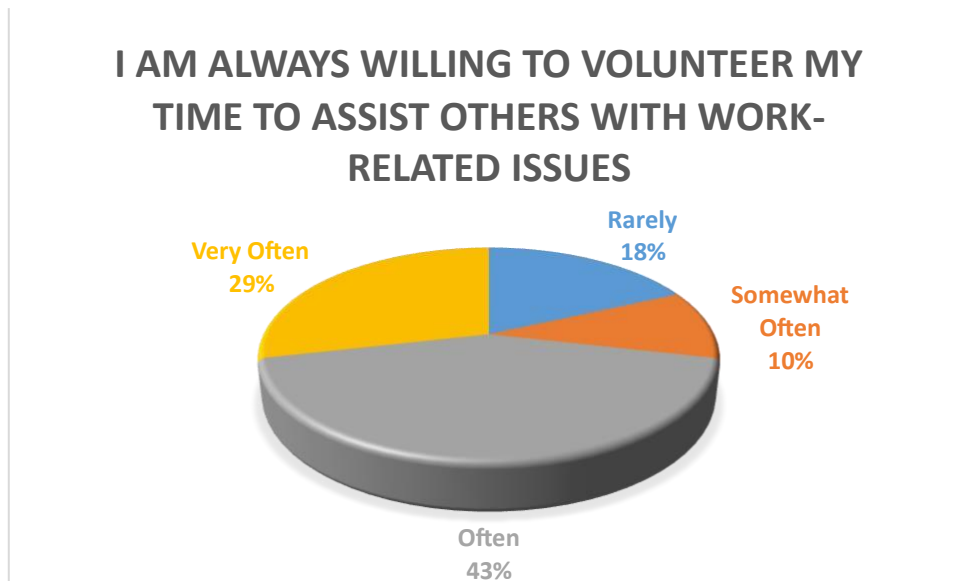


From the aforementioned table and graph, it can be deduced that, out of the total number of participants, 182, 38% only occasionally assist university employees who have been absent, 23% somewhat frequently, 13% frequently, and 26% very frequently.

The review uncovered that based on helping missing associates the way of behaving of respondents was viewed as very great.

I am always willing to volunteer my time to assist others with workrelated issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	33	18.1	18.1	18.1
	Somewhat Often	19	10.4	10.4	28.6
	Often	78	42.9	42.9	71.4
	Very Often	52	28.6	28.6	100.0
	Total	182	100.0	100.0	

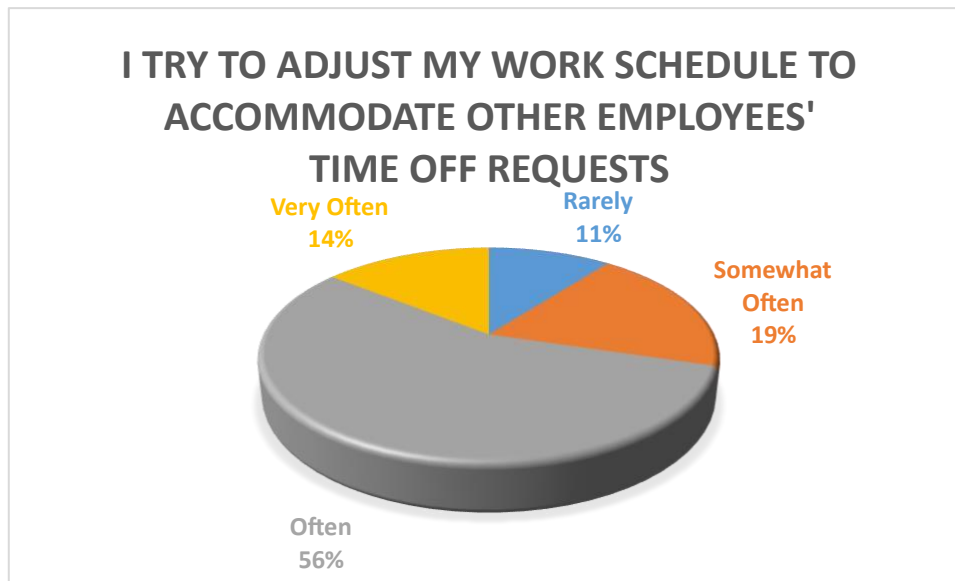


According to the aforementioned table and graph, 43% of the total participants, or 182, are willing to volunteer their time to assist others if they encounter a work-related issue in their university; 29% assist them very frequently, 18% assist them rarely, and 10% assist their colleagues with work-related issues somewhat frequently.

The review uncovered that based on helping partners with business-related issues and chipping in time on it shows that the way of behaving of respondents was viewed as fitting and mirrors a genuine illustration of Hierarchical Citizenship Conduct.

I try to adjust my work schedule to accommodate other employees' time off requests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	19	10.4	10.4	10.4
	Somewhat Often	35	19.2	19.2	29.7
	Often	102	56.0	56.0	85.7
	Very Often	26	14.3	14.3	100.0
	Total	182	100.0	100.0	



It has been finished from the above table and diagram that out of absolute members i.e., 182, 56% of respondents frequently attempt to change their plan for getting work done assuming they concoct time-off demand in their college, 19% change their time to some degree frequently, 14% seldom do as such. While only a small percentage of respondents try to accommodate colleagues' requests for time off, 11 percent do so.

According to the findings of the study, respondents' willingness to adjust their work schedules to accommodate requests for time off from other employees exemplifies appropriate behaviour and is a good example of organizational citizenship behaviour.

I go out of my way to make newer employees feel at ease in the workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	33	18.1	18.1	18.1
	Somewhat Often	33	18.1	18.1	36.3
	Often	59	32.4	32.4	68.7
	Very Often	57	31.3	31.3	100.0
	Total	182	100.0	100.0	

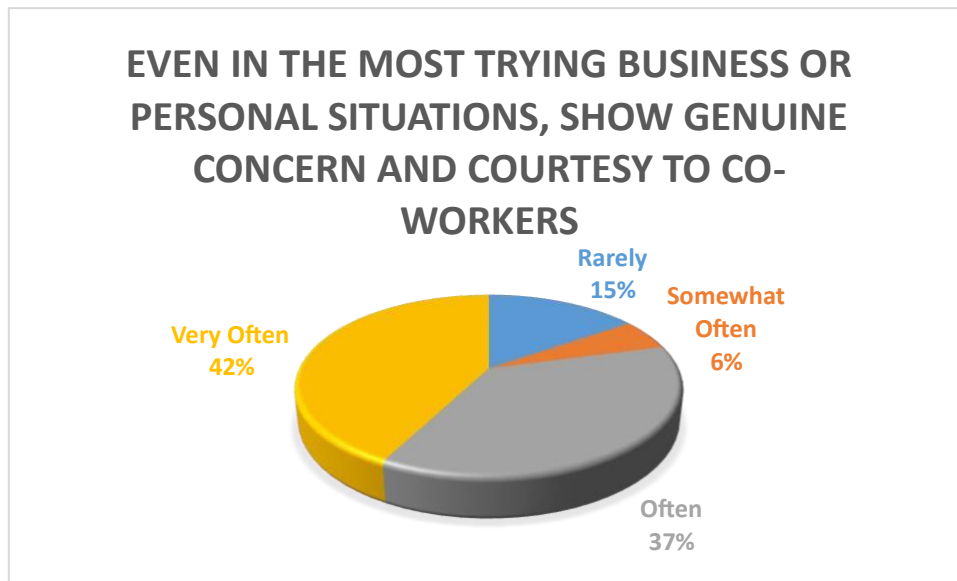


From the above table and graph, it can be concluded that, out of the 182 participants, 33% frequently, 31% somewhat frequently, and 18% very rarely go out of their way to make new employees feel at home at their university. Another 13% of respondents said that they rarely make their employees feel at ease in the workplace.

The review uncovered that on the way that making a special effort to make new representatives agreeable in the work environment shows that the way of behaving of respondents was viewed as great and mirrors that they have great Hierarchical Citizenship Conduct at their college.

Even in the most trying business or personal situations, show genuine concern and courtesy to co-workers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	28	15.4	15.4	15.4
	Somewhat Often	10	5.5	5.5	20.9
	Often	67	36.8	36.8	57.7
	Very Often	77	42.3	42.3	100.0
	Total	182	100.0	100.0	

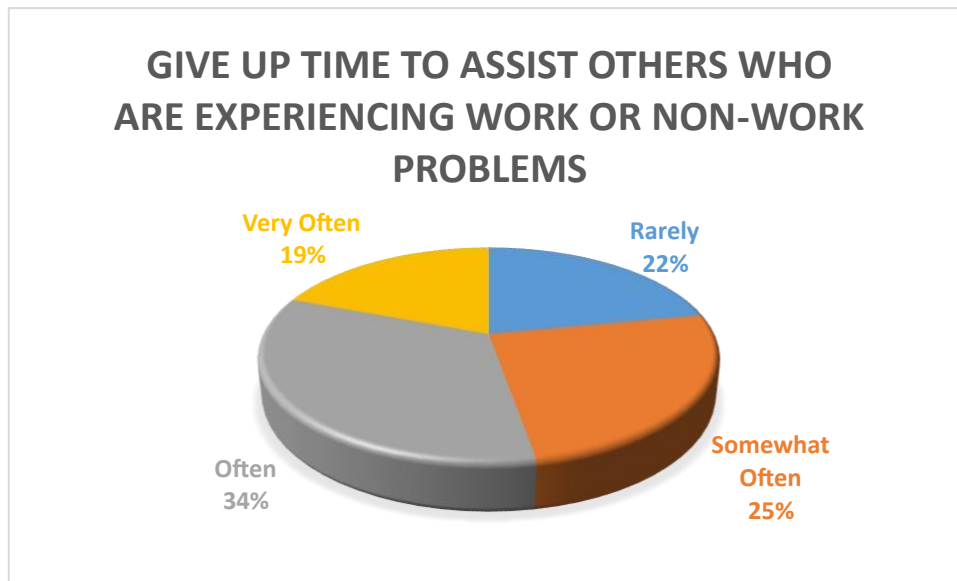


The aforementioned table and graph lead us to the conclusion that, out of the total number of participants, 182, 42% frequently, 37% frequently, and 15% rarely show genuine concern and courtesy to their co-workers at their university, even in the most intimate situations. Another 6% of respondents also showed genuine concern and polite behaviour toward co-workers at work.

As per the discoveries of the review, respondents' positive way of behaving and brilliant authoritative citizenship conduct at their college are reflected in the workers of Indian colleges' veritable concern and graciousness toward their colleagues in the most troublesome business or individual conditions.

Give up time to assist others who are experiencing work or non-work problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	40	22.0	22.0	22.0
	Somewhat Often	46	25.3	25.3	47.3
	Often	61	33.5	33.5	80.8
	Very Often	35	19.2	19.2	100.0
	Total	182	100.0	100.0	

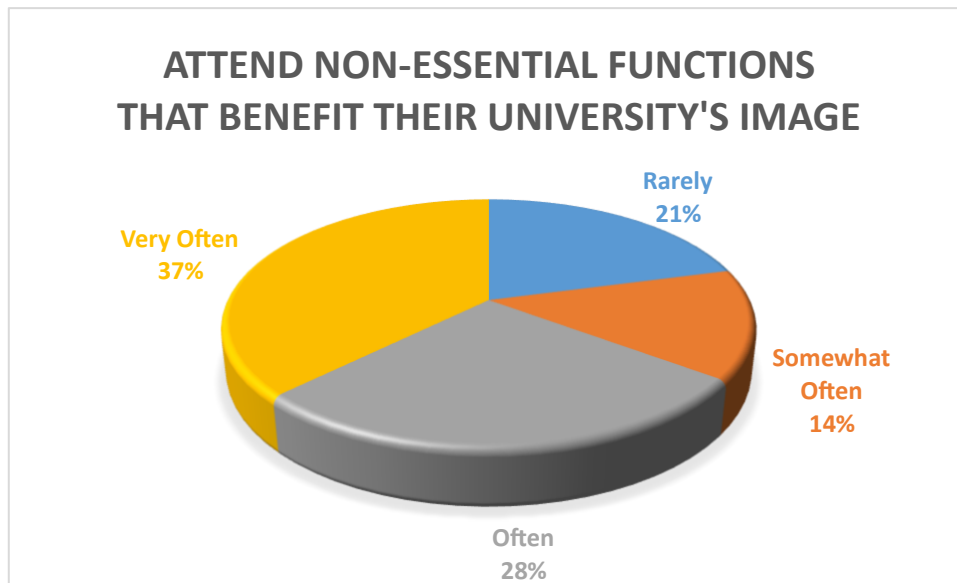


It has been finished up from the above table and diagram that out of the absolute members i.e., 182, 34% of respondents frequently surrender their chance to help other people assuming they were encountering any businessrelated or private matter in their college, 25% assist them fairly frequently, 22% seldom help them while 19% respondents help their partners with business-related or private matters regularly.

According to the findings of the study, respondents' willingness to lend a hand to co-workers with personal or work-related issues and devote time to them exemplifies appropriate behaviour and is an excellent example of organizational citizenship behaviour.

Attend non-essential functions that benefit the university 's image.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	38	20.9	20.9	20.9
	Somewhat Often	26	14.3	14.3	35.2
	Often	50	27.5	27.5	62.6
	Very Often	68	37.4	37.4	100.0
	Total	182	100.0	100.0	

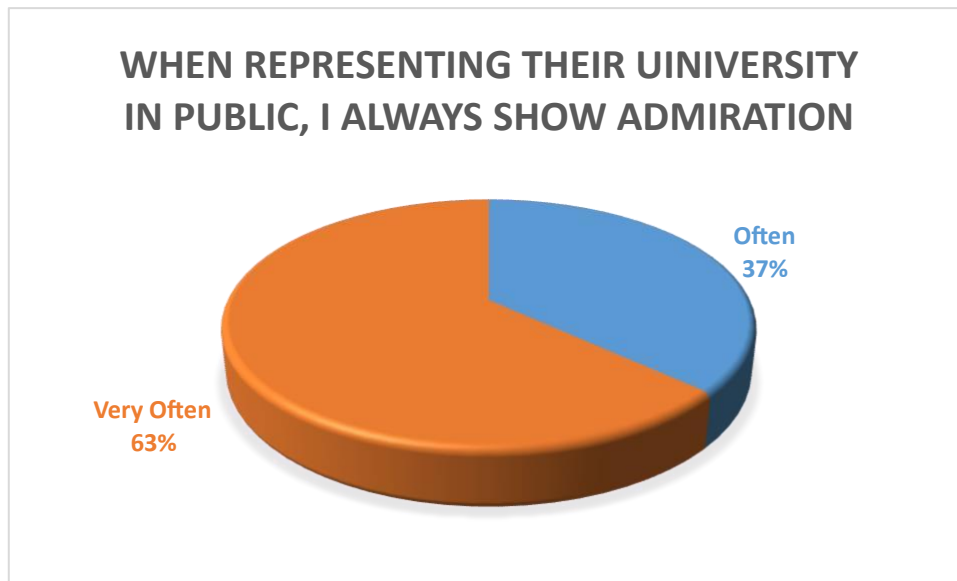


According to the aforementioned table and graph, 37% of the total participants, or 182, attend non-essential functions that will benefit their university's image very frequently, 28% attend them frequently, 21% attend them rarely, and 14% attend unnecessary functions held at their university somewhat frequently.

The study demonstrates that good Organizational Citizenship Behaviour exists at Indian universities because employees attend functions that are not necessary for their personal development just to benefit their university's image.

When representing their university in public, I always show admiration.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	67	36.8	36.8	36.8
	Very Often	115	63.2	63.2	100.0
Total		182	100.0	100.0	

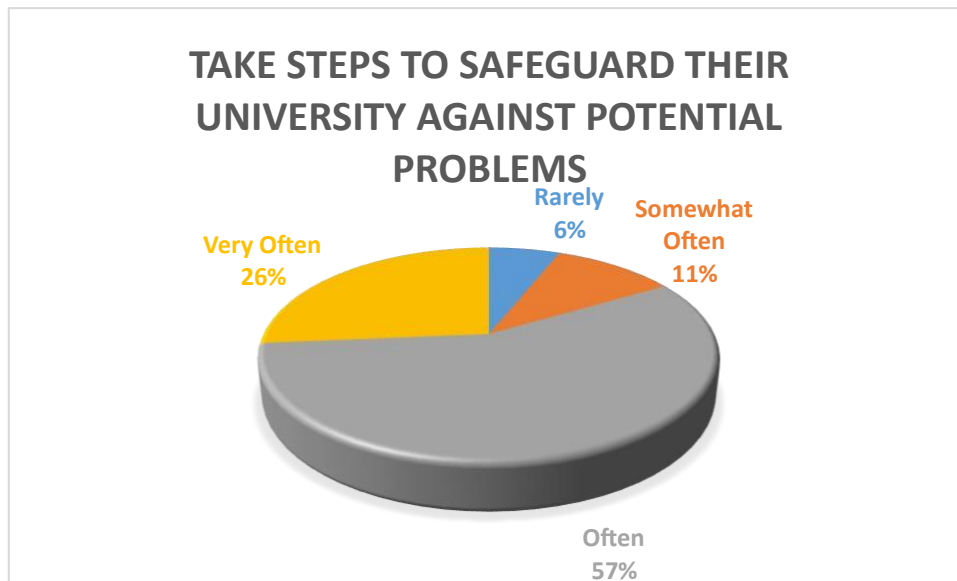


It has been finished from the above table and chart that out of absolute members i.e., 182, 63% of respondents regularly show profound respect out in the open while addressing their college, and the rest 37% frequently do as such.

The study demonstrates that employees of Indian universities exhibit organizational citizenship behaviour in the best possible way when they publicly represent their institutions.

Take steps to safeguard their university against potential problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	11	6.0	6.0	6.0
	Somewhat Often	19	10.4	10.4	16.5
	Often	104	57.1	57.1	73.6
	Very Often	48	26.4	26.4	100.0
	Total	182	100.0	100.0	

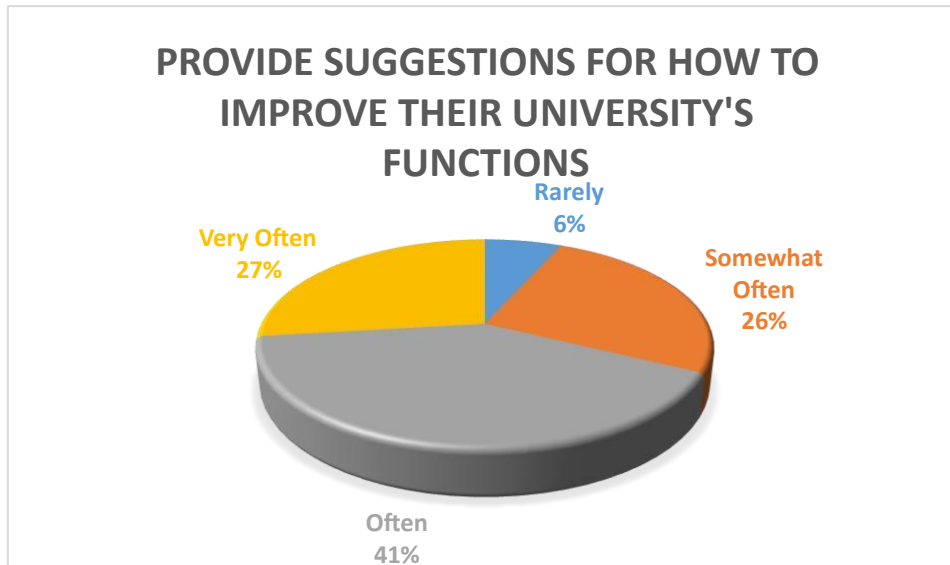


From the aforementioned table and graph, it can be concluded that, out of the total number of participants, 182, 57% frequently, 26% very frequently, 11% somewhat frequently, and 6% rarely perform necessary functions to protect their university from potential problems.

The review shows that as the workers of Indian colleges take importance to protecting their college from issues shows that great Authoritative Citizenship Conduct exists there.

Provide suggestions for how to improve their university's functions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	12	6.6	6.6	6.6
	Somewhat Often	47	25.8	25.8	32.4
	Often	74	40.7	40.7	73.1
	Very Often	49	26.9	26.9	100.0
	Total	182	100.0	100.0	



According to the aforementioned table and graph, 41% of the total participants, or 182, provide suggestions to improve their university's functions in order to grow personally, 27% do so very frequently, 26% do so somewhat frequently, and 6% take suggestions to improve university functions very rarely.

The study demonstrates that good Organizational Citizenship Behaviour exists at Indian universities because employees offer suggestions to improve their institution's functions for personal development.

MANN-WHITNEY U TEST

Test Statistics

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Mann-Whitney U	1239.000	2921.000	2866.500	1005.000	3467.000	3635.000	1010.500	1092.000	3211.500	2513.000
Wilcoxon Signed Rank Z	-8.544	-3.636	-3.976	-9.182	-2.031	-1.476	-9.207	-10.269	-2.934	-4.839
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.042	.140	.000	.000	.003	.000

a. Grouping Variable: Gender

The Mann-Whitney Test has also been used to test the hypothesis. The fact that the P value was less than 0.05 indicates that there was a significant gender-based difference in the responses' organizational citizenship behaviour among university employees, rejecting the null hypothesis.

Test Statistics

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Mann-Whitney U	44.000	.000	209.000	.000	77.000	66.000	.000	.000	143.000	11.000
Wilcoxon Signed Rank	110.000	66.000	275.000	1035.000	1112.000	132.000	66.000	1035.000	1178.000	1046.000
Z	-5.117	-7.416	-.859	-5.760	-3.792	-4.421	-7.416	-7.416	-2.628	-6.638
Asymp. Sig. (2-tailed)	.000	.000	.390	.000	.000	.000	.000	.000	.009	.000

a. Grouping Variable: Monthly Income

The Mann-Whitney Test has also been used to test the hypothesis. The null hypothesis is rejected because the P value is less than 0.05, indicating that there is a significant difference in the organizational citizenship behaviour of employees at Indian universities based on monthly income.

5. CONCLUSION

Throughout the review, the fundamental spotlight was on the way of behaving of representatives of Indian Colleges in regards to getting to their degree of Hierarchical Citizenship Conduct which a subject encouraged by this study is the idea that working environment ways of behaving contrast for various gatherings of representatives. The levels of OCBs held by staff and faculty vary. Disciplines and specific organizations additionally contrast fairly in such a manner. The core of the issue is that workers in all cases are participating in specific ways of behaving in various ways. Even though the current study does not say whether certain employees will engage in these actions, it does demonstrate that employees in higher education do so, and the levels of engagement vary.

REFERENCES

1. Caswell, B. (2009). Stimulating 'Lazy' Employees. *Canadian HR Reporter*, 22(2), 21.
2. Goldberg, A. J., & Fleming, W. P. (2010). Cost-containment and costmanagement strategies. *Journal of Healthcare Management*, 55(5), 308311.
3. Harvey, L., & Green, D. (1993). Defining quality. *Assessment & Evaluation in Higher Education*, 18(1), 926.
4. Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard: Measures that drive performance. *Harvard Business Review*, 71-79.
5. LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87(1), 52-65.
6. Liefner, I. (2003). Funding, resource allocation, and performance in higher education systems. *Higher Education*, 46 (4), 469-489.

7. Organ, D. W. (1988). *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington, Massachusetts: Lexington Books.
8. Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68(4), 653-663.
9. Vey, M. A., & Campbell, J. P. (2004). In-role or extra-role organizational citizenship behavior: Which are we measuring? *Human Performance*, 17(1), 119-135.