



Relationship between the dimensions of organizational citizenship behavior of university teachers

Ashish KUMAR ROY

ORCID: 0009-0001-0376-5100

Laxmipriya DAS

ORCID: 0000-0002-0315-5062

Siksha O Anusandhan University, Bhubaneswar, Odisha, India

Subrat SWAIN

ORCID: 0009-0002-7461-4294

Sushree SANGITA MOHANTY

ORCID: 0009-0009-8188-9422

Sri Sri University, Bhubaneswar, Odisha, India

Abstract. *Purpose.* The purpose of this study is to delve into the depth to develop knowledge-based education sectors in a globalized world with an ever-increasing competitive landscape. Higher Education Institutions (HEIs) are undergoing significant changes as a result of globalization, increased competition for financing and personnel, as well as more institutional autonomy. Therefore, as institutions continue to face several challenges their survival will depend upon how effectively they manage their human resources. To effectively adapt to this institutional change and become more competitive in a challenging world, more and more HEIs are implementing various methods to better utilize their human resources. *Method.* In the study, a descriptive research design was used. The sample frame includes 470 faculty members from India's higher educational institutions. The Statistical Package for Social Science (SPSS 20) and AMOS 20 versions were used for data analysis. Descriptive statistics were utilized to assess demographic data, which included frequency, percentage, mean, standard deviation, etc. It was used to assess how OCB and its variables are interrelated. Confirmatory factor analysis was performed on the OCB dimensions, confirming that the model is acceptable because all CFI, TLI, and RMSEA values remain within the acceptable limits. *Findings.* The paper is to examine the connection between the dimensions of organizational citizenship behavior (OCB) in Higher Educational Institutions (HEIs) in India. According to the findings, there exists a significant association between the dimensions of OCB. *Implications for practice.* In practice, this study advises private university administration to strengthen teachers' ethical behaviors at work, which can affect teachers' organizational citizenship behavior. *Value of results.* This study delivers knowledge and a framework for further investigation. This study will help academicians and institutions to better comprehend the OCB study.

Keywords: organization development; organizational citizenship behavior; higher educational institutions; India.

Introduction

Organization development (OD) entails developing strategies, structures, and operations inside an organization to increase the ability to change and be more productive. Profitability, customer happiness, flexibility or agility, resilience, and, most importantly, competitiveness are quantitative indicators of an organization's success. According to (Lonska, Boronenko, 2015), Competitiveness should be evaluated by the rate and improvement of productivity, which ensures a country's long-term level and growth of living standards and makes a direction for organizational development. Organizational growth will be critical in future educational institutions, expanding the range of activities in terms of ability, efficacy, and productivity. It is organization development that influences the abilities and willingness of university teachers and their inclination to perform extra-role behaviors (Hermanto, Srimulyani, 2022). Those higher educational institutions that think about the requirement of organization development for gaining new knowledge and innovation will be the winners in the education sector.

Literature review

Organizational citizenship behavior

Organizational citizenship behavior (OCB) is a term that incorporates anything positive and productive that representatives do, independently, which upholds colleagues and advantages the organization. OCB is characterized as the representatives' willful ways of behaving to help other people and advantage the association. OCB includes performing ways of behaving that are useful and optional. It has been expressed that the ability of people to contribute agreeable endeavors to the association was key to the successful accomplishment of organizational objectives (Barnard, 1938). It was the main exploration to recognize formal and casual hierarchical designs. The possibility of a formal framework contains the standards, regulations, and practices of associations and where connections among people depend on proficiency and efficiency in the fulfillment of hierarchical objectives. Then again, casual frameworks act as the establishment for the idea of OCB. (Graham, Organ, 1993) portray the casual framework as commitments by workers that go past the substance of authoritative responsibilities, and adhere to legitimate authority as described by the proper association.

The concept of OCB is defined as a person's additional approach to behavior that is not directly perceived by the appropriate reward system and that contributes to the organization's overall performance (Organ, 1990). OCBs are viewed as optional ways of behaving that are not a piece of the expected set of responsibilities and are finished by the worker as an issue of individual choice. The five components of OCB are as follows.

Altruism

Altruism in basic words implies assisting or supportiveness. Unselfishness implies helping different individuals from the association in their assignments. For example, intentionally helping new representatives, helping associates who are over-burden, helping laborers who were missing, and directing workers to achieve troublesome undertakings characterized selflessness as deliberate ways of behaving where a worker furnishes help to a person with a specific issue to finish their responsibility under uncommon conditions (Smith et al., 1983).

Conscientiousness

Conscientiousness is an optional way of behaving that works out positively past the base job prerequisite level of the association, for example, complying with rules and guidelines, not enjoying

additional reprieves, and working additional days (Guimaraes, Dallow, 1999). The principle is a model of working out positively past insignificantly required degrees of participation, dependability, housekeeping, propensity towards preserving assets, and generally speaking giving an impression of being a capable resident of the association. Good faith is utilized to demonstrate that a specific individual is coordinated, self-disciplined, responsible, and focused.

Sportsmanship

Sportsmanship is behavior without complaints, grievances, requests, allegations, or dissent (Organ, Ryan, 1995). Sportsmanship is characterized as the way of behaving of heartily enduring the disturbances that are an inescapable piece of practically every hierarchical setting. Great sportsmanship would improve the spirit of the representatives at work and thus diminish representative turnover (Podsakoff, MacKenzie, 2014).

Courtesy

Courtesy denotes the consolation offered by one portion to another part of the organization when they are discouraged and have a positive view of their professional advancement (Organ, 1990).

Civic virtue

Civic virtue is characterized as subordinate cooperation in the political life of the organization and supporting the authoritative capability of the organization (Deluga, 1998). It demonstrates the capacity to successfully participate in the company's events, evaluate the organization's present situations for risks and opportunities, and choose the best option for the company or organization.

These components are required for resolving an issue in educational institutions with items such as helping overwhelmed workers and assisting a new employee in learning the task, assisting the group, department, or organization, such as punctuality at work, reduced absenteeism, and abstaining from excessive vacations, demonstrating polite attitude, exhibiting behavior without complaints and grievances, and positively participating in an institution's political events.

The study contributes greatly to our understanding of the components of organizational citizenship behavior that are generally recognized but have not been properly explored. We believe that our research will motivate others to further investigate all of the components in work organizations that can help attain distinct advantages in today's world. Organizational citizenship behavior is thought to be more prevalent to achieve high-quality performance.

Conceptual framework

This conceptual framework aims to find out the empirical relationship between constructs of Organizational Citizenship Behavior (OCB). The following conceptual framework exhibits the relationship between these constructs (Figure 1). Figure 1. Conceptual framework

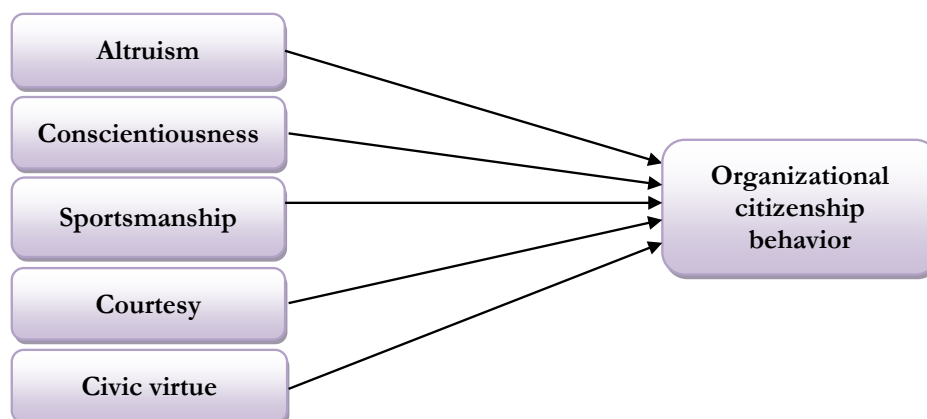


Figure 1. Conceptual framework

Research questions

Based on the research objective, the research questions are as follows.

1. Is there any relationship that exists between altruism and OCB?
2. Is there any relationship that exists between conscientiousness and OCB?
3. Is there any relationship that exists between sportsmanship and OCB?
4. Is there any relationship that exists between courtesy and OCB?
5. Is there any relationship that exists between civic virtue and OCB?
6. Is there any impact of gender on OCB?
7. Is there any impact of age on OCB?
8. Is there any impact of qualification on OCB?

Research problem statement

The purpose of higher educational institutions (HEI) is to create and sustain competitiveness in building intellectual assets and appreciating human capital. The competitiveness is defined by World Competitiveness Report (1993) is represented by:

$$\text{Competitiveness} = [\text{Competitive Assets}] \times [\text{Competitive Processes}]$$

$$\text{Competitive Assets} = F [\text{Technology, Knowledge Resources, Regulatory Assets, Functional Assets, Positional Assets, and Cultural Assets}]$$

$$\text{Competitive Process} = F [\text{Quality, Speed, Responsiveness, Productivity, Innovations}]$$

The competitiveness of HEIs relies on human resources as the most essential asset (both tangible and intangible). These viewpoints are supported by researchers who have developed the social exchange theory. According to social exchange theory (SET), when others treat or reward them well, people feel obligated to return in some way. This is also known as the reciprocity norm. This is a type of rotation that happens when an organization treats its employees fairly, and the employees reciprocate in the same way. SET emphasizes the importance of assessing and appreciating individuals' motivation, as well as the link between motivation and the achievement of organizational goals (Blau, 1964). Prominent researchers have made significant contributions to this notion, and their attempts have strengthened the "exchange" approach in the literature. According to P. Blau, social exchange indicates activities with two sides that are reciprocally rewarding and mutually dependent (Blau, 1964). The factors influencing individuals' attitudes and behaviors in the workplace are referred to as social exchange theory assumptions (Konovsky, Pugh, 1994). The vital assumption of this theory is that when workers are treated well and compensated, they feel obligated to reciprocate in return. In other words, if an organization performs well and is supportive of its employees, those employees will respond similarly to the organization. Employees behaving consistently demonstrate that those who work for the organization enjoy outstanding treatment and react to this by adopting positive habits, remaining to assist, and performing the job more effectively. In organizations, this cyclic process is referred to as social exchange. Empirical research established the evidence of this reciprocity. For example, some researchers investigated OCB and its outcomes (Donglong et al., 2020; Howladar, Rahman, 2021; Morrison, 1994). They observed a positive association between OCB and its dimensions toward the organization.

There is a scarcity of OCB studies in developing countries since most of the research has been done in western settings (Wasim, Rehman, 2022). More empirical research is needed in various contexts, countries, and sectors to validate these studies. This research study aims to empirically examine the connection between the dimensions of organizational citizenship behavior among university teachers. The scope of the study is the tertiary education sector especially assessing responses from a random sample of 470 university teachers in Indian universities.

Objective

The study objective is to investigate the degree of OCB through its dimensions among the university teachers of the tertiary education sector.

Hypotheses

Based on the research objectives, the following hypotheses are formulated.

H1: Altruism has a positive association with conscientiousness.

H2: Altruism has a positive association with sportsmanship.

H3: Altruism has a positive association with courtesy.

H4: Altruism has a positive association with civic virtue.

H5: Conscientiousness has a positive association with sportsmanship.

H6: Conscientiousness has a positive association with courtesy.

H7: Conscientiousness has a positive association with civic virtue.

H8: Sportsmanship has a positive association with courtesy.

H9: Sportsmanship has a positive association with civic virtue.

H10: Courtesy has a positive association with civic virtue.

Methodology

Research design

The research design step is critical for outlining the plan and structure of the difficulties to be evaluated. It is the representation of a framework or institution or structure of the relationships between variables in a study and structured studies to acquire empirical evidence. The arrangement or set of circumstances for data collection and evaluation in such a way as to combine relevance to the study's goal with efficiency in the method is referred to as research design (Kothari, 2017).

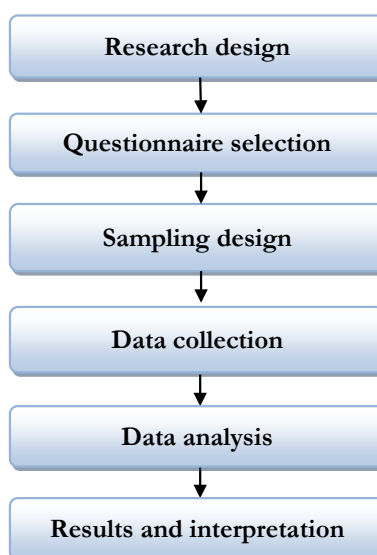


Figure 2. Research design process

A descriptive research design was used in this study. The descriptive technique for assessing problems is sufficient since it enables the researcher to gather a considerable amount of information (Kim et al., 2017).

Questionnaire selection

An effective questionnaire should be brief and concise (Kothari, 2017). A valid and reliable instrument offers researchers a means of self-evaluation and continual progress.

The OCB questionnaire has been applied by previous researchers in the municipal corporation sector, and in the public and private sectors of Oman (Kuehn, Al-Busaidi, 200; Rioux, Penner, 2001). The OCB questionnaire was tested to be valid and reliable. Since all standardized testing questionnaires must be accurate and reliable, this study has chosen a widely used measure of OCB. The Organizational Citizenship Behavior Questionnaire is used for measuring OCB (Podsakoff et al, 1990). This scale includes 24 items using five components of OCB. The outcomes show a significant positive relationship between altruism and conscientiousness, altruism and courtesy, altruism and civic virtue, conscientiousness and courtesy, conscientiousness and civic virtue, and courtesy and civic virtue, based on a sample of 470 university teachers from HEIs across India.

Sampling design

The sample frame consists of a list of university teachers working in India's higher educational institutions. The sampling method used was the purposive sampling method. It is a non-probability sampling approach in which the items are chosen for the sample based on the researcher's evaluation (Black, 2010). A total of 1000 questionnaires were sent across the various universities, with 625 completed questionnaires collected and 155 considered unnecessary and eliminated. The ultimate sample size was 470.

Data collection

Both primary and secondary sources are used to collect the necessary information for the study. A standardized questionnaire is used to collect primary data from university teachers of higher educational institutions. Secondary data is collected from peer-reviewed national and international journals. An online survey (i.e., email) was used to collect data.

Data analysis

The primary data obtained are statistically analyzed in terms of the study's objectives and proposed hypotheses. For data analysis, the Statistical Package for Social Science (SPSS 20) and AMOS 20 versions were applied. The following tools and methods were used in the study.

Descriptive statistics

In the present research, descriptive statistics were utilized to assess demographic data, which included frequency, percentage, mean, standard deviation, etc. It assists the researchers in making the data effectively accessible. To evaluate the data's normality, descriptive statistics are used. A normal distribution of data is referred to as normality. The data is evaluated by removing outliers from the sample to determine whether it is normal. An observation that deviates numerically from the rest of the data is considered an outlier (Hair et al., 2009).

Correlation

In the field of statistics (Pearson, 1896) was the first to define the term "correlation coefficient". The degree to which variables are correlated is measured. It was used to assess how OCB and its variables are interrelated. The range of values is from -1.0 to 1.0. A correlation of 1.0 indicates a completely positive correlation. A correlation of -1.0 indicates a completely negative correlation. A correlation of 0.0 implies that no linear relationship exists between the two variables.

Structural equation modeling

Measurement and structural models are both used in structural equation modeling (SEM) to assess the model fitness of both models (Hair et al., 2009). The study examines several indices, to

assess the fitness of all relationships. All fitness indices, including CFI, TLI, and RMSEA are taken into consideration. All of the fitness indices should be close to .90 or more is considered to have good model fitness.

Results

Respondents' demographic profile

A percentage frequency distribution is a data presentation that shows the proportion of observations for each data point. Table 1 depicts the gender distribution of the teachers. It needs to be mentioned that 76% of the teachers in the study were male, while 24% were female.

Table 1. Gender distribution of the university teachers

Gender	Frequency	Percent	Valid percent	Cumulative percent
Male	359	76.4	76.4	76.4
Female	111	23.6	23.6	100.0
Total	470	100.0	100.0	

According to table 2, 18.9% of the teachers in the study were between the ages of 21 and 30, followed by 33% between the ages of 31 and 40, 26.6% between the ages of 41 and 50, and 21.5% between the ages of 51 and above.

Table 2. Age distribution of the university teachers

Age	Frequency	Percent	Valid percent	Cumulative percent
21–30 years	89	18.9	18.9	18.9
31–40 years	155	33.0	33.0	51.9
41–50 years	125	26.6	26.6	78.5
51 years and above	101	21.5	21.5	100.0
Total	470	100.0	100.0	

According to Table 3, 30.2% of respondents had a post-graduate degree, 3.8% held an M.Phil. degree, 58.5% held Ph.D. degrees, and 5.5% held post-doctoral positions. Only 1.9% of those surveyed had a different level of education.

Table 3. Educational qualification distribution of the university teachers

Educational qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Post graduation	142	30.2	30.2	30.2
M phil	18	3.8	3.8	34.0
PhD	275	58.5	58.5	92.6
Post doctoral	26	5.5	5.5	98.1
Any other	9	1.9	1.9	100.0
Total	470	100.0	100.0	

From Table 4 it can be observed that male faculty members ($M = 3.91$) are more satisfied and exhibited more OCB than female faculty members ($M = 3.92$).

Table 4. Descriptive statistics OCB on gender

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	359	3.91	0.547	0.029
Female	111	3.92	0.507	0.048

From Table 5, we can observe that age 51 years and above ($M = 3.77$) of faculty members are more satisfied than those of 41–50 years (3.89), 31–40 years (3.94), and 21–30 years (4.07) concerning the construct of OCB.

Table 5. Descriptive statistics OCB on age

Age	N	Mean	Std. dev.	Std. err.	95% Confidence interval for mean		Min.	Max.
					Lower bound	Upper bound		
21–30 years	89	4.07	0.618	0.065	3.94	4.20	3	5
31–40 years	155	3.94	0.479	0.038	3.86	4.01	3	5
41–50 years	125	3.89	0.557	0.050	3.79	3.99	2	5
51 years and above	101	3.77	0.487	0.049	3.68	3.87	2	5
Total / Mean	470	3.91	0.537	0.025	3.86	3.96	2	5

From table 6 we can observe that faculty members with post-doctoral degrees ($M = 3.77$) are more satisfied than faculty members with M.Phil. degree ($M = 3.89$), Ph.D. degree ($M = 3.93$), other qualifications ($M = 4.56$) and post-graduation degree ($M = 3.87$) concerning the construct of OCB.

Table 6. Descriptive statistics OCB on educational qualification

Educational qualification	N	Mean	Std. dev.	Std. err.	95% Confidence interval for mean		Min.	Max.
					Lower bound	Upper bound		
Post graduation	142	3.87	.562	.047	3.77	3.96	2	5
M.Phil.	18	3.89	.471	.111	3.65	4.12	3	5
PhD	275	3.93	.526	.032	3.87	3.99	2	5
Post doctoral	26	3.77	.430	.084	3.60	3.94	3	4
Any other	9	4.56	.527	.176	4.15	4.96	4	5
Total / mean	470	3.91	.537	.025	3.86	3.96	2	5

CON and ALT1 have a strong and favorable association where $r = .419$ at $p < .001$. This reveals that ALT and CON dimensions have a statistically significant positive linear relationship. Hence, we may accept the alternate hypothesis $H1$. The r values received for ALT and COU, ALT, and CIV are $r = .339$, $r = .415$ at $p < .001$. This reveals that ALT and COU, and ALT and CIV have a statistically significant positive linear relationship. This data supported hypotheses $H3$ and $H4$ and reject the alternate hypothesis $H2$ and indicated that there is no positive link exists between ALT and SPO where $r = -0.010$.

Table 7. Correlation analysis between components of OCB

Components	Conscientiousness	Sportsmanship	Courtesy	Civic virtue
Altruism	.419**	-.010	.339**	.415**
Conscientiousness	1.000	-.115*	.405**	.431**
Sportsmanship		1.000	-.060	.023
Courtesy			1.000	.521**
				.000

Note: ** — Correlation is significant at the 0.01 level (2-tailed).

CON has a significant and positive relationship with COU and CIV where $r = .405$, $r = .431$ at $p < .001$. This reveals that CON and COU, and CON and CIV dimensions have a statistically significant positive linear relationship. Hence, we may accept the alternate hypothesis $H6$ and $H7$ and reject the alternate hypothesis $H5$ and indicate that there is no positive link exists between CON and SPO where $r = -115$.

1 ALT — Altruism; CON — Conscientiousness; SPO — Sportsmanship; COU — Courtesy; CIV — Civic virtue.

There is no significant relationship that has been found between SPO and COU, and SPO and CIV where $r = -0.060$, $r = 0.023$. Hence, we may reject the alternate hypotheses $H8$ and $H9$. COU and CIV have a strong and favorable association where $r = .521$ at $p < .001$. Hence, we may accept the alternate hypothesis $H10$.

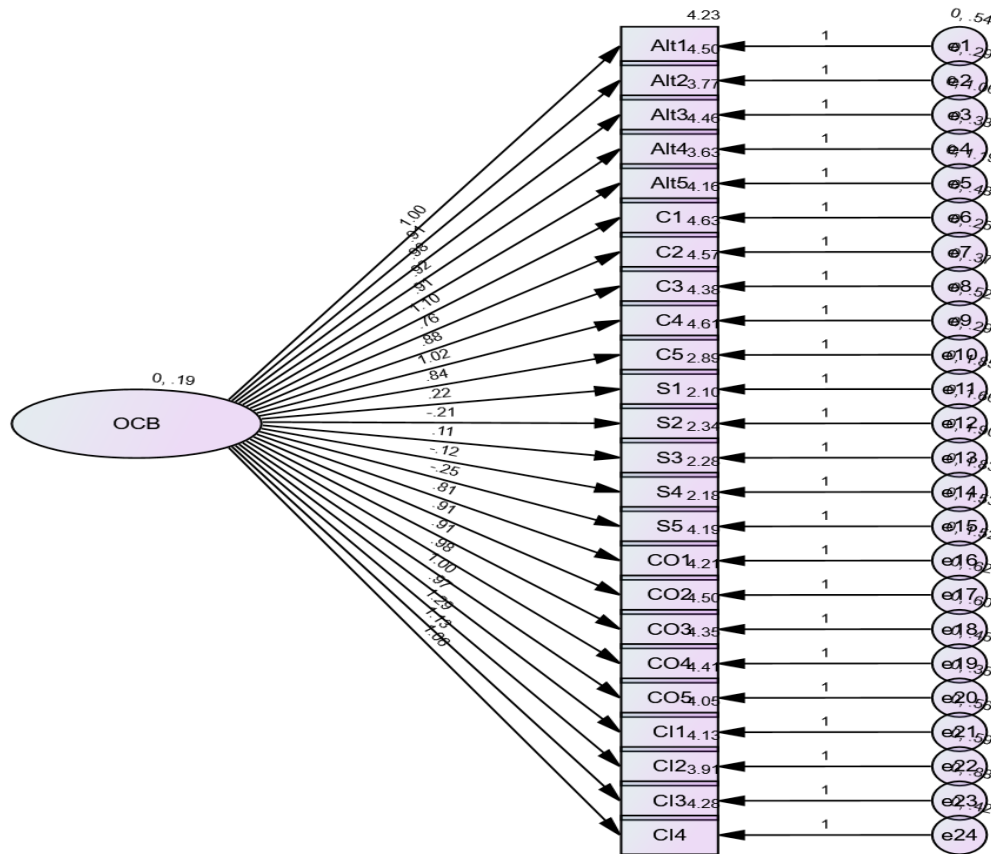


Figure 3. Measurement model of organizational citizenship behavior

Confirmatory factor analysis on organizational citizenship behavior

The focus of this research is to create a structural equation model and do confirmatory factor analysis to better explain how university teachers might use the components of OCB for the better performance of educational institution. We used appropriate fitting indices such as the comparative fit index (CFI), Tucker — Lewis index (TLI), and root mean square error of approximation (RMSEA) to test our model. Table 8 shows the findings of CFA on the items. Confirmatory factor analysis (CFA) is a method for confirming the factor structure of a collection of observed variables (Joseph, Marko, Torsten, Christian, 2012). Structural equation modeling is a multivariate statistical analysis tool that is used to represent the structure of complex structural connections between one or more measurable variables and latent constructs (Kothari, 2017). The fit indices indicated that the measurement model was adequately fitted. The loadings were examined, and the standardized regression weights for all components were found to be adequate. The fitness indices should all be close to .90 or more are thought to have strong model fitness. The diagram created using AMOS is shown below, and the values are presented in the Table 8 below.

The results of the confirmatory factor analysis performed on the OCB Table 8 demonstrate that the model is acceptable since all the critical values remain within the acceptable limit. According to the Goodness of Fit Index and Cut-off Value, Comparative Fit Index (CFI), the value should be $< .95$ acceptable (Schreiber

et al., 2006). Tucker — Lewis Index (TLI), the value should be acceptable $< .95$ (Schumacker and Lomax, 2004). Root mean square (RMSEA), the value should be < 0.08 acceptable (Nawawi et al., 2022).

Table 8. Confirmatory factor analysis for OCB

Parameters	CFI	TLI	RMSEA
Parameter value	.647	.626	.037

Discussion

This article concentrated on the potential effects of teachers' OCB as assessed subjectively by teachers who frequently engage in such work activities. Moreover, OCB success is connected to teachers' subjective contentment, passion, and well-being. Previous research on OCB has revealed a correlation between OCB and higher scores on management performance assessments and an improvement in employee positive image in the workplace. According to Organ, a high number of OCB employees improves organizational effectiveness and fosters innovation. There was no substantial relationship between ALT and SPO, CON and SPO, COU and SPO, and CIV and SPO. This indicates that the teachers have reached the pinnacle of their workplace integration and have invested enough time and effort in their organization to feel comfortable engaging in altruism, conscientiousness, courtesy, and civic virtue. In other words, they are experienced enough with organizational procedures to recommend solutions to issues and improve effectiveness. Furthermore, because they are always pursuing advancement, they tend to devote more time and effort to the organization's political life, follow the organization's rules and regulations, and display courteous behavior. Sportsmanship occurs when a teacher is ready to refrain from complaining about minor concerns in order to set an example for others. Furthermore, according to certain research, sportsmanship reflects a commitment to stay with an organization through hardship or difficult conditions (Arnold, 1983). The sportsmanship attitude of university teachers should be increased so that the frequency of doing high extra-role behavior will be improved. They can work in any situation without hesitation. Good sportsmanship, according to P. M. Podsakoff and S. B. MacKenzie, would strengthen the morale of employees at work and hence reduce employee turnover (Podsakoff, MacKenzie, 2014).

Concluding remarks

The current study sought to examine the correlation between the dimensions of OCB in Indian higher education institutions. Based on a sample of 470 university teachers from HEIs across India, the findings demonstrate a substantial positive relationship between altruism and conscientiousness, altruism and courtesy, altruism and civic virtue, conscientiousness and courtesy, conscientiousness and civic virtue, and courtesy and civic virtue. ALT and CON exhibit a high and positive correlation, with $r = .419$ at $p < .001$. This demonstrates a statistically significant positive linear association between the ALT and CON dimensions. At the significance level at $p < .001$, the r values for ALT and COU, ALT, and CIV are $r = .339$, and $r = .415$, respectively. This demonstrates that there is a statistically significant positive linear association between ALT and COU and ALT and CIV. CON shows a substantial and positive connection with COU and CIV, with $r = .405$ and $r = .431$ at $p < .001$, respectively. This demonstrates that the CON and COU dimensions, as well as the CON and CIV dimensions, have a statistically significant positive linear connection. COU and CIV exhibit a strong and positive relationship, with $r = .521$ at $p < .001$. This indicates when altruistic behavior of university teachers increases, their conscientiousness attitude towards the institution increases. They demonstrate highly politeness attitude because of high level courtesy behavior. They actively participate in the political events of the organization due to high level of civic virtue behavior. When

conscientiousness and courtesy behavior increases, their civic virtue attitude also increases. When courtesy attitude increases, civic virtue attitude also increases.

There was no significant relationship between altruism and sportsmanship, conscientiousness and sportsmanship, courtesy and sportsmanship, or civic virtue and sportsmanship. There is no positive link exists between ALT and SPO where $r = -.010$. There is no positive link exists between CON and SPO where $r = -.115$. There is no significant relationship that has been found between SPO and COU, and SPO and CIV where $r = -.060$, $r = 0.023$ at $p < 0.001$. This indicates that when there is increase in altruism, conscientiousness, courtesy and civic virtue behavior, the sportsmanship attitude decreases. The sportsmanship attitude of university teachers should be developed to raise the prevalence of performing high extra-role behavior.

A few ideas may be drawn from the given findings.

1. The employee's sportsmanship attitude may be reconsidered.
2. Employees with high OCB may have a high sportsmanship attitude yet quit the organization owing to poor SPO.
3. Career advancement may be included in organizational development initiatives aimed at improving SPO.

A theoretical contribution to research

The positive association between the dimensions of OCB is established and confirmed in this study. Sportsmanship behavior may be improved through organizational development strategies. The study examines sportsmanship from a new angle. Furthermore, the study confirms the positive association between the dimensions of OCB in higher education institutions.

Implication for practice

The efficiency of a university is dependent on the citizenship behavior of its teachers. High levels of voluntary behavior are essential to guide students on the proper path and to preserve the universities and the country's productivity and prosperity. As a result, the study provides practical implications for university owners and administration in terms of building and designing development strategies that allow for higher academic involvement.

Limitations and future directions

First, the study applies the preexisting questionnaire. The results may have varied if the questionnaires had been created by the participants themselves. The study of OCB in both public and private educational institutions can provide valuable insights and improved results that will assist in strengthening the quality and willingness of university teachers to contribute to the country's growth and development. According to the study's findings, there is a need for more research into all facets of OCB in various industries and organizations in India and worldwide. The relationship between OCB and its dimensions has the potential to have a significant influence on the field of organizational development and change.

Declarations

Ethical approval

The paper represents the authors' research. This paper has not been previously published. This is an original paper.

Consent to participate

All participants in the research are assured of their privacy and confidentiality. All participants signed consent to participate in the research.

Conflict of interest statement

No potential conflict of interest was reported by the authors.

Availability of data and materials

The data sets generated during and (or) analyzed during the current study are available from the corresponding author upon reasonable request.

References

- Arnold, P. J. (1983). Three approaches toward an understanding of sportsmanship. *Journal of the Philosophy of Sport*, 10(1), 61–70. <https://doi.org/10.1080/00948705.1983.9714401>
- Barnard, C. I. (1938). *The functions of the executive (Vol. 11)*. Harvard university press. <https://doi.org/10.5465/amle.2017.0420>
- Black, D. (2010). *The behavior of law: Special edition*. Emerald Group Publishing.
- Blau, P. (1964). *Power and exchange in social life*.
- Deluga, R. J. (1998). Leader-member exchange quality and effectiveness ratings: The role of subordinate-supervisor conscientiousness similarity. *Group & Organization Management*, 23(2), 189–216. <https://doi.org/10.1177/1059601198232006>
- Donglong, Z., Taejun, C., Julie, A., Sanghun, L. (2020). The structural relationship between organizational justice and organizational citizenship behavior in university faculty in China: The mediating effect of organizational commitment. *Asia Pacific Education Review*, 21(1), 167–179.
- Graham, J. W., Organ, D. W. (1993). Commitment and the covenantal organization. *Journal of Managerial Issues*, 483–502. <https://www.jstor.org/stable/40603999>
- Guimaraes, T., Dallow, P. (1999). Empirically testing the benefits, problems, and success factors for telecommuting programs. *European Journal of Information Systems*, 8(1), 40–54. <https://doi.org/10.1057/palgrave.ejis.300031777>
- Hair, E. C., Park, M. J., Ling, T. J., Moore, K. A. (2009). Risky behaviors in late adolescence: co-occurrence, predictors, and consequences. *Journal of Adolescent Health*, 45(3), 253–261. <https://doi.org/10.1016/j.jadohealth.2009.02.009>
- Hair, J. F., Sarstedt, M., Pieper, T. M., Ringle, C. M. (2012). The use of partial least squares structural equation modeling in strategic management research: a review of past practices and recommendations for future applications. *Long range planning*, 45(5-6), 320–340. <https://doi.org/10.1016/j.lrp.2012.09.008>
- Hermanto, Y. B., Srimulyani, V. A. (2022). The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance. *International Journal of Productivity and Quality Management*, 35(1), 57–77.
- Howladar, M. H. R., Rahman, M. S. (2021). The influence of servant leadership on organizational citizenship behavior: the mediating effect of organizational commitment. *The South East European Journal of Economics and Business*, 16(1), 70–83. <https://doi.10.2478/jeb-2021-0006>
- Kim, H., Sefcik, J. S., Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in nursing & health*, 40(1), 23–42. <https://doi.10.1002/nur.21768>
- Konovsky, M. A., Pugh, S. D. (1994). Citizenship behavior and social exchange. *Academy of management journal*, 37(3), 656–669. <https://doi.org/10.2307/256704>
- Kothari, C. (2017). *Research methodology methods and techniques by CR Kothari*. Published by New Age International (P) Ltd, Publishers, 91.

- Kuehn, K. W., Al-Busaidi, Y. (2002). Citizenship behavior in a non-western context: An examination of the role of satisfaction, commitment, and job characteristics on self-reported OCB. *International Journal of Commerce and Management*, 12(2), 107–125. <https://doi.org/10.1108/eb047446>
- Lonska, J., Boronenko, V. (2015). Rethinking competitiveness and human development in global comparative research. *Procedia Economics and Finance*, 23, 1030–1036. [https://doi.org/10.1016/S2212-5671\(15\)00475-X](https://doi.org/10.1016/S2212-5671(15)00475-X)
- Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of management journal*, 37(6), 1543–1567. <https://doi.org/10.2307/256798>
- Nawawi, A. M., Othman, M. K., Yusoff, M. R. (2022). A measurement model of organizational citizenship behavior practices among secondary teachers: Validity and reliability. *Eximia*, 04(01), 46–59.
- Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. *Research in organizational behavior*, 12(1), 43–72.
- Organ, D. W., Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48(4), 775–802. <https://doi.org/10.1111/j.1744-6570.1995.tb01781.x>
- Pearson, K. (1896). IV. Contributions to the mathematical theory of evolution. III. Regression, heredity, and panmixia. *Proceedings of the Royal Society of London*, 59(353–358), 69–71. <https://doi.org/10.1098/rsta.1896.0007>
- Podsakoff, P.M., MacKenzie, S.B. (2014). Impact of organizational citizenship behavior on organizational performance: A review and suggestions for future research. *Organizational Citizenship Behavior and Contextual Performance*, 133–151. https://doi.org/10.1207/s15327043hup1002_5
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The leadership quarterly*, 1(2), 107–142. [https://doi.org/10.1016/1048-9843\(90\)90009-7](https://doi.org/10.1016/1048-9843(90)90009-7)
- Rioux, S. M., Penner, L. A. (2001). The causes of organizational citizenship behavior: a motivational analysis. *Journal of Applied Psychology*, 86(6), 1306. <https://doi.org/10.1037/0021-9010.86.6.1306>
- Schreiber, J. B., Nora, A., Stage, F. K., Barlow, E. A., King, J. (2006). Reporting Structural Equation Modeling and Confirmatory Factor Analysis Results: A Review. *The Journal of educational research*, 99(06), 323–338. <https://doi.org/10.3200/JOER.99.6.323-338>
- Schumacker, R. E., Lomax, R. G. (2004). *A beginner's guide to structural equation modeling* (1–84). Psychology press.
- Smith, C. A., Organ, D. W., Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of applied psychology*, 68(4), 653. <http://dx.doi.org/10.1037/0021-9010.68.4.653>
- Wasim, S. S., Rehman, M. U. (2022). Role of Transformational Leadership Style of Accounting Professionals towards Subordinates Performance, OCB, and Innovation: Mediating Effect of Integrity and Thriving. *Journal of Entrepreneurship, Management, and Innovation*, 4(1), 1–26. <https://doi.org/10.52633/jemi.v4i1.147>

Received 19.04.2023

Взаимосвязь между аспектами организационного гражданского поведения у преподавателей вузов

РОЙ Ашиш Кумар

ORCID: 0009-0001-0376-5100

ДАС Лакшмиприя

ORCID: 0000-0002-0315-5062

Университет Сикши О Анусандхана, Бхубанешвар, Одisha, Индия

СУЭЙН Субрат

ORCID: 0009-0002-7461-4294

МОХАНТИ Сушри Сангита

ORCID: 0009-0009-8188-9422

Университет Шри Шри, Бхубанешвар, Одisha, Индия

Аннотация. *Цель.* Целью данного исследования является углублённое изучение проблем развития секторов образования, основанного на знаниях, в глобализированном мире с постоянно растущей конкурентной средой. Высшие учебные заведения претерпевают значительные изменения в результате глобализации, усиления конкуренции за финансирование и персонал, а также большей институциональной автономии. Таким образом, поскольку учреждения продолжают сталкиваться с рядом проблем, их выживание будет зависеть от того, насколько эффективно они управляют своими человеческими ресурсами. Чтобы эффективно адаптироваться к этим институциональным изменениям и стать более конкурентоспособными в сложном мире, всё больше и больше вузов внедряют различные методы для более эффективного использования своих человеческих ресурсов. *Метод.* В исследовании использовался описательный дизайн исследования. В выборку вошли 470 преподавателей высших учебных заведений Индии. Для анализа данных использовался статистический пакет для социальных наук (SPSS 20) и AMOS 20. Описательная статистика использовалась для оценки демографических данных, которые включали частоту, процент, среднее значение, стандартное отклонение и другие. Она использовалась для оценки того, как взаимосвязаны организационное гражданское поведение и его составляющие. Подтверждающий факторный анализ был проведён по составляющим организационного гражданского поведения, и он показал, что модель приемлема, поскольку все значения CFI, TLI и RMSEA остаются в допустимых пределах. *Выводы.* Целью статьи было изучение связи между аспектами организационного гражданского поведения в высших учебных заведениях Индии. Согласно полученным данным, существует значимая связь между параметрами организационного гражданского поведения. *Практическая значимость.* На практике это исследование рекомендует администрации частных университетов укреплять этическое поведение преподавателей на работе, что может повлиять на их организационное гражданское поведение. *Ценность результатов.* Это исследование расширяет знания и открывает перспективы для дальнейших исследований. Это исследование поможет учёным и практикам лучше понять накопленные сведения в области организационного гражданского поведения.

Ключевые слова: развитие организации; организационное гражданское поведение; высшие учебные заведения; Индия.