



# IS ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF TEACHERS RELATED TO THE EFFECTIVENESS OF HIGHER EDUCATION INSTITUTIONS?

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*This research investigates the relationship between organizational citizenship behaviour (OCB) of university teachers and organizational effectiveness (OE) of Indian Universities. This cross-sectional survey includes 721 teachers from various state and private universities in Rajasthan, India. The findings reveal a positive and significant relationship between organizational citizenship behaviour and organizational effectiveness. Additionally, the state universities show a higher variance of 78% in organizational effectiveness by organizational citizenship behaviour as compared to private universities with 49% variance. This research establishes the conceptual and empirical linkage between OCB and OE within higher education institutions in the Indian context. This study provides some practical suggestions for university administrators for effective institutional management. It also offers input to policymakers to consider OCB as a new and innovative element of appraisal dimension and compensation system apart from traditional parameters of HR systems.*

**KEYWORDS:** Organizational Citizenship Behaviour, Organizational Effectiveness, University

## INTRODUCTION

For long, organizational citizenship behaviour is a concept that has attained dominance in terms of promoting the viability, efficiency, and effectiveness of any organization. The effectiveness of an organization usually is a result of how the employed workforce therein is committed to making a success

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for themselves and their organizations as well. As the employee's work performance is not only restricted to the prescribed duties of the job; but it is much more than that (Organ, 1988). There are various actions that employees perform which are neither part of their job descriptions nor acknowledged and rewarded by the official compensation system, however, add positively to the organization. Such actions are termed Organizational Citizenship Behaviour (OCB). Positive organizational behaviour is what compels the employees to show greater commitment without being forced by any social or ethical pressure, which leads to a win-win situation for both the organization and individuals in long run. Many Researchers and managers emphasized that employees of any organization bear a noteworthy effect on its ups and downs; so by motivating them appropriately to carry out work, organizations will witness enhanced success. Therefore, it calls for creating a constructive workplace, where employees can act even beyond the formal structure of authority and stated duties to accomplish the ultimate objectives of their organization. This has turned the concept of OCB universally appropriate to all business segments in almost every sector.

This stands true for the education sector as well, particularly when the education sector across the world is going through a paradigm shift because of globalization, privatization, allowance of full foreign direct investment and global issues like COVID-19, which requires more attention and efforts of teachers to survive and sustain in a complex environment. Teachers play an important role in the effective functioning of educational organizations. However, teaching in universities is an extremely challenging task because of the low degree of formalization in teaching content and methods within universities and hence teacher's job cannot be fully prescribed. Considering this, it has been argued that universities cannot solely depend on prescribed job descriptions rather they have to depend more on teachers who are willing to exert substantial efforts beyond their formal job descriptions. (Somech & Drach-Zahavy, 2000). For this reason, higher education institutions have a similarity with other corporate organizations and the concept of OCB has turned more relevant for its effective functionality and management of educational institutions.

Thus, the foundation of this research is the perception that organizational citizenship behaviours influence organization outcomes directly or indirectly. So, the main purpose of conducting present research is to look at this notion furthermore through the lens of higher education, especially in India.

## HIGHER EDUCATION IN INDIA

Higher education refers to "the education beyond secondary with the purpose to increase the value of an individual for the betterment of the society" (Sun-

der, 2016). Higher education includes the educational institutions commonly known as universities being approved by the government of a state. It imparts education and provides training and research guidance after secondary level education. Evidence from the sector suggests that Indian higher education being the third-largest globally after US and China; have many challenges and issues (S. Sharma & Sharma, 2015). For the last seven decades after independence, India has witnessed a mushrooming of universities or university-level institutions & Colleges around 48 times from 20 in 1950 to 967 in 2020. (As per UGC list of Consolidated Universities dated 31-12-2020); yet its quality and effectiveness both remain a concern of society. Even after continuous efforts of the government on the effectiveness and quality of the education system; still, numerous higher education institutions in India are incapable to meet up the minimum necessities listed by the various regulatory and accreditation agencies like the University Grants Commission, National Assessment and Accreditation Council, National Institutional Ranking Framework and National Board of Accreditation (As per data retrieved through official websites of NAAC, NIRF and UGC). Furthermore, the universities in India are not in a position to mark their presence among the top-notch universities as many international education rating agencies like 'THE World University Ranking, QS World University Ranking and Shanghai ARWU ranking' etc. have not positioned many of these institutions within the 100 best of the world ranking (Chowdhury, 2021). Therefore, ensuring the effectiveness of educational institutions and quality in higher education is one of the primary challenges being faced in India today. The quality and effectiveness issues of institutions can be reduced to a limit in case of the employees of these universities perform outstanding beyond their job requirements. Especially, faculty- is the heart of any university and is directly related to almost all the stakeholders of the university. In the same direction, the idea of this research is to analyse the strength of the relationship between OCB of faculty and the effectiveness of higher-educational institutions.

## REVIEW OF LITERATURE

Organizational Citizenship Behaviour is a unique aspect of employee behaviours in the workplace and gained so much attention and importance because it boosts organizational effectiveness. A key aspect of OCB is the voluntary behaviour in undertaking tasks given or voluntarily done which is not part of the employee's job description and the outcome will extend the benefits to others and will profit the organization in the long run (Adewale et al., 2018; Gupta et al., 2017; Organ et al., 2006; P. Podsakoff et al., 2000).

Numerous empirical research studies reveal the significance of organizational citizenship behaviour on organizational effectiveness by lubricating the

social mechanism and constructing the psychological structure of the organization. (Karambayya, 1990; Organ, 1988; N. Podsakoff et al., 2009; P. Podsakoff & Mackenzie, 1997; Smith et al., 1983; Turnipseed & Rassuli, 2005; Walz & Niehoff, 1996)

Earlier numerous studies have been conducted in various profit-making establishments like a bank, industrial units, restaurants and hospitals on organization citizenship behaviour and organizational effectiveness (P. Podsakoff et al., 2000), but this notion has been confirmed in few studies in the education sector (Oplatka, 2006; Somech & Drach-Zahavy, 2000). Also, there is very less amount of research targeting the OCB of employees of higher education institutions. Empirical research conducted within the Institute of Higher Education has traditionally focused on issues and analysis of OCB in the for-profit sector, and social systems of hospitals and K-12 schools (Somech & Drach-Zahavy, 2004). Especially in the Indian context, only a few studies have been conducted to test this notion and support the notion about OCB is related to organizational effectiveness. (Das, 2021; Garg & Rastogi, 2006; Pradhan et al., 2017; Ya, 2017).

None of these studies was conducted in an educational context. Either these studies have been conducted in some other sector or are conceptual. Thus, rigorous research is highly needed to strengthen the assertion in a higher education setting. There is also a dearth of existing empirical studies which are accessible and focuses on the citizenship behaviour of academicians concerning their institutional effectiveness, particularly in India. Though there are few studies on OCB in a higher-education context, these research studies have been carried out to comprehend the concept of OCB rather than establishing a linkage between OCB and OE within higher education as already done in commercial organizations. Based on the extant literature review, a broad hypothesis has been developed for this study to be tested for the relation between OCB and OE within the Indian higher educational context.

## RESEARCH OBJECTIVE

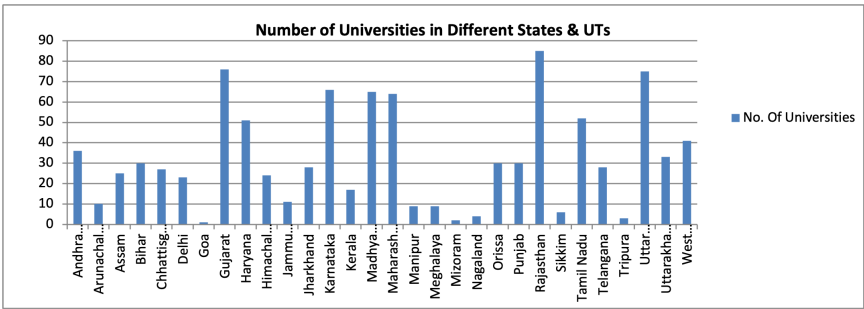
To determine the relationship between organizational citizenship behaviour of university teachers and organizational effectiveness in state and private universities.

## HYPOTHESIS OF THE STUDY

There is a positive correlation between organizational citizenship behaviour of faculty and organizational effectiveness in state and private universities.

# PARTICIPANTS AND PROCEDURE

The sampling technique used for the current study was multi-stage sampling. Initially, the universities and respondents for the study were selected through purposive sampling out of the academicians working in state and private universities of Rajasthan, India since the population of the universities and the number of institutions is the largest in Rajasthan across the country i.e., 85 universities representing the cluster of universities nationwide as exhibited in Figure 1. For the current study, only 4 State and 10 Private Universities in Rajasthan which are having National Assessment and Accreditation Council accreditation (NAAC) till the research was initiated and existed for at least 3 academic years were considered for calculating the sample size. The theoretical universe is the teaching faculty of all state and private universities in India (as per the UGC list of the Total No. of Universities in the Country as of 31.12.2020).



**Figure 1. Number of Universities in the Different States and UTs(Source: UGC list of Universities as of 31.12.2020)**

The population for the current study was 3604 faculty members from 14 universities (4 state and 10 private universities) out of which the final sample from both types of universities was drawn. 850 faculty members were chosen randomly. Subsequently, a well-structured questionnaire had been distributed. 757 filled questionnaires were returned. Following a thorough analysis of questionnaires, 36 data records were excluded in the process of data cleaning. As a result, the final set of data contained 721 valid records. The final data were elicited from 721 academicians (174 & 547) respectively from 4 state and 10 private universities which were around 20% in proportion to the total number of faculty in each university. The questionnaires were administered with the prior permission of the faculty. The main job of these faculties was teaching, coaching, mentoring, research, consultancy, and allied activities.

## DEMOGRAPHIC PROFILE

The key demographic attributes of the sample were noted as follows; Age: The mean age group range was 30-39 years. Gender: Out of the total respondents 54% were females & 46% were males. Qualification: 34% out of the total respondents were graduates; 64% were doctorates and 2% of the sample was post-doctorate. Marital status: 14% of the respondents were unmarried and 86 % were married. Designation: 76% of the total faculties were at the position of assistant professor, 16% of the faculties were at the associate level and 8% of the faculty was at the designation of professor. Tenure in the present organization: 7 % of respondents were having experience of 0-1 year in the present institute. 24% of the faculty was there from 1-3 years. 21 % spent 3-5 years in this institute. 28% of the faculty was there in the present institute from 5-7 years. 20% of the faculty served the present institute for more than 7 years and above.

## TOOLS USED FOR MEASUREMENT

Researchers undertook a survey and administered structured questionnaires to faculty and recorded their perceptions of both variables of the study. Cameron's (1978) model was used to assess faculty perception of the organizational effectiveness of their universities as this is the most widely used and cited scale for assessing the effectiveness of higher education institutions. The tool consisted of 57 items further categorized across nine dimensions i.e., Student Educational Satisfaction, Student Academic Development, Student Career Development, Student Personal Development, Faculty and Administration Employment Satisfaction, Professional Development and Quality of The Faculty, System Openness and Community Interaction, Ability to Acquire Resources and Organizational Health as summarized in Table 1.

Organizational citizenship behaviour was evaluated with the help of a standardized measurement scale proposed by Podsakoff and his associates in the year 1990 based on the five dimensions of OCB suggested by Organ in 1988. Researchers had chosen this scale as the literature illustrated undivided acceptance of Organ's (1988) five dimensions model of OCB including "altruism, sportsmanship, civic virtue, courtesy and conscientiousness" and are more prevalent in assessing citizenship behaviour than other dimensions. Also, it got wider acceptability in many empirical studies globally and its OCBs dimensionality almost matches with numerous studies in western and Indian contexts. The measure of [P. Podsakoff et al. \(1990\)](#) can be applied in cross-cultural studies of employee behaviours involving a bigger sample size from diverse contexts and industries. This tool consists of 24-items classified in 5 dimensions. An outline for a complete indication of the tool is summarized in Table 1. Each item of the questionnaire was rated on a 5-point Likert scale i.e., from

1 (strongly disagree) to 5 (strongly agree).

**Table 1**  
**Review of Variables and Their Dimensions, Abbreviations and Reliability Statistics.**

Variables	Dimensions	Number of Items	Cronbach Alpha
Organizational Effectiveness (Dependent Variable)	1. Student Educational Satisfaction (SES)	5	0.94
	2. Student Academic Development (SAD)	5	0.96
	3. Student Career Development (SCD)	6	0.96
	4. Student Personal Development (SPD)	4	0.94
	5. Faculty and Administration employment satisfaction (FAES)	6	0.92
	6. Professional Development and Quality of the faculty (PDQF)	6	0.92
	7. System openness and community interaction (SOCI)	5	0.95
	8. Ability to acquire resources (AAR)	5	0.94
	9. Organizational Health (OH)	15	0.97
	<b>Organizational Effectiveness (overall) (OE)</b>	<b>57</b>	<b>0.991</b>
Organization Citizenship Behaviour (Independent Variable)	1. Altruism (AL)	5	0.96
	2. Sportsmanship (SS)	5	0.93
	3. Courtesy (CR)	5	0.94
	4. Civic Virtue (CV)	4	0.94
	5. Conscientiousness (CS)	5	0.88
	<b>Organization Citizenship Behaviour (overall) (OCB)</b>	<b>24</b>	<b>0.962</b>

N= 721

Descriptive statistics as shown in Table 1 illustrates (i) the major variables

utilized in research, and their dimensions (ii) its acronyms, the number of items in each dimension (iii) Reliability statistics i.e., Cronbach’s alpha coefficient. The Cronbach’s Alpha value for each dimension reveals that almost all the dimensions of OCB and OE were having an excellent level of reliability with alpha values of a > 0.9 which shows that items and scale were internally consistent. The Cronbach alpha value of the overall OCB Scale and OE scale were reported as 0.962 and 0.991 respectively.

RESULTS

Results of the study support the hypothesis that there exists a constructive and significant relationship between the organizational citizenship behaviour of faculty and the effectiveness of state universities as indicated in Table 2.

**Table 2**  
**Correlation Coefficient between Organizational OCB & OE in State Universities.**

	OCB	OE
OCB Pearson Correlation	1	0.888
Sig. (2-tailed)	174	0.000
N		174
OE Pearson Correlation	0.888	1
Sig. (2-tailed)	0.000	174
N	174	

Pearson correlation coefficient  $r=0.888$ ,  $N=174$  being significant with  $p=0.000$ . The value of the correlation coefficient exhibits that there is a high positive correlation between the Organizational Citizenship Behaviour of faculty in state universities and its institutional effectiveness. It indicates that more of the faculty of state universities exhibit Organizational Citizenship Behaviour like; helping colleagues with work, coming to work on time even voluntarily; not exaggerating the small and trivial issues; attending meetings within and outside the organization; full utilization of work timings etc will promote its organizational effectiveness.

Same as state universities, there exists a constructive relationship between organizational citizenship behaviour of faculty and effectiveness of private universities also with correlation coefficient  $r= 0.702$ ,  $N=547$  being significant with  $p=0.000$  as shown in Table 3.

The value of the Correlation coefficient exhibits that there is a high positive correlation between the Organizational Citizenship Behaviour of faculty at



**Table 3**

**Correlation Coefficient between OCB & OE in Private Universities.**

	OCB	OE
OCB Pearson Correlation	1	0.702
Sig. (2-tailed)	547	0.000
N		547
OE Pearson Correlation	0.702	1
Sig. (2-tailed)	0.000	547
N	547	

private universities and their institutional effectiveness like state universities. Though, the level of correlation was different with correlation coefficients of 0.888 and 0.702 in state and private universities respectively. It highlights that private universities will attain more effectiveness if their employees display different dimensions of Organization Citizenship Behaviour like altruism, courtesy, sportsmanship, conscientiousness, and civic virtue.

Results also exhibit the correlation across individual dimensions of OCB and OE in both State and Private universities respectively. Altruism, Conscientiousness, courtesy, and civic virtue share a positive correlation with Student Academic Development; Student Career Development; Student Personal Development; Professional Development and Quality of the faculty; System openness and community interaction; Ability to acquire resources; Organizational Health with a high correlation coefficient ranging from 0.50-0.90 in state universities and from 0.30-0.90 in private universities as shown in Table 4 and Table 5. On the contrary Sportsmanship dimension of OCB shares a positive relationship with these two dimensions of OE namely, Student Educational Satisfaction and Faculty Administration and Employment Satisfaction in state and private universities respectively.

Whereas only the Sportsmanship dimension of OCB shares a positive relationship with these two dimensions of OE namely, Student Educational Satisfaction with a correlation coefficient of (SS-.322\*\*) and (SS-.160\*\*) in state and private universities respectively; and Faculty Administration and Employment Satisfaction with a correlation coefficient of (SS-.514\*\*) and (SS-.269\*\*) in state and private universities respectively. Results highlight that there is not much difference in the pattern of correlation between OCB of faculty and institution.

Results of regression analysis reveal that OCB predicts OE positively. From the results, it can be concluded that the level of  $R^2 = 0.787$  for State universities.

Table 4  
Correlation Coefficients Across Dimensions of OCB and OE in State Universities.

Dimensions	SES	SPD	SOCI	AAR	SAD	SCD	PDQF	FAES	OH
AL	-.477**	.858**	.885**	.833**	.883**	.831**	.843**	-.606**	.737**
SS	.322**	-.642**	-.644**	-.630**	-.690**	-.682**	-.729**	.514**	-.644**
CS	-.431**	.684**	.584**	.612**	.611**	.586**	.583**	-.515**	.705**
CR	-.341**	.669**	.676**	.664**	.685**	.678**	.742**	-.493**	.610**
CV	-.501**	.857**	.881**	.832**	.871**	.832**	.860**	-.558**	.755**

\*\* Correlation is significant at the 0.01 level (2-tailed). (n=174) p<.05

Table 5  
Correlation Coefficients Across Dimensions of OCB and OE in Private Universities.

Dimensions	SES	SPD	SOCI	AAR	SAD	SCD	PDQF	FAES	OH
AL	-.233**	.478**	.465**	.441**	.480**	.438**	.459**	-.332**	.423**
SS	.160**	-.372**	-.350**	-.343**	-.382**	-.367**	-.407**	.269**	-.363**
CS	-.256**	.394**	.328**	.363**	.354**	.326**	.358**	-.371**	.457**
CR	-.162**	.387**	.379**	.353**	.389**	.374**	.409**	-.262**	.347**
CV	-.475**	.881**	.889**	.841**	.888**	.854**	.868**	-.600**	.756**

\*\* Correlation is significant at the 0.01 level (2-tailed). (n=547) p<.05

This explains the 78% variance in the level of effectiveness of state universities through organizational citizenship behaviour of faculty as illustrated in Table 6.

**Table 6**  
**Model Summary and Variance.**

Type of Institution of Higher Education	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard. Error
Government/State	0.88	0.70	0.78	0.29
Private	0.70	0.49	0.49	0.47

This table also exhibits a level of  $R^2 = 0.492$  for Private universities that explains 49% of the variance in Organizational effectiveness is because of the Organizational Citizenship Behaviour of faculty in private universities. Therefore, it can be concluded that there is a greater variance in the effectiveness level of state universities because of the organizational citizenship behaviour of faculty in comparison to private universities. Organizational citizenship behaviour is affecting institutional effectiveness more in state universities in comparison to private universities.

The findings of the study also point out that the regression model is appropriately anticipated and is consistent with the hypothesis. The level of ( $R^2$  for State university = 0.787) & ( $R^2$  for Private university = 0.492) shows that there exists a linear relationship between independent (OCB) and dependent variable (OE) with F-values of 638.795 for state universities and 529.870 for private universities as indicated in Table 7. A significance level of  $p = 0.000$  exhibits that; there is a completely linear relationship between OE and OCB in both types of universities.

**Table 7**  
**F-Values for State and Private Universities.**

Type of Higher Educational Institution		SS	df	MS	F	Sig.
Government/State	Regression	56.35	1	56.35	638.79	.000 <sup>b</sup>
	Residual	15.17	172	0.08		
	Total	71.52	173			
Private	Regression	118.54	1	118.54	529.87	.000 <sup>b</sup>
	Residual	121.93	545	0.22		
	Total	240.48	546			

SS: Sum of Square MS: Mean Square

The comprehensive intensity of the correlation among OCB and OE in both universities is explained as (Beta = 1.015 for state universities and 0.884 for private universities) and (p= 0.000 which is p<0.05) being significant at a 0.05% level of confidence as depicted in Table 8. Hence the hypothesis of the study is accepted. The regression equations were:

Organizational Effectiveness in State Universities = 0.109+ 1.015 (OCB)

Organizational Effectiveness in Private Universities = 0.552+ 0.884 (OCB)

**Table 8**  
**Comprehensive Intensity of Correlation among OCB and OE in State and Private Universities (Regression Coefficients).**

Type of Higher Education Institution		Unstandardized Coefficient		Standardized Coefficient (Beta)	t	Sig.
		Beta	Std. Error			
Government/State	Constant	0.109	0.137		0.79	0.428
	OCB	1.015	0.040	0.888	25.27	0.000
Private	Constant	0.552	0.133		4.15	0.000
	OCB	0.884	0.038	0.702	23.01	0.000

a. Dependent Variable: OE

## DISCUSSION OF RESULTS

The findings of the study confirm that OCB and OE share an instrumental relationship in state and private universities of India supporting the hypothesis. The result of the study shows that the OCB of teachers of state and private universities have a similar and considerable effect on promoting the effectiveness of institutions positively with correlation coefficients of 0.888 and 0.702 in state and private universities. Results of regression analysis explain that around 78% and 49% of variance has been reported in organizational effectiveness by organization citizenship behaviour in state and private universities respectively. Therefore, this study reflects those human behaviours which are discretionary; should be of great concern to the leaders and managers of higher education institutions. As [Vukovic et al. \(2013\)](#) and [Johansson \(2015\)](#) quoted in their studies that “Academicians with not as much OCB required, might create issues in the education plan, for example, no or less improvement in teaching ability and skills leading to negative behaviours of students i.e., rate

of dropouts increases and leave out classes.” These results have an extensive conceptual base in the extant research in organizational sciences; general and applied psychology and organizational behaviour linking OCB to various indicators of OE; the wherein a positive relationship was established between OCB and OE (Kataria et al., 2012; P. Podsakoff & Mackenzie, 1997; Shaheen et al., 2016; Smith et al., 1983; Walz & Niehoff, 1996).

Behaviours such as being punctual, less or no absence of employee at work, being compassionate towards contemporaries, volunteering for things which are not asked for, not complaining regarding small issues, being proactive and avoiding wastage of time while working are few behaviours to highlight some; that organizations wish to have and inculcate within its employees (Oplatka, 2009) since these are considered to preserve and develop the psychological and social framework which supports task performance (Organ, 1988). Organizational citizenship behaviour has an important role in improving efficiency and effectiveness of work, as well as improving teacher skills, creating a relationship of mutual trust, increasing confidence in the tasks and responsibilities given and increasing the professionalism of academic excellence (Choong et al., 2020; Garg & Rastogi, 2006). So, it's important to foster OCB among teachers and other staff to achieve a positive outcome as organizational effectiveness.

Results highlight that there is not much difference in the pattern of the relationship between OCB of faculty and institutional effectiveness in state and private universities, but there exists a difference in its strength. Though, the present work reveals that OCB enhances the probability of organizational success and effectiveness more in state universities in comparison to private universities. Similar results were also found by J. P. Sharma et al. (2010) in their study on Organizational Citizenship Behaviour in the Public and Private Sector and Its Impact on Job Satisfaction: A Comparative Study in Indian Perspective. The outcome of their study also illustrated that the people working in the public sector or state organizations have a higher degree of organisational citizenship behaviour in comparison to organizations that are privately owned. It supports the results of the present study.

The rationale behind the same may be elucidated in terms of more competitiveness, stress, and work pressure in private universities in comparison to state universities and could be the likely reasons which hold back people working in private organizations to display less organizational citizenship behaviours as compared to public sector organization. In addition, teachers at state universities are more motivated because they enjoy the benefits of having a better reputation, compensation structure, flexibility, autonomy, access to research grants and many more in comparison to private universities which turns the faculty of state universities become more contended and good citizens of the university; ultimately leading to improved institutional

effectiveness. Crewson (1997) in his research also explained that people in state-owned organizations are seen as motivated by a concern for the community and a desire to serve the public interest and are more likely to be characterized by an ethic that prioritizes intrinsic rewards over extrinsic rewards. He also added that public-sector employees rate a feeling of accomplishment and performing work helpful to society and to others as more important job characteristics than do private-sector employees.

This study also establishes the specific connection between different dimensions of OCB and OE in a segregated manner in state and private universities respectively. Few dimensions of OCB like Altruism, Conscientiousness, Courtesy and Civic-Virtue were found to share an important relationship with Student Academic Development; Student Career Development; Student Personal Development; Professional Development and Quality of the faculty; System openness and community interaction; Ability to acquire resources; Organizational Health dimensions of Organizational effectiveness in both type of universities. On the other hand, Student Educational Satisfaction and Faculty Administration and Employment Satisfaction were found to be significantly correlated with Sportsmanship in both state and private universities. So, it can be concluded that all the dimensions of OCB are important; but specifically, if any institution wants to improve the satisfaction level of faculty employment and student education, the efforts must be in the direction of imbibing sportsmanship in their faculty and staff as by complaining less and focusing on good helps them in staying balanced and attaining satisfaction level in terms of employment and keeping their students satisfied.

## IMPLICATIONS

### Practical Implications

Top management should give more attention and handling to the indicators of OCB recognized in this study and deliver exceptional outcomes to all the stakeholders of the university and augment university effectiveness. Managers and leaders of higher education institutions are also advised to redesign existing HR policies ensuring congruence with factors of organizational citizenship behaviour suggested as per the findings of the study and devise novel HR strategies like:

a) **Recruitment and Selection:** Recruitment policies mapping the candidature involving conscientiousness, civic virtue, sportsmanship, courtesy, and altruism may be integrated within existing systems of hiring. Different dimensions of OCB should be considered as a pre-requisite over and above the traditional recruitment requirements regarding basic skills and abilities required for teaching, research, consultancy, mentorship etc.

b) **Training and Development:** Academicians should be trained in a way to boost the level of various dimensions of OCB apart from training on regular skills, knowledge and abilities required. Training Programmes and modules should be designed particularly focusing on individual OCB dimensions highlighted in the findings of this study. For instance, training programmes that augment the helping behaviour, tolerance level, teamwork etc.

c) **Motivation:** Academicians of the institutions should be motivated financially and non-financially upon exhibiting such behaviour. There must be either direct or indirect motivation for the academicians who prove themselves as good citizens of the institution. Employees who exhibit OCB should be promoted as a reward and motivation factor.

d) **Performance Appraisal and Compensation:** Though OCB is not acknowledged by any official performance appraisal and compensation system; even then the management must focus and consider organizational citizenship behaviours directly or indirectly while appraising the faculty performance in addition to routine key responsibility areas for the concerned job profile. They should consider citizenship behaviour displayed by faculty in various instances from being more committed towards the students and institution to create and sustain a good image of the institution; being polite and courteous; not wasting time by taking any extra breaks etc. because these behaviours have collective output and affect institutional effectiveness in long-run.

## Social Implications

This study also offers input to education policymakers to consider OCB as a new and important element of performance appraisal and compensation system apart from traditional parameters, as contrary to traditional HR systems for all the educational institutions across the country.

## Research Implications

Future researchers working in this domain will get a concrete understanding of the nature of the link between OCB and OE in higher education institutions. Also, researchers would get to know about the appropriateness of dimensions of Cameron's model for HEIs in India as well as the suitability of Podsakoff et al measurement scale in the Indian higher education context likewise in other sectors. Researchers can advance their studies on the grounds of the findings of this study with a different sample, timeline, and geographical location.



## CONCLUSIONS

This present research adds conceptually and empirically to the existing literature on OCB and multiple factors of organizational effectiveness in the Indian context. The results also highlight the noteworthy link among the constructs within Indian universities. The OCB of teachers of state and private universities have a similar and considerable effect on promoting the effectiveness of institutions positively with correlation coefficients of 0.888 and 0.702 in state and private universities. Results also highlighted 78% and 49% of the variance within state and private universities respectively in organizational effectiveness because of organizational citizenship behaviour. This study highlights factors of organizational citizenship behaviour that may impact organizational effectiveness positively in both state and private universities. The current research also draws attention to the fact that the relationship pattern among OCB of faculty and institutional effectiveness in state and private universities is only a little different, but the difference exists in its strength. It also establishes the explicit connection between different dimensions of OCB and OE in a segregated manner in state and private universities respectively. Though, the present work reveals that OCB enhances the probability of organizational success and effectiveness more in state universities in comparison to private universities. Therefore, this study reflects those human behaviours which are discretionary; should be of great concern to the leaders and managers of higher education institutions. Furthermore, this research also supported the appropriateness of P. Podsakoff et al. (1990) OCB measuring tool and the applicability of the Cameron Model (1978) in the Indian work context as well (Cameron, 1978). The author finds both the tools functional and reliable in a diverse cultural framework.

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