THE ROLE OF ORGANIZATIONAL COMMITMENT AND PERCEIVED ORGANIZATIONAL SUPPORT IN PROMOTING ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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Abstract

This paper examined the impact organizational commitment and perceived organizational support in promoting organizational citizenship behavior of teacher in private sector universities of Pakistan. The data were collected from 140 teachers working with private sector universities in Pakistan. Multiple methods in the form of regression analysis were used to check the hypothesis. The consequences of the study indicate that organizational citizenship behavior is a

factor that fairly depends upon organizational commitment and also on perceived organizational support; furthermore, perceived organizational support and organizational commitment have considerable affirmative impact means it positively influence the organizational citizenship behavior of teaches working in private universities of Pakistan. This study is primarily driven tentatively by the social exchange theory that deliberately lends support to this paper for explaining the idea of perceived organizational support (POS), the norm of reciprocity, and also organizational support theory. This article adds value to the restricted literature regarding the psychological concept that causes the creation of organizational citizenship behavior through the perceptions of organizational support theory concept (Eisenberger et al., 2001; Eisenberger, et al., 1986) and the social exchange theory (Blau, 1964).The paper suggests that if private sector universities in Pakistan desire to cultivate organizational citizenship behavior among its teachers then they must chalk out and implement such strategies that increase employee commitment as well as perceived organizational support (POS).

Keywords

1. Introduction

The competitive and tricky environment of organizations and increased expectations of customers have exposed the significance of having dedicated work force for organizations more than ever. Organizations to be effective and successful need to have employees who go beyond their formal job descriptions and liberally give their attention, time and vigor to the organization. Such behavior is neither rewarded nor prescribed but it contributes to the competent and smooth functioning of the organization. Organ & Bateman (1983) labeled these extra efforts as Organizational Citizenship Behavior (OCB).

The above mentioned scenario is also true for educational organizations like universities. University teachers, who plan for their subjects, take their classes regularly, teach the relevant course material and regularly attend university meetings and seminars exhibit behavior that is conventionally agreed upon and openly or clearly acknowledged by the official reward system of the university (Organ, 1988). But if these teachers voluntarily take additional governance work and perform auxiliary activities with students which support the organizational objectives, they

exhibit a type of behavior what since the late 1980s has been called *organizational citizenship behavior* or OCB (Organ & Bateman, 1983; Organ, 1988; Robbins, 2003; Bolino&Turnley, 2001; LePine, Johnson & Erez, 2002; Podsakoff, Paine &Bachrach, MacKenzie, 2000).Organizational citizenship behavior is flexible or unrestricted behavior and is not a part of an employee's job description. Such behavior permits the effectual working of the association or organization (Organ, 1988).

The concept of organizational citizenship behavior is shaped by the employee's organizational commitment (Bakhshi, Sharma and Kumar, 2011) and also by perceived organizational support (POS) (Eiesnberger et al, 1986). Therefore, organizational commitment & perceived organizational support are important factors affecting the organizational citizenship behaviors of employees. Researchers have found a considerable correlation between these two variables both organizational commitment and organizational citizenship behavior are reasonably linked with each other (Bogler&Somech, 2004; Nguni, Sleegers&Denesen, 2006). Employees who dedicated to their organizations are more likely to perform organizational citizenship behavior compared to those who are not committed (Aydoğan, 2010). Similarly, organizational support theory postulates that if recruits ascertain supplementary assistance from their organization than they desires to extend more encouraging attitudes towards their organizations. Eiseenbergeret et al., (1986)) institute that muscular support from organization side to their employees minimize absenteeism, increase employee productivity and organizational citizenship behavior. Organization support theory assumes that employee build general believes that organization idealizes their efforts and care about their wellbeing. Supported by the norm of reciprocity, concept of perceived organizational support would motivate employee's felt compulsion to think about organization's success & assist the organization to achieve its goals. Employee could satisfy this gratitude through greater efforts to help the organization i.e. increased organizational citizenship behavior (Eisenberger, Commings, Armeli, & Lynch 1997; Shore & Shore 1995).

As in today's competitive and turbulent environment, educational institutions like universities cannot reach their goals just through official duties of teachers (Boglar&Somech, 2005), therefore, it is essential to acknowledge that organizational citizenship behavior (OCB) of teachers is crucial for universities which strive for continuous efficiency (Dipaola& Hoy,

2005).Researchers around the globe are interested in investigating the factors which cultivate employees organizational citizenship behavior. But the researches aiming to determine the part of organizational commitment (OC) and POS in promoting organizational citizenship behavior are generally conducted at the business enterprise level (Dilek, 2005), yet there have not been enough researches in educational organizations (Bokeoglu and Yilmaz, 2008). Therefore, the intention of this research was to determine the role of employee' organizational commitment and perceived organizational support in promoting employees' organizational citizenship behavior in private sector universities of Pakistan. In accordance with the above mentioned reason of the, the answers to the subsequent questions were explored:

- Does teacher's organizational commitment significantly impacts teacher's organizational citizenship behavior?
- Does teacher's perceived organizational support significantly impacts teacher's organizational citizenship behavior?

2. Literature Review

2.1 Organizational Citizenship Behavior

According to Organ (1988) organizational citizenship behavior is an individual deed or behavior that is voluntary, not overtly or directly identified by the official incentive system and that promotes effective functioning of the organization. Voluntary or deliberately means that this behavior is not a demanded task role of employee' job depiction. This behavior is not obligatory and its ignorance does not lead to any penalty or punishment (Allameh et al., 2011). Similarly, Jacqueline et al., (2004) denotes organizational citizenship behavior to be an additional role behavior and it is considered the positive consent of the employee towards the organization. Employees do more than the amount of work that is contractually required in a particular job (Demirer et al., 2008). Different schools of thoughts about the dimensions of organizational citizenship behavior are present. From which one of the most credible groupings of organizational citizenship behavior dimensions was introduced by Organ (1988). The five proportions of OCB were introduced by Organ (1988) including altruism, courtesy, conscientiousness, sportsmanship and civic virtue. These dimensions are:

- **Altruism:** It means employees help other employees of the organization to properly perform their tasks or assist in solving their work related issues or problems (Allameh et al., 2011).

- **Courtesy:** It means employees voluntarily take steps to avoid problems with other employees (Allison et al., 2001).

- **Conscientiousness:** It means a group of discretionary behaviors that go beyond the least role of demands or requirements (Khan&Rashid, 2012). For instance, employees do not take extra time off, monitor business rules and policies even no one is watching or observing those employees (Kumar et al., 2009).

- **Sportsmanship:** It refers to any behavior showing employees tolerance capacity for less than idyllic conditions without complaining to anybody in or out of the organization (Khan&Rashid, 2012).

- **Civic Virtue:** It refers to an attitude of responsible and productive participation in the governance and political work of the organization. It means the duty which employees carry out as a member of organization just like the citizens who accept their responsibilities as members of a country. (Mackenzie et al., 1993; Allameh et al., 2011).

2.2 Organizational Commitment & Organizational Citizenship Behavior

The concept of OC had evolved during 1970's and 1980's as an important factor of relationship between an employee and the business (Mowday et al., 1982). The organizational commitment is defined in various ways by different researchers in the past studies. Allen and Meyer (1997) defined the organizational commitment as the *"emotional attachment to an organization's goals and values which results in willingness to exert optimal effort to achieve the organizations goals"*. Similarly, Steers (1977) defined organizational commitment as an employee's recognition with and participation in a particular organization. Organizational Commitment is a multi-facet concept. Meyer and Allen (1991) suggest that OC has three distinctive facts: The affective, normative and continuance commitment. They pointed out that affective commitment is an emotional attachment that a worker feels to his organization. Continuance commitment is the desire of an employee to continue membership in his organization because of fear of losing various valued rewards. Normative commitment reflects an employee's longing to stay in his work organization because he feels a moral obligation to

stay and work for his organization. Thus, employees who are committed will most probably benefit by continue to work with their organization.

There are many antecedents of organizational citizenship behavior investigated by researchers around the globe. OC has been found to be a crucial forecaster of organizational citizenship behavior. For instance, Khan and Rashid (2012) in their research found that among the various antecedents of the organizational citizenship behavior (OBC), organizational commitment is a strong one. Similarly, Chang, Tsai, & Tsai (2010) in their study on organizational commitment concluded that organizational commitment is highly positively correlated with organizational citizenship behavior (OCB). Qamar (2012) and Tsai (2010) in their studies also investigated that organizational commitment significantly affects an employee's organizational citizenship behavior. It means that if the member of an organization is committed and loyal to his organization then he wishes to do more and better work than that which is specified in job descriptions (Qamar, 2012). So, this suggests that organizational commitment significantly affects organizational citizenship (OCB). Hence the first hypothesis of this study was:

H1: Organizational Commitment (OC) of private sector university teachers significantly affects their Organizational Citizenship Behavior (OCB).

2.3 Perceived Organizational Support (POS) & Organizational Citizenship Behavior (OCB)

The perceived organizational support refers to "the extent to which the organization values employee's contributions and cares about their well-being" (Huntington, Hutchison, Eisenberger and Sowa, 1986). The employees of an organization feel a special interest in the organization if they belief that their organization is willing in their prosperity, provides them security and recognize that their services are vital for the organization. Additionally, Perceived organizational support (POS) is the perception & belief of an employee that his interest and his involvement in the organization's accomplishments are considered imperative by the organization (Ziaaddini & Farasat, 2013).

Based on Social Exchange Theory developed by Blau (1964), when workers are getting benefits from the activities performed by their organization, they feel indebted to their

organization and try their best to compensate their organization through their actions and hard work. Likewise, if employees observe that they are receiving support from their work organization they will try to engage themselves in useful behaviors such as organizational citizenship behavior which will increase the organizations performance in return. Similarly, organizational support theory also implies that if an employee perceives support from their organization than they are expected to produce positive and better attitudes towards that particular organization.

For instance, Eisenberger et al., (1986) concluded that perception of assistance from the organization minimize level of absenteeism, amplified employee performance & positively affects organizational citizenship behavior. Likewise, norm of reciprocity also suggests that employees who possess higher level of POS desires to reimburse organization with favorable and affirmative effort behaviors. Many studies have found positive correlation among (POS) and (OCB). Asgari and Samah (2008) in their research found that 35% increase in organizational support resulted in 35% increase in organizational citizenship behavior. Organ (1988) in his research highlighted that workers with maximum level of perceived organizational support desires more to engage in additional role behavior or "organizational citizenship" behavior as compare to those who perceive that their organization does not value them as they deserve. The above ample of literature support is enough to conclude that workers with maximum level of perceived organizational support desires more to engage themselves in organizational citizenship behavior. Hence the second hypothesis of this study was:

H2: Perceived Organizational Support (POS) of private sector university teachers significantly affects their Organizational Citizenship Behavior (OCB).
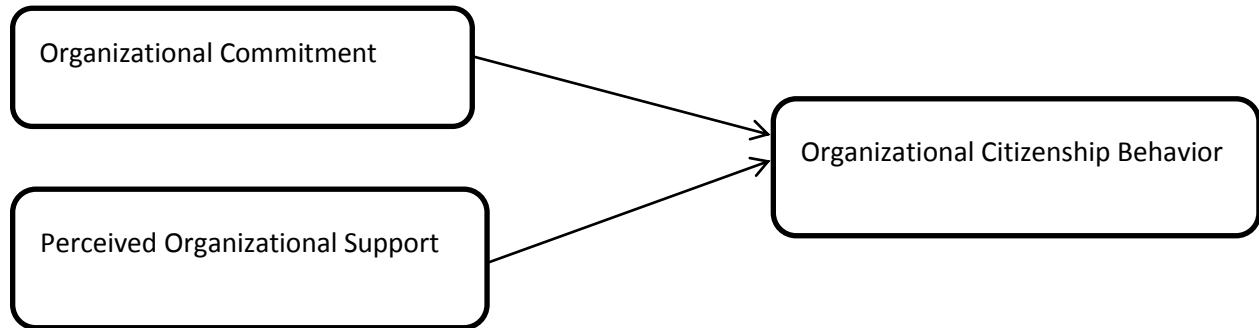
3. Research Model

Figure 1: Research Model

4. Methodology

4.1 Population Sample, Sampling Technique and Data Collection

The population of this research was comprised of all the staff of private sector universities of Pakistan. A total of two hundred questionnaires were distributed among the tutors of private sector universities of Pakistan by using convenient sampling technique. Most of the questionnaires were personally administered by the researcher while some questionnaires were also sent through mail. After continuous struggle, one hundred and fifty six questionnaires were received back with response rate of 78%. Some of the questionnaires were not properly completed and therefore, discarded. Finally, 140 useable questionnaires were obtained for data analysis.

4.2 Instruments

Organizational Commitment (OC) was measured by using well known Organizational commitment Scale (OCS) developed by Allen & Meyer (2000). This questionnaire uses five-point Likert scale ranging from 1=strongly disagree to 5= strongly agree. The organizational commitment scale reported high reliability (α=0.852) and high construct and content validities (Allen and Meyer, 2000).Perceived organizational support (POS) was measured by using survey scale developed by Eisenberger et al. (1986). This questionnaire uses seven-point Likert scale vary from 1=strongly disagree to 7= strongly agree. This scale also reported high reliability (α=0.883) and high construct and content validities. Organizational Citizenship Behavior (OCB)

was calculated by using 24-item scale designed by Podsakoff et al., (1990). This questionnaire consisted of six-point Likert scale. Low scores designate low OCB and high scores indicate high OCB. The scale reported overall high reliability ($\alpha=0.83$).

5. Numerical Results

The results of regression analysis are shown in table 1 below. Table 1 indicates a considerable and positive relationship among (OC) and (OCB) as (β =.278, p< 0.05, t >1.96). Similarly, a significant and positive relationship is also found among (POS) and (OCB) as (β =.140, p< 0.05, t >1.96). Table 1 also revealed that .49% change in organizational citizenship behavior is due to organizational commitment and perceived organizational support and remaining is due to other factors which are not incorporated in the model. R in the table indicates a strong optimistic affiliation (R=.706) among POS, OC and OCB. It suggests that if private sector universities in Pakistan desire to cultivate organizational citizenship behavior among its teachers then they must chalk out and implement such strategies that increase employee commitment as well as perceived organizational support. Finally, F statistic tabulated value of 112.647 > 4 (critical value of F) also suggested and proved the validity of model.

Table 1: *Regression Analysis of OC, POS and OCB*

Model	*Beta*	*SE*	*t*	*p*
OC .001	.278	.080		3.471
POS	.140	.058	2.394	.017
R=.706				
R^2=.498				
ΔR^2= .494				
F statistics= 112.647				
Dependent variable: OCB				

6. Conclusion

The current study concludes that teacher's organizational commitment and POS have positive significant effect on teacher's OCB in private sector universities of Pakistan. The results are consistent with hypotheses of this study. The findings of this study support Qamar (2012) and Tsai (2010) research findings who investigated that organizational commitment significantly

affect an employee's organizational citizenship behavior. These findings are also consistent with Eisenbergeret al., (1986) and Organ (1988) research studies wherein they concluded that perception of support from the organization positively affects organizational citizenship behavior. The consequences of current study have insinuations for administrators of private sector universities in Pakistan who desire to cultivate organizational citizenship behavior among its teachers. This study suggests that if administrators of Pakistani private sector universities want to increase the additional role behavior i.e. (OCB) of its faculty members then they must chalk out and implement such strategies that increase faculty' organizational commitment as well as perceived organizational support. This effort contributed to the restricted body of literature about the conception of psychological procedures that causes the creation of organizational citizenship behavior (OCB) through organizational support theory (Eisenberger et al., 1986 and Eisenberger et al., 2001) and the social exchange theory developed by Blau (1964). Findings of this study also provided a good foundation to researchers who are interested in exploring the organizational citizenship behavior in diverse settings.

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