

Organizational Citizenship Behaviour of Academic and Non-Academic workforce in Institutions of Higher Educational: An Empirical Study

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Professionals are supposed to perform a wide variety of extra-role activities known as Organizational Citizenship Behaviour (OCB). Organizational citizenship behaviour is a valuable instrument for accomplishing the organizational goals rather than fulfilling duties. In simple words, it means behaviours of an individual that are favourable to the organization at large but not directly recognized by the formal reward system. The present paper aims to obtain a greater understanding of the consequences of organizational citizenship behaviours of academic and non-academic workforce of private higher education institutions. The purpose of the study is to compare organizational citizenship behaviours of academic and non-academic employees. Respondents included 373 academic and non-academic employees of various Engineering colleges in Bhubaneswar. The results of the study revealed that there is a striking degree of similarity in organizational citizenship behaviours of both teaching as well as non-teaching employees of the educational institutes surveyed.

Key words: Organizational Citizenship Behaviour, Rewards, Extra role Behaviour, Educational institutes, Academic workforce, Non- Academic workforce.

INTRODUCTION

In their tenure of the job, an employee is expected to pursue some rules and guidelines framed by the company for the healthy work environment of the company and for the smooth functioning of the business operations. But in today's era, these rules & guideline are not so adequate for the healthy work

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atmosphere in the company. Employee's attrition rate is growing day by day in every company in every sector. The reason for its growth is the discontent of the employee with the company, but the reasons behind that discontent are many, they may be lured away by elevated pay, better development opportunities, better remuneration, job safety etc but besides all these reasons there are many other reasons which can't be compared or calculated easily like the salary difference between two companies, or the development opportunities provided by the companies. The major reasons for the unhappiness of employees may include: the association between the senior and junior, reliability towards the company, relation between the colleagues, support from the top management, job satisfaction, sportsmanship, civic virtue, conscientiousness, courtesy & altruism etc. These all factors are implied in nature. You can't compel any employee to show this kind of behaviour because this type of behaviour is exclusively based on the aspiration of the employee. This behaviour which consists of the above-mentioned elements is called as Organization Citizenship Behaviour.

OCB refers to the act that employees perform, impulsively and of their own accord, which is not in their specified contractual obligations. In other words, it is optional. OCB may not always be open and officially acknowledged or rewarded by the employer, through salary increase or promotions. OCB may be shown in constructive supervisor and co-worker ratings, or better performance appraisals. In this way, it can aid future reward gain indirectly. OCB must 'encourage the efficient performance of the organisation'. The most popular way of conceptualising OCB is as going 'the extra mile' or 'above and beyond' to help others in the workplace.

What constitutes a good quality worker in a 21st-century place of work? It is important to have fine relations with co-workers. Being helpful and compassionate of colleagues, working towards the organisation's goals – this is personified in the description of citizenship behaviour. Organisational citizenship behaviour (OCB) has garnered much intellectual interest since its origin. It is perceived to be something insubstantial; OCB is not all the time formally acknowledged or compensated, and concepts like 'helpfulness' or 'friendliness' are also not easy to measure. OCB has a substantial positive impact at the organisational level; it enhances organisational efficiency from 18% to 38% across different magnitude of measurement.

Organizational citizenship behaviour is not rewarded by the company & also not proclaimed. It may be an action that is not clearly part of the job profile and not incorporated in Performance Appraisal. This is not described by the top management in their official rules & neither regulations nor they evaluate it. An employee shows this type of behaviour when he feels himself as the proper employee of the organization, as a true citizen of the company. The long period of endurance of the company completely depends upon the

Organization citizenship behaviour of the workforce of that company. This type of behaviour does not come through enforcement, this is absolutely depends upon the inclination of the employees towards the company.

The perception of the employee plays a very important role in performing this kind of behaviour. OCB is expected from employee's conduct but is not associated with contractually defined duties. Like citizens of a country, employees are likely to preserve and endorse the organisation. Organizational citizenship behavior (OCB) has been a fundamental construct in the area of management. The proximity of OCB is increasing day by day. The span of organizational citizenship behaviour is so ample that it relates with almost every discipline directly or indirectly. According to Organ (1988), 'OCB is an important feature that can add to the continued existence of an organization'. Therefore, it is essential to value the variables that extensively and optimistically aid in creating this favourable behaviour in the organization.

Basically, the upper limit of task performance is largely limited by a person's knowledge, skills, and ability, and the lower border line is restricted by the terror of losing one's job. This means the employee performing the job does not have a great deal of scope to differ in performance based on their satisfaction with the context. In contrast, helping a co-worker does not essentially depend on proficiency in helping, and because doing so is not usually attached to an employee's job description that employee may decide not to show the behaviour at all. In this sense, citizenship has more autonomy to vary than task performance.

The subsistence of any company not only depends on its customers because they are the principal sources of any organization's revenue but also on the inner customer of the organization i.e. workforce of the company. Organization citizenship behaviour devised by the worker without hope leads every organization in an ethical way which is the foundation of the organization survival. Employees are always measured as the resources of the company and when company's resources fully show their dedication towards the organization, it shows the strength of the organization which gives aggressive gain to the organization. Organization citizenship behaviour is indispensable for every organization & which is the mixture of various characteristics performed by employees. In this research, we will study the connection of various traits of employees with organization citizenship behaviour.

Dimensions of OCB

Organ (1988), has highlighted five different kinds of behaviours and tries to explore how such behaviour helps to increase efficiency and growth of the organization:

- a) **Altruism:** it means helping new employees and generously giving time to help others. It is mainly focussed toward other employees but contributes to group goal and efficiency by augmenting the performance of an individual employee.
- b) **Conscientiousness:** It stands for proper utilisation of time and giving extra input to their job which is ahead of minimum expectations from the job holder. It also contributes towards enhancing the competence of both an employee and the organisation.
- c) **Sportsmanship:** it means avoiding complaining attitude and whining behaviour. It helps an employee to spend time on constructive endeavours in the organization.
- d) **Courtesy:** it involves giving advance notices, reminders, and communicating suitable information in order to prevent confusion and facilitates proper utilisation of time and resources of the organisation.
- e) **Civic Virtue:** it means helping committees and willingly attending functions for promoting the interests and well-being of the organization.

Antecedents of OCB:

- a) **Motivation:** The study reveals that motives are playing very vital and important role in reinforcement of OCB. Management may encourage faculties to actively participate in several developmental activities, which may include the seminars, conference, workshops, soft skill training sessions and various faculty development programmes for their self-development as well as for the development of the institute. Motivation is a significant antecedent of OCB.
- b) **Job Satisfaction:** Job satisfaction denotes the favourable or unfavourable attitude of an employee towards his job. Job satisfaction has a constructive and positive relationship with performance and OCB which affects the job stress, intention to quit, self-esteem and morale of faculties. A satisfied employee shows less intention to leave his job.
- c) **Organisational Commitment:** Organisational commitment is the loyalty and dedication of individual employee towards the organisation. It may be conceptualised as a strong faith and confidence in organisational goal and also a strong aspiration to sustain job in the organisation. Organisational commitment is one of the important and vital antecedents of OCB.

- d) **Leadership:** Leadership has a very positive and strong influence on an employee's inclination to involve in OCB. It is optimistically connected to OCB. Effective leadership enhances a sense of team spirit, high morale and feeling of cohesiveness among faculties which ultimately leads to better organisational performance and employee commitment.
- e) **Employee Engagement:** Employee Engagement is has a positive and strong impact on OCB. It is the measure of degree of an employee's positive or negative feeling and attachment to his job and organisation. Employee engagement is said to be one of important antecedent of OCB.
- f) **Competence:** Competence means the capacity of an individual employee to do the job effectively. Competence is amalgamation of knowledge, skills, education, attitude and abilities to execute the job to the maximum level. Competence has positive and strong association with organisational citizenship behaviour.
- g) **Organisational Justice:** Organizational justice is all about how an employee perceives the behaviour of the organization and their resulting mind-set and performance that comes from this. Organisational Justice is an antecedent of OCB.

LITERATURE REVIEW

Organisational citizenship behaviour of Academic workforce

Teaching is a service profession, in which the academicians have considerable autonomy in his or her work. They have the power to choose how they manage their work in a variety of ways, such as: design of lessons, order of lessons, management of their classroom and others. Teachers unknowingly exhibit OCB and may categorize his behaviour as part of their job duty and not as going above and beyond the call of duty. Some examples may be staying late to help struggling students, making calls to parents on their personal time and volunteering to assist with activities for students. Teacher may view these as ways to help further and not as organizational citizenship behaviour. For this study, teacher OCB will be defined as behaviours that exceed their contractual obligations and extend beyond the call of duty. OCB in education centres primarily in the area of altruism. Altruistic behaviour is the most commonly observed behaviour in education because of the clientele of the profession.

The readiness of employees to exert endeavour beyond the prescribed obligations dictated by their job has been accepted as a vital element of efficient organizational performance. For example, Barnard (1938) stated that the "eagerness of employees to give positive efforts to the organization was crucial to valuable accomplishment of organizational goals". Barnard noted that

“efforts must be given not only to carry out the functions those add to the goals of the organization but also to maintain the efficiency of the organization itself.” Katz and Kahn’s (1966), extended this statement further. They claimed that in any organization, the system would not function properly if employees don’t exhibit “countless acts of cooperation” They further noted that the rewards that motivate such impulsive, informal contributions are totally different from those rewards that stimulate task proficiency. These views encouraged a lot of subsequent research in this area.

According to Organ (1988), in OCB an individual’s behaviour is optional. This behaviour is not directly recognized by the prescribed reward system and it promotes the effective operation of the organization in a collective manner. Katz’s (1964) paid extra attention to the concept of employees’ extra-role behaviours. Katz pointed out that that employee gladly adds extra efforts for the accomplishment of the organizational consequences. Organ developed his OCB construct based upon the notions of Barnard (1938) and Katz (1964). Despite ample of research in this area, argument continues over the specific definition of OCB.

Organ (1997), again has noted that the supervisors regularly evaluate and reward OCB shown by the employees both directly and indirectly. Another significant statement, particularly in Organ’s beginning work on OCB, is that such behaviours are internally motivated, coming from within and continued by an individual’s inherent need for a feeling of accomplishment, efficiency or affiliation. Organ (1988), noted that OCB is different from other related constructs such as “organizational commitment” developed by several organizational researchers. It is important here to highlight that OCB is associated with particular class of worker behaviours, while constructs such as organizational commitment is fundamentally attitude-based.

Van Dyne (1995), propounded a broader concept of “extra-role behaviour”(ERB), which may be defined as “behaviour that benefits the organization at large or is intentional to benefit the organization and it is totally discretionary in nature and goes ahead of expected role expectations”. But Organ (1997), argued that this definition did not give much precision and clarity, noting that one’s “job role “depends on the expectations and communication of the employer . The “sent role” could be lesser or greater than the actual work requirements. This role theory definition thus places OCB or ERB in the sphere of phenomenology, which is unobservable and completely subjective in nature.

Motowidlo and Borman and (1993, 1997), developed another notion known as ‘contextual performance’ associated with OCB that also gives input to the efficiency of the organization by providing a superior profile to organizational, psychological and social aspects that may serve as the device for betterment of task related activities As opposed to “task performance” which

means the effectiveness of the job incumbents in performing various activities that ultimately contributes to the organization's technical hub by "contextual performance" these scholars referred to those job related behaviours where employees engage himself in many job behaviours and that fall outside the routine of job performance. Their categorization of contextual performance includes enthusiasm and extra role effort as necessary to complete their own task successfully, coming forward to carry out those jobs related activities that are not formally an element of their own job, serving and supporting others, following formal organizational rules and regulations of the organisation and advocating, supporting, and protecting organizational objectives.

According to Motowidlo and Van-Scotter (1996), the contextual performance can be divided into the two narrower constructs of "interpersonal cooperation" and "job devotion," which are similar to Organ's interpersonally focussed and organizationally-directed behaviours respectively. However, Organ (1997), also suggested that Borman and Motowidlo's (1993), construct of "contextual behaviours" has propounded a mere justifiable definition of OCB. These contextual behaviours do not endorse the efforts for the achievement of the organizational consequences.

Jo (2008), Higher education, with its mix of academic, professional, and support workforce (along with a multi-focused mission on teaching, research, and service) is a complex organization and highly bureaucratic. In spite of these facts, human resource and personnel issues in higher education have garnered only moderate attention in the research literature.

DiPaola and Costa Neves (2009) state that "teachers routinely perform behaviours that are directed toward helping individuals, both students and colleagues, as part of their professional identity".

DiPaola & Hoy (2007), the faculties by nature have the calling to go beyond the call of duty, doing more than what is specifically required of the position

Turnipseed & Murkison (1996), OCB is desirable because this behaviour assist resource transformation, adaptability and innovation in order to increase the organizational efficiency

Rajkumar and Akarsh (2014), Organizational Citizenship Behaviour is one of the most significant concepts in controlling the efficiency and effectiveness of an organization in terms of productivity and quality of the organization.

Organ, Podsakoff, & MacKenzie, (2006). OCBs influence organizational effectiveness, because they enhance co-worker and managerial productivity, adapts to environmental changes, improves organizations ability to attract and retain the best people and obtain stability of organizational performance and organizational effectiveness by creating social capital.

Todd (2003), OCB should have a particular impact on the overall effectiveness of organizations by adding to the social framework of the work environment.

According to Yucel (2008), Academicians may play a very significant role in escalating the image of institutes and wellbeing of the students. Faculties with high level of OCB are more valuable for an institute as compared to others because the quality of an educational institution is solely dependent on them.

According to Graham (1991), Organ & Ryan (1995), "OCB can be understood as the worker behaviours which support to endorse the efficient functions of the organization, and these behaviours are not overtly stimulated by the formal reward system of the organization.

Shann (1998), narrated 'the relationship of an Academician with students is stronger in high achieving institutes' schools as compared to lower achieving institutes.

Researchers have also found that the citizenship behaviour of an academician has positively linked with students academic achievement (Allison, Voss, & Dryer, 2001; Khalid, Jusoff, Othman, Ismail, & Rehman, 2010).

Oplatka (2006), recommended that a head of the institute should establish an environments that can promote organizational citizenship behaviour among academicians, which is in the best interest of institution as well better impartment of better knowledge to students.

DiPaola & Neves (2009), confirmed that 'A faculty who is voluntarily involves in OCB, enthusiastically may help students and counterparts, and can also execute duties that not only help them in the career progression but also other employees in the organization. Such acts may include enthusiastically serving on committees, mentoring, helping weak students, coordinating curricular and co-curricular activities for the betterment of the institute. In order to involve in such behaviours motivation on the part of the faculty is required. The faculty must be eager to offer such contribution at his own prudence'.

Organ (1988), OCB, may be described as the behaviour or action outside the formal reward structure of the organisation and is not an element of the distinct job description and are performed by the employees for the wellbeing of the organization.

Organisational citizenship behaviour of Non-Academic workforce

According to Johnsrud and Rosser (2000), non-academic workforces are a very significant force in higher learning institutes. They serve in many key roles such as student services (e.g., student affairs, student advising, student welfare, student health services), administration (e.g., finance, human resources and IT), and also academic support services (e.g., academic advising). Because

of their boundary-spanning role among faculty and students, the Non-Academic workforce has great prospective to control the overall performance of institution as a whole.

Johnsrud and Rosser (2000), revealed that in higher education literature, there is still very limited understanding about the importance of this critical group of administrators – their roles, responsibilities, skills, training needs, and career pathways.

Volkwein & Parmley (2000), it could also be said that little is understood about the direct and indirect contributions of non-academic workforces to higher education.

In educational institutions, students are the main focus for the goals of the organization. Therefore, any behaviour exhibited to help students also will improve or help the organization. OCB will, overtime, improves the organization's effectiveness. The OCB exhibited by academic and non- academic workforce make institute more effective by allowing the institute to be flexible, adaptable, innovative and efficient

The researcher, in this study, sought to address this gap in literature i.e. to study the contribution of Academic and Non-Academic workforce in the success of educational institutes. It is apparent that both OCBI and OCBO are decisive determinants of an organisation's efficiency, efficiency, productivity and overall performance, research with respect to the specific factors that promote OCB under different types of organisation is insufficient and very limited (Erturk, 2007), especially in the context of educational organisations.

In education organisations voluntary behaviour of employees is imperative because, in the educational institutions, the additional roles are performed along with the official tasks and is frequently part of such official roles. Therefore, it is likely that the relationship between management and employee within the educational context may differ from that of the corporate situation. Hence, by attempting to address this specific problem at the institutions of higher education, this study may contribute to developing OCBs of employees of educational institutes and will ultimately augment the efficiency of higher education institutions.

Although the research in the area of citizenship behaviours has amplified outstandingly in the last few years, little effort has given on the comparative study of organizational citizenship behaviours of the academic and non-academic workforce of education institutes. This study will help the other researchers in analyzing the effect of different types of organizational citizenship behaviours depicted by these two divergent groups of employees in an educational institute. It will also represent the importance of OCB in increasing the efficiency of the educational organization and will determine the factors that create OCB of employees of an Academic institution.

Significance of the study

The present study is being conducted in the times when private universities are moving a step ahead in the form of the highly technological labs and improved infrastructure and posing a challenge on the universities for maintaining their status and rankings as the leading universities. Higher Education Commission has developed a criterion for ranking universities in different domains. Employees are one of the significant factors among them and their profiles are playing a substantial role in ranking. Therefore the major challenge for the public and private universities is to retain their competent workforce and to provide them an environment that induces them so that they not only stay trustworthy but do something extra beyond their duty for their university. Hence psychological and behavioural dimensions of employees of higher learning institutions are important to study so that their implications can be anticipated in the long run. This study also indirectly explores the satisfaction and motivation level of the employees by the examination of their voluntary behaviour and their willingness to participate informally in the organisation.

Objectives of the study

The objectives pertaining to this study are:

1. To measure the difference/similarity of organizational citizenship behaviour of academic and non-academic employees.
2. To determine the extent to which employees of educational institution exhibit the citizenship behaviour.

RESEARCH METHODOLOGY

Measure

The items of OCB were measured by using a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Examples of the items for OCBI are "I help co-workers when required" and "I welcome good change without resistance" Examples of the items for OCBO are "I try to boost the image of my organization" and "I protect the organizational resources".

Data Collection

The study is based on primary data collected from 373 academic non-academic employees working in various B.Tech institutes in Bhubaneswar city. An analytical and self-administered questionnaire based on Likert's five point rating scale was distributed among the sample. Convenience sampling technique is used for choosing the respondents.

The demographic characteristics of the respondents are given in Table 1. From the study of 373 employees of private engineering colleges it is found that the majority of the respondents belong to below 30 yrs. of age (65.68 percent) and the rest are between 31 to 50 years of age (34.32 percent). Concerning marital status, the majority of respondents are unmarried (65.68 percent) followed by married employees (34.32). As far as years of work experience is concerned the majority of respondents have less than 5 years of experience (48.53 percent), followed by employees having experience of 5-10 years in their job. Only (13.4 percent) of employees have 10-15 years of experience. Concerning educational qualification (71.85 percent) of employees have masters degree, (4.82 percent) have Doctoral, (12.87 percent) of employees have Bachelor's Degree and (6.17 percent) of employees have degree of Intermediate. It is also found that majority of respondents of institutes are Male (50.67 percent) followed by their female counterparts who are (49.33 percent) of the total population. The majority of population belongs to teaching employees (55.23 percent) whereas the total strength of non-teaching workforce is (44.77 percent).

Table 1: Illustration of Demographics

Demographic Characteristics (N= 373)	Frequency	
	Number	Percentage
Age		
Below 30	245	65.68
31 – 40	82	21.98
41 – 50	46	12.34
Gender		
Male	189	50.67
Female	184	49.33
Marital Status		
Single	245	65.68
Married	128	34.32
Years of experience		
0 to 5	181	48.53
5 to 10	104	27.88
10 to 15	50	13.40

> 15	38	10.19
Nature of Job		
Teaching	206	55.23
Non-Teaching	167	44.77
Educational Qualification		
Matriculation	16	4.29
Intermediate	23	6.17
Graduation	48	12.87
Masters	268	71.85
PhD	18	4.82

Data Analysis and Findings

Construct reliability test is conducted to ensure that a scale consistently yielded the same response Nunnally, (1978). Construct reliability is determined by Cronbach's alpha (α). A minimum recommended value for Cronbach's alpha coefficient is .7 (Chin, 1998; Fornell & Larcker, 1981). The Cronbach's alpha value of the responses on OCB scale is determined as 0.839. Also in order to estimate the sampling adequacy and suitability of data for factor analysis, KMO test and Bartlett's Test of Sphericity test was conducted using SPSS package 20.0 (Figure 1), which provides with a value of 0.737 that is higher than the needed 0.5 and can be classified as middling (Kaiser, 1974). The Chi-square value is 3334.261 and it is highly significant ($p = 0.000$), with 171 as the degree of freedom.

Figure 1 - KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.737
	Approx. Chi-Square	3334.261
Bartlett's Test of Sphericity	Df	171
	Sig.	.000

Descriptive Statistics

Table 2 – Mean & Standard Deviation Values of Academic workforce

Statements	N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
Listening and suggesting solutions	206	3	5	4.1	0.609
Spreading goodwill about the org.	206	3	5	4.1	0.596
Helping co-workers	206	3	5	4.29	0.609
Giving constructive suggestions	206	3	5	4.23	0.634
Not complaining about insignificant things	206	2	5	3.67	0.836
Enthusiasm regarding job	206	2	5	4.32	0.792
Self-develop as per changes	206	3	5	4.29	0.611
Putting extra effort	206	2	5	4.13	0.673
Saving organization resources	206	2	5	3.51	0.848
Opposing favouritism in the org.	206	1	5	3.83	0.984
Boosting org. image	206	1	5	3.92	0.786
Projecting good image of the org.	206	3	5	4.23	0.588
Appreciating working conditions	206	2	5	3.85	0.884
Following org. protocols	206	3	5	4.13	0.623
Not resisting good change	206	2	15	4.59	1.943
Taking initiative for new assignments	206	3	5	4.16	0.591
Protecting org. resources	206	3	5	4.17	0.589
Actions ensuring no issues with peer	206	3	5	4.34	0.585
Feeling of “my company is the best”	206	1	5	4.05	0.865
Valid N (listwise)	206				

The mean and standard deviation of the responses obtained from the academic workforce, for each statement in the questionnaire are tabulated as shown in the above table (Table 2). Of all the statements presented in the table, the statement “Not resisting good change” had highest rank, with a mean score of 4.59, implying that teaching workforce had a co-operative and supportive attitude towards the organization and its management. The statement “Actions ensuring no issues with peer” was ranked second with a mean value of 4.34, suggesting that the academic workforce ensured and maintained a healthy relationship among their colleagues. The statements “Taking initiative for new assignments” and “Protecting org. resources” had closer mean scores of 4.16 and 4.17 respectively, implying the proactive attitude of the academic workforce.

Lastly, "Saving organization resources" was ranked last, with the lowest mean score of 3.51, which implies that majority of the academic workforce were least concerned with saving the financial resources of the organization they worked for.

Table 3 – Mean & Standard Deviation values of Non-Academic workforce

Statements	N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
Listening and suggesting solutions	167	4	5	4.6	0.492
Spreading goodwill about the org.	167	3	5	4.67	0.596
Helping co-workers	167	3	5	4.7	0.532
Giving constructive suggestions	167	3	5	4.28	0.774
Not complaining about insignificant things	167	1	5	3.4	1.13
Enthusiasm regarding job	167	2	5	4.23	0.843
Self-develop as per changes	167	2	5	4.4	0.8
Putting extra effort	167	1	5	4.18	1.031
Saving organization resources	167	1	5	3.62	1.096
Opposing favouritism in the org.	167	2	5	3.75	0.966
Boosting org. image	167	3	5	4.31	0.734
Projecting good image of the org.	167	3	5	4.54	0.608
Appreciating working conditions	167	1	5	4.02	0.954
Following org. protocols	167	1	5	3.98	0.979
Not resisting good change	167	2	5	4.31	0.782
Taking initiative for new assignments	167	3	5	4.27	0.635
Protecting org. resources	167	1	5	4.17	0.988
Actions ensuring no issues with peer	167	1	5	4.34	0.986
Feeling of "my company is the best"	167	1	5	4.1	1.028
Valid N (listwise)	167				

The mean and standard deviation of the responses obtained from the non-academic workforce, for each statement in the questionnaire are tabulated as shown in the above table (Table 3). Of all the statements presented in the table, the statement "Spreading goodwill in the org." had highest rank, with a mean value of 4.67, implying that the non-academic workforce spread a positive word-of-mouth about the organization and its management. The statement "Projecting good image of the org" was ranked second with a mean value of 4.54, suggesting

a similarity to their previous response and displaying a sense of loyal towards the organization they worked for. The statements “Boosting org. image” and “Not resisting good change” had equal mean scores of 4.31, implying the cooperative and involving attitude of the non-academic workforce. Lastly, “ Not complaining about insignificant things “ was ranked last, with the lowest mean score of 3.51, which implies that majority of the non-academic workforce did not have a complaining and petty attitude.

Factor Analysis

Table 4 - Rotated Component Matrix ^a - Non-Academic workforce						
	Component					
	1	2	3	4	5	6
Projecting good image of the org.	0.874	-0.01	0.16	0.273	0.012	-0.05
Feeling of “my company is the best”	0.788	0.176	0.329	0.043	0.023	0.032
Spreading goodwill of the org.	0.772	0.453	0.089	0.036	-0.16	-0.01
Giving constructive suggestions	0.710	-0.05	-0.12	0.434	0.256	0.34
Appreciating working conditions	0.695	0.41	0.286	-0.26	0.048	-0.24
Boosting org. image	0.617	0.287	0.03	0.355	0.146	-0.08
Helping co-workers	0.055	0.844	-0.1	0.142	-0.09	0.185
Self-develop as per changes	0.265	0.800	0.093	0.085	0.102	0.067
Putting extra effort	0.521	0.659	0.063	0.207	0.257	-0.04
Not resisting good change	0.483	0.562	0.424	0.312	-0.03	-0.27
Following org. protocols	0.149	0.198	0.893	0.181	0.017	-0.1
Not complaining about insignificant things	0.143	-0.17	0.635	-0.17	0.546	0.192
Enthusiasm regarding job	0.238	-0.15	0.635	-0.17	-0.44	0.097
Taking initiative for new assignments	0.332	0.496	0.53	0.121	0.057	0.474
Protecting org. resources	0.153	0.245	-0.1	0.806	0.037	-0.14
Actions ensuring no issues with peer	0.215	0.081	0.152	0.767	0.204	-0.02
Opposing favouritism in the org.	0.105	-0.05	-0.13	0.113	0.817	-0.2
Saving organization resources	-0.03	0.417	0.178	0.333	0.641	0.069
Listening and suggesting solutions	-0.09	0.155	0.024	-0.16	-0.15	0.930

Table 5 - Total Variance Explained – Non Academic

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.007	36.878	36.878	7.007	36.878	36.878	4.228	22.254	22.254
2	2.43	12.791	49.669	2.43	12.791	49.669	3.197	16.825	39.079
3	1.902	10.009	59.678	1.902	10.009	59.678	2.405	12.659	51.738
4	1.623	8.542	68.22	1.623	8.542	68.22	2.116	11.139	62.877
5	1.263	6.65	74.87	1.263	6.65	74.87	1.837	9.667	72.544
6	1.064	5.598	80.467	1.064	5.598	80.467	1.505	7.923	80.467

Extraction Method: Principal Component Analysis.

The above table (Table 5) depicts the factor loadings in the form of rotated component matrix; the idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Factor loadings having Eigen values above 0.5 have been considered and highlighted. We can see that six variables are substantially loaded on Factor component 1. Four factor components are loaded heavily on factor component two, followed by the loading of three variables on component four. "Listening and suggesting solutions" is the only variable loaded on component six. Table 5 shows all the factors extractable from the analysis along with their Eigen values. The Eigen value table has been divided into three sub-sections, i.e. Initial Eigen Values, Extracted Sums of Squared Loadings and Rotation of Sums of Squared Loadings. For analysis and further interpretation we are only concerned with Extracted Sums of Squared Loadings. It is observed that the first factor component accounts for 36.878 per cent of the variance, the second factor component accounts for 12.791 per cent of variance and the sixth factor component accounts for 5.598 per cent. All components combined account for 80.467 of the total variance. All the remaining factors have Eigen values below 0.5 and have been removed. .

Table 6 - Rotated Component Matrix* - Academic workforce

	Component					
	1	2	3	4	5	6
Giving constructive suggestions	0.862	0.115	0.062	-0.12	-0.06	0.012
Helping co-workers	0.788	0.047	0.201	0.199	0.306	0.096

Listening and suggesting solutions	0.726	-0.02	0.389	0.123	0.186	-0.12
Self-develop as per changes	0.576	0.354	0.25	0.171	-0.03	0.169
Taking initiative for new assignments	0.56	0.517	0.101	-0.02	-0.28	-0.18
Enthusiasm regarding job	0.148	0.800	0.153	0.234	-0.08	-0.25
Feeling of "my company is the best"	-0.09	0.773	0.15	0.255	-0.08	-0.09
Actions ensuring no issues with peer	0.256	0.752	0.022	-0.2	0.216	0.189
Projecting good image of the org.	0.231	0.562	0.398	0.172	0.29	0.143
Opposing favouritism in the org.	0.08	-0.06	0.743	-0.32	-0.23	0.221
Appreciating working conditions	0.09	0.416	0.684	0.244	0.084	-0.19
Putting extra effort	0.321	0.159	0.659	0.08	-0.03	0.081
Following org. protocols	0.349	0.159	0.655	0.231	-0.15	-0.23
Protecting org. resources	0.179	0.396	0.547	0.117	0.232	0.334
Spreading goodwill of the org.	0.191	0.193	0.032	0.822	0.08	0.076
Boosting org. image	-0.02	0.078	0.084	0.760	-0.15	0.028
Not complaining about insignificant things	-0.01	-0.03	0.358	0.326	-0.76	-0.02
Not resisting good change	0.174	0.023	0.188	0.142	0.655	-0.46
Saving organization resources	0.046	-0.08	0.09	0.109	-0.11	0.863

Table 7 - Total Variance Explained – Academic workforce

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.973	31.437	31.437	5.973	31.437	31.437	3.028	15.936	15.936
2	1.994	10.493	41.93	1.994	10.493	41.93	2.963	15.594	31.53
3	1.892	9.955	51.886	1.892	9.955	51.886	2.836	14.926	46.456
4	1.44	7.581	59.467	1.44	7.581	59.467	1.914	10.072	56.528
5	1.279	6.733	66.2	1.279	6.733	66.2	1.536	8.083	64.611
6	1.124	5.915	72.115	1.124	5.915	72.115	1.426	7.504	72.115

Extraction Method: Principal Component Analysis.

Table - 6 provides with the factor loading of the variables under each of the six extracted factors. Out of 19 variables, six factors were extracted on

rotation of the variables and in order to interpret the results, a similar cut-off point of 0.5 is decided for each variable to group them into factors by forming a rotated component matrix. Table-7 represents the results of the factor analysis using principal component method shows that 72.115% of the total variance is explained by classifying these 19 variables into 6 components or factors.

Table 8 - Factors explained: Academic workforce & Non-Academic workforce

Academic workforce			Non – Academic workforce	
Variables	Name of	Factor	Variables	Name of
	Factor			Factor
Giving constructive suggestions , Helping co-workers, Listening and suggesting solutions, Self-develop as per changes	Apathetic	Factor 1	Projecting good image of the org., Feeling of “my company is the best”, Spreading goodwill of the org., Giving constructive suggestions, Appreciating working conditions, Putting extra effort, Boosting org. image	Beneficiary
Taking initiative for new assignments, Enthusiasm regarding job, Feeling of “my company is the best”, Actions ensuring no issues with peer , Projecting good image of the org.	Proactive	Factor 2	Helping co-workers, Self-develop as per changes, Putting extra effort, Not resisting good change	Holistic
Putting extra effort, Following org. protocols, Protecting org. resources	Realistic	Factor 3	Following org. protocols, Not complaining about insignificant things, Enthusiasm regarding job	Pro-Cultured
Spreading goodwill of the org., Boosting org. image	Representative	Factor 4	Protecting org. resources, Actions ensuring no issues with peer	Responsible
Not resisting good change	Modern	Factor 5	Opposing favoritism in the org., Saving organization resources	Unbiased
Saving organization resources	Calculative	Factor 6	Listening and suggesting solutions	Considerate

CONCLUSION

The purpose behind the study was to estimate the differences in OCB of academic and non-academic employees. After the study carried out in various Engineering colleges of Bhubaneswar, it is quite apparent that there is a striking similarity in the OCB displayed by both types of employees. The reason can be clarity in vision and mission of the organization and conveying this clearly to all the employees. An important aspect for this similarity in the results can be the culture adopted by the organizations surveyed. Defining a culture is an arduous task as it is based on a complex combination of people's shared attitudes, beliefs, assumptions and behaviour's. However, observing the results suggest that the institutions have a high possibility of adopting/following a "Clan Culture", collaboration being the foundation.

Sometimes the culture which is to be followed by the employees generally becomes the satisfactory or dissatisfactory factor for the employees. Encouraging fulfilment of all employees, a Clan Culture empowers individuals to share shared traits and see themselves are a piece of one major family who are dynamic and included. Authority appears as mentorship, and the association is bound by responsibilities and conventions. The principle esteems are established in cooperation, correspondence and accord. In our survey, both academic and non-academic employees displayed the same high degree of OCB, based on the results of the variables analysed, namely; employees giving constructive suggestions to each other, adhering to organizational protocols and holistically appreciating the working conditions. The non-academic workforces seem to be focused on spreading goodwill about the organization; on the other hand, the academic workforce seems to also display a high sense of OCB by not being resistant to change for a good cause.

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