

# Impact of Organizational Citizenship Behaviour on Organizational Commitment: Evidence from University Faculty

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## Abstract

*The present research has been carried out to determine the OCB impact on OC (Organizational Commitment) among university teachers (faculty members). Positivism research philosophy and descriptive and causal comparative research design were employed in the study. Multistage sampling was employed in the study including 164 faculty members in Pokhara, Nepal as a sample size. Primary sources of data were used through questionnaires and statistical tools were employed as per the necessity to fulfill the research gap. The study revealed that sportsmanship behaviour denoted as OCBSPO was the least among university teachers in Pokhara. On the other hand, courtesy behaviour as denoted by OCB was perceived as the highest contributing factor of OCB. The study revealed a higher level of normative commitment (OCNOR) among the faculty members. The present study demonstrates that significant impact has been observed in civic virtue (OCBCIV) and courtesy (OCBCOU) and Civic Virtue (OCBCIV) dimensions on organizational commitment (OC). The research has policy implications as the findings of this research can be used by university authorities to further develop human resource policies. The future researcher needs to conduct research on the same area employing a larger sample, including different constructs and also to examine the impact of COVID-19 on organizational commitment.*

**Keywords:** *Affective, demographic characteristics, faculty members, organizational citizenship behaviour, organizational commitment*

## Introduction

Organizational citizenship behavior (OCB) and organizational commitment (OC) are two important constructs that have gained significant attention in the field of and human resource management organizational behavior (Podsakoff et al., 2000). Organizational Citizenship Behaviour (OCB) is a beneficial behaviour of workers that has not been prescribed but occurs in individual to help others without any compulsion (Bateman & Organ, 1983). Ehrhart (2004) states that OCB has gained as an important topic in the field of academician. Moreover, OCB has a significant impact on organizational performance. Organ (1988) classified the different behaviour and how each helps to improve employees' performance. Altruism, sportsmanship, civic virtue, conscientiousness and courtesy are the major five dimension of OCB. Organizational Citizenship Behaviour among faculty members in case of university is important to be identified. The perception of faculty members on different

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dimensions on OCB leads an organization to craft better HR strategy.

Many researchers have proposed different definitions of Organizational Commitment (OC). Morrow (1983) defines organizational commitment as the feeling of dependency, identity and loyalty towards organizational goals. Organizational commitment has been defined as attitude to the organization and shows a person's identity in the organization (Gautam et al., 2004) and expectation of employees to put their energy and loyalty towards the organization (Kim et al., 2005). Organizational Commitment among university teachers is the less explored research in the national and international arena. Commitment towards the organization leads to better performance of employees. In this note, it is significant to identify the commitment level of employees in the university.

Singh and Padmanaban (2017) reveal that there is no perceptual difference of school teachers towards OCB based on gender, subject of specialization and qualification. Perceptual differences towards OCB significantly differ based on age, experience and types of schools. Many research examined the perceptual difference based on age, gender, occupation, experience and other socio-economic characteristics.

A study by Kim and Lee (2015) examined the association between OCB and OC in the context of a customer service setting. The authors revealed that OC was significantly related to OCB, and that this relationship was mediated by job satisfaction. Chen and Wang (2016) explored the relationship between OCB and OC in the context of a high-tech company. The authors disclosed that OC was positively related to OCB, and that this relationship was mediated by the perceived importance of the job and the perceived value of OCB to the organization. Zhang and Zhang (2017) investigated the role of leadership in the relations between OCB and OC. The study revealed that transformational leadership was positively related to both OC and OCB, and that this relationship was mediated by the perceived fairness of the leader. A research carried out by Li et al. (2018) examined the relationship between OCB and OC in the context of a Chinese state-owned enterprise. The study indicated that OC positively influenced OCB, and that this relationship was mediated by the perceived value of OCB to the organization. A study by Park et al. (2019) explored the importance of job autonomy in the relationship between OCB and OC. The authors found that OC was positively related to OCB, and that this relationship was stronger for those employees who practices higher autonomy in their job. Kim et al. (2016) investigated the role of organizational culture in the relationship between OC and OCB. The study revealed OCB was positively related to OC, and that this relationship was mediated by the degree to which the organizational culture supported OCB. Zhang et al. (2021) explored the relationship between OCB and OC in the context of a multinational corporation. The authors found that OCB was positively related to OCB, and that this relationship was mediated by the perceived value of OC to the organization. Nguyen et al. (2022) also revealed that OCB is a strong predictor of OC among employees of educational institutions.

The comparative analysis has been done in different sectors namely banking and other service industry. However, the study on the perceptual difference of university teachers towards OCB and OC dimensions based on socio-economic characteristics has been less explored. Likewise, the impact of OCB on OC remain unexplored in the context of

academic institutions in Nepal to the best of researcher knowledge. Based on the background constructed above, there is a need to analyze the level of OCB and OC with regards to university teachers (faculty members) mainly in the context of Nepal. The research outcome contributes to the policy-making authority namely university authorities and UGC Nepal to formulate an appropriate strategy on a different aspect of human resource management. The study outcome will help concerned authorities to address the problem associated with OCB and OC. Additionally, it will also contribute to Nepalese literature in the field of OCB and OC as it has been less explored in the context of university teachers in Nepal. The research also tries to link the OCB and OC on the citizenship behaviour and commitment of university teachers towards their organization. This research aims to explore the above-mentioned aspect mainly in university teachers in Pokhara.

## **Literature Review and Research Gap**

OCB has been defined as the extra-role behavior, which is the behavior that is undefined as employee's obligation (Tambe & Shanker, 2014). Smith et al. (1983) explains OCB as the behaviour that significantly contribute the organization though the organization do not repay for these activities. It is not being rewarded by the organization to the employees. Organ (1988) states OCB as -good soldier syndrome demonstrated by committed employees. The behavior includes regularity, helping others, creative, volunteering. Five dimensions of OCB includes conscientiousness, sportsmanship, civic virtue, altruism and courtesy (Organ, 1988). Altruism has been demonstrated as the process of helping others. Podsakoff et al. (2000) explains that altruism end result is positive affection. Organ (1988) further explains conscientiousness behaviour as working beyond the minimum requirement set by the organization. Organ (1988) defines sportsmanship as the ability of employee to tolerate inevitable inconvenience. Podsakoff et al. (1997) explains that the morale of the employees and decrease in employee's turnover is influenced by good sportsmanship. (Organ, 1988) stated that if an employee tries to help others to avoid interpersonal problems, it is regarded as courteous behaviour. Employees with courtesy will reduce conflict and decrease the time spent on resolving conflict (Podsakoff et al., 2000). Finally, employee's active involvement in organizational activities is described as civic virtue (Organ, 1988). Walz and Niehoff (1996) explains that civic virtue can improve performance and decrease customer complaints.

Mustaffa et al. (2007) stated that it is the organizational culture that influences the OCB among faculty members. Likewise, Coyle & Shapiro et al. (2004) OCB corresponds with self-efficacy leads to employee's better performance. Todd (2004) explored the association of OCB, organizational effectiveness and work place of the organization. The attitudinal response of employees directly influences the organizational citizenship behaviour in the organizations. Massoudi and Hamdi (2017) however, explain OCB in different way. He explains OCB as employee's willingness to work even in unsuitable working conditions without complaint. Alkahtani (2015) explains that civic virtue is directly related to promotion, it means if employees are promoted, they display higher civic virtue. On the other hand, altruism and courtesy were related to reward. Employees valued altruism as an important dimension affecting OCB. It signifies that employees try to cooperate with others.

The research conducted by Erkilic and Gulluce (2017) reveals that altruism is an important dimension of OCB and sportsmanship as the less relevant dimension of OCB among the hotel staff in Turkey.

Organizational Commitment (OC) is an important issue among research scholar of organizational and industrial psychology (Cohen, 2003). OC is a defined as a psychological construct that has been operationalized for more than two decades. Prior studies observe the concept as a sole measurement based on attitudinal identification, involvement and loyalty (Ashforth et al., 2008). Meyer et al. (2002) define organizational commitment as a factor that guides towards one or more targets. OC has been operationalized as a multidimensional construct. The antecedent correlates and consequences of commitment vary among different dimensions. Mowday et al. (1979) explain that OC serves as an association between the identity of the employees and their participation Meyer and Allen (1991) presented a framework for organizational commitment and identified three components as affective, normative and continuance commitment. Nazneen and Miralam(2017) revealed that moderate level of continuance and affective commitment and higher level of normative commitment was seen among the faculty members of technical university. Nazneen and Bhalla (2014) reveals that faculty members of public universities comparatively demonstrates the higher commitment than private universities and he also revealed that the faculty members have shown normative and affective commitment. Bhalla and Jafar (2013) disclosed that executives in retail stores show a lesser amount of organizational commitment. Cortez et al. (2021) reveal higher commitment among teachers working is technical schools. It also concluded that job satisfaction among teachers is important to raise commitment towards their organization. A similar study conducted by Zulkefli et al. (2021) indicated a moderate level of organizational commitment among school teachers in Malaysian schools. Affective tends to be high followed by continuance commitment. However, normative commitment tends to be less among those teachers.

Ensher et al. (2001) revealed that perceived discrimination affects job satisfaction, OC and OCB. However, it does not affect the level of grievances. Another study was conducted in Nepal by Gautam et al. (2005) reveals a positive association between OCB and organizational commitment. Haigh and Pfau (2006) conducted a study on organizational commitment, organizational identity and OCB through the process of inoculation. They revealed that organizational identity, organizational commitment, and certain OCBs dimension could be strengthened through internal communication. Vinekar et al. (2009) conducted a multifocal analysis of employee's commitment, OCB and procedural fairness. They revealed that there is a positive association between organizational commitment and OCB. The second finding was the mediating effect of commitment on the positive relationship between procedural fairness and organizational citizenship behaviour were particularly likely to emerge when the items or construct referred to the same target. Support of these target similarity effects was found among layoff employees and project teams of students. Previous researches concluded that organizational commitment is predictive of OCB (Liu 2009; Islam et al. 2012). One research conducted by Rodriguez et al. (2021) concluded that affective commitment is the main dimension that leads to the presence and absence of OCB. It suggests that affective commitment is directly related to OCB. Pourgaz et al. (2015) findings demonstrate a positive

significant association between organizational citizenship behaviour and organizational citizenship behaviour among secondary school administrators in Zahedan. The result is also supported by Saed and Hussein (2019). They also concluded the positive and significant impact of all dimensions of OCB on normative commitment. However, courtesy seems to be the more influential factor affecting employees' commitment.

The study conducted by Organ and Ryan (1995) demonstrates significant association between OCB and OC. Donaldson and Grant Vallaone (2002) revealed a significant positive association between organizational commitment and the occurrence of OCB. The association between the dimension of OCB and OC has been highlighted by different authors (Ensher et al., 2001; Gautam et al., 2005; Haigh and Pfau, 2006; & Vinekar et al., 2009). All these researches concluded a relationship and impact of one variable on the other. Most of the research has identified a positive and significant effect on these two factors.

Social Exchange Theory (SET) is regarded as the oldest and most important theory in psychology and social behaviour (Homans, 1958). He focused on the social behaviour of individuals in the exchange process between two parties. Several authors have contributed to the development of SET (Thibaut & Kelley, 1959 Emerson, 1962; Blau, 1964;). The theory is based on the assumption that treats social life as an interaction and transaction between two or more parties. It assumes that one party tends to repay the good deed of another party (Gergen, 1969). The social exchange process starts when an actor in an organization treats a target individual i.e another party positively or negatively. SET has been used by researchers to explain the positive attitudes of employees toward their organization (Blau, 1964). The basic feature of SET is that trust, loyalty and commitment evolve and must be followed by exchanged parties namely the employee and employer (Copanzano & Mitchell, 2005). Employees' satisfaction, engagement and commitment increases when the organization provided necessary resources to them (Musgrove et al., 2014). Employees will repay the organization as per the benefits they have received from the organization (AbuKhalifeh & Som, 2013). In other words, if one party treats another party well the reciprocity norms lead to favourable treatment (Gouldner, 1960). Reciprocal principles of cost and benefit apply to both an employer and employee. If the organization provides better facilities in terms of pay, security and other intrinsic rewards, better will be satisfaction among the employees. Many organization behaviour domain like OCB and OC has been analyzed through the lens of SET ( Organ 1988; Bishop & Scott, 2000).

There are studies on the relationship of social exchange theory and OCB. OCB has been an outcome of both types of exchange, i.e economic and social exchange. The application of SET in OCB has drawn attention across the globe. The prior research revealed that the perception of social exchange significantly contributes to OCB ( Shore et al. 2006; Elstad et al., 2011). Li and Cao (2020) revealed that the employee-organization relationship based on SET leads to effective OCB. All these studies reveal that besides economic exchange, social exchange between employee and employer leads to the practice of OCB among employees. Strong linkage has been seen between SET and OCB.

Organizational commitment (OC) also has been rooted in the theory of social exchange. Organizational commitment from employees is because of the economic and

social exchange between employee and employer. Numerous studies reveal that OC is directly associated with social exchange theory. The study carried out by Bruning and Seers (2004) on government employees reveals that social exchange and affective commitment are significantly correlated. It means better the organization provides a supportive environment; employee affective commitment tends to increase. Coworker exchange in the context of social exchange also impacts commitment and reciprocity ( Elstad et al., 2011). Gasengayire and Ngatuni (2021) employed psychological contract theory and social exchange theory to identify the relationship between organizational commitment and job satisfaction provided by the organization. The study also reveals that employees are satisfied with the monetary and non-monetary rewards provided by the organization. This will lead to better commitment among the employees.

Most of the prior studies showing the relationship between OCB and OC have employed psychological contract theory and social exchange theory. If the organization provides a better working environment, employees will be attached to the organization and develop better OCB and will display affective and normative commitment (Eisenberger et al., 1986; Eisenberger, 2001). Saks (2006) employing SET reveals that there is a significant relationship between job satisfaction, OCB and OC and a negative relationship with turnover intention. Rai (2012) employing the SET proposes the relationship between job satisfaction and organizational commitment mediating OC.

Based on the above theoretical perspective on SET in OCB, OC and the relationship between these two constructs, it is worthwhile to employ the SET in this research. The present research also employs SET to assess OCB, and OC and to examine the impact of OCB on OC.

The prior research either focused on the OCB dimension, OC dimension, demographic factors affecting OCB and OC and the relationship between OCB and OC. However, this research focuses on those entire dimensions making it a broad of study. Similarly, research on the impact of OCB and OC among university teachers is almost null in the Nepalese context. Therefore, the research will fulfill the gap in the existing literature too.

## **Research Methodology**

### **Introduction of the Study Area**

The research was conducted in different colleges affiliated with different universities located in Pokhara Valley. The study was concentrated on different dimensions of organizational citizenship behaviour and organizational commitment. The faculty members involved in different colleges namely constituent, public and private colleges were the target respondents. University teachers based on different demographic variables namely gender, age, qualification, position, marital status was considered. The study was conducted in different colleges within Pokhara valley. This population of the study, therefore, constitutes all the faculty members involved in different colleges in Pokhara.

### **Research Design**

The study employed quantitative research techniques. Descriptive research design has

been utilized to assess, interpret and present the perceptual difference of faculty members on different dimension of OCB and OC. The causal-comparative research design was adopted to analyze the relationship between factors associated with OCB and OC and seek the perceptual difference based on socio-demographic characteristics.

### **Sources of Data**

The study employed a primary source of data. For this study, the survey-questionnaire instrument has been utilized to achieve the research objectives of the study. The questionnaire was designed after referring to a large number of literature available on the same and researcher self-intuition.

### **Sample Design**

The population of the study comprises all faculty members involved in different colleges in Pokhara. Multistage sampling was employed for the study. First of the representation of all the university operating in Nepal were taken. Three universities namely Tribhuvan University, Pokhara University and Purbanchal University (other) were taken to represent all the universities in Pokhara. Secondly, all types of colleges namely constituent, public (affiliated) and private (affiliated) were selected for the study. The colleges having a higher number of students and faculty members in Pokhara were purposively selected. Those colleges were Prithvi Narayan Campus, Janapriya Multiple Campus, Pokhara Engineering College, Lamachur; Gupteswor Mahadev Multiple Campus, Kanya Campus Nadipur representing Tribhuvan University. School of Business, School of Health and Allied Science, School of Engineering, School of Humanities and Social Sciences and Pokhara College of Management were selected representing Pokhara University. Novel Academy, New Road was selected representing Purbanchal (other) University. All those colleges were selected representing different faculty namely, Management, Humanities and Social Sciences, Science and Technology (Engineering and Allied Sciences) and Education. Purposively At the later stage faculty members were conveniently selected representing all the mentioned criteria namely university, type of college and faculty involvement. 200 questionnaires were distributed, out of which 169 questionnaires were returned and only 164 questionnaires were ready to use for the data analysis process. The sample selection was justified as it represents a diverse group of faculty members based on university type, college type and faculty involvement.

### **Instruments and Measurement**

As discussed earlier a self-administered questionnaire was distributed to the limited faculty members on April 6, 2021. The questionnaire was mainly divided into three parts comprising OCB, OC and demographic variables. The OCB and OC questions were divided into 15 and 12 questions respectively. The questionnaire was mainly closed-ended. A questionnaire of OCB with 15 items was adopted from Habeeb (2019) with slight modifications. A questionnaire relating to organizational commitment which has 24 items was borrowed from Allen and Myer (1990). The 24 items were revised as per the suggestions from experts and the relevancy of the items in the Nepalese context and were reduced to appropriate numbers. The questionnaire was mainly divided into three

parts comprising OCB, OC and demographic variables. The OCB and OC questions were divided into 15 and 12 questions respectively. However, all required scale was used in the study namely nominal, ordinal and five-point Likert scales, 5 indicating Strongly Agree (SA) and 1 indicating Strongly Disagree (SD). Both positive and negative questions were included in the questionnaire to maintain reliability in data collection. However, after distributing the questionnaire, some of the faculty members returned the questionnaire and some did not. The remaining questionnaire was distributed by creating a survey form through Google forms due to the lockdown imposed by the government due to the COVID pandemic.

### **Tools and Technique of Data Analysis**

The descriptive analysis was also utilized to present descriptive results through mean values. Independent sample t-test and one-way ANOVAs were used to assess the perceptual difference of faculty members towards independent and dependent variables based on different demographic characteristics. Likewise, multiple regression analysis was assessed during the analysis of data to examine the impact of different independent variables of OCB on OC. Generally, significance level of 0.01 and 0.05 has been considered while interpreting the *p*-value.

Multiple regression analysis was used to check the impact of independent variables (OCB) on dependent variables (OC). For this purpose, to check whether or not the multicollinearity issue arises, it was done in two ways: correlation coefficients and variance inflation factor (VIF) values. Correlation matrix of predictive variables are derived and after this process, the coefficient with magnitude of .80 or higher need to be identified. If the predictors are multicollinear, they will be strongly correlated. In the research, there is not a case of multicollinearity as the correlation matrix is less than .80. Similarly, using VIF values multicollinearity does not exist as those values are far below 5.00.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where

Y= Organizational Commitment (OC)

$\beta_0$ =Constant

$\beta_1 - \beta_5$ =Intercepts of independent variables

Conscientiousness

Sportsmanship

Civic Virtue

Courtesy

Altruism

$X_{1OCBCON}$ =Organizational Citizenship Behaviour: Conscientiousness



$X_{20CBSP0}$  = Organizational Citizenship Behaviour : Sporstmanship

$X_{30CBCIV}$  = Organizational Citizenship Behaviour : Civic Virtue

$X_{40CBCOU}$  = Organizational Citizenship Behaviour: Courtesy

$X_{50CBCIV}$  = Organizational Citizenship Behaviour : Altruism

Organizational Commitment (OC) = Affective Commitment (OCAFF), Continuance Commitment (OCCON) and Normative Commitment (OCNOR).

$\varepsilon$  = standard error term.

### Data Management

The data collected through Google forms were downloaded through MS-EXCEL software and retrieved in a spreadsheet. Since the data generated through Google forms were not in numeric forms, those alphabetical data were later converted to numeric forms through a command called VLOOKUP in MS-EXCEL. Those data were later exported to SPSS for coding, recoding and analysis of data. The data imported in SPSS were labeled and some negative questions were recorded through the automatic recode option in SPSS. For instance, in the five-point Likert scale; 5 were re-coded as 1, 4 as 2, 3 as 3, 2 as 4 and 1 as 5. The different outputs were generated as per the research objectives and converted to tabular form again in MS-Excel. For the effective retrieval of research output for future purpose, the data output was stored in a computer, pen drive and Google drive too.

### Validity and Reliability

Validity and reliability of research instrument, data collection and analysis were fully ensured through different measures. Several assessors were consulted for evaluation of the instrument for face validity purpose. Different items of organizational citizenship behaviour and organizational commitment were incorporated in the study in order to ensure content validity. Faculty members of Human Resource Management as an expert were to place appropriate categories of study variables and questionnaire to ensure content validity. To ensure criterion validity, the test results were compared with the external published indicators of OCB and OC. Regression analysis and its findings were aligned with the theoretical underpinning to measure the construct validity.

Test-retest method and the use of internal consistency reliability measure Cronbach's Alpha was employed in order to validate the reliability of constructs used in the questionnaire survey. The 27 questions with a Cronbach's Alpha value of 0.728 ensured the internal consistency of data. Pre-testing of the questionnaire was also administered. Likewise, a pilot study comprising 10 faculty members from each university was selected to ensure consistency in data management.

### Results and Discussion

This part consists information on the analysis and discussion based on prior research.

**Table 1**  
*Organizational Citizenship Behaviour of Faculty Members*

Dimensions	n	M	SD
OCBCON(Conscientiousness)	164	3.96	0.58
OCBSPO (Sportsmanship)	164	3.35	0.70
OCBCIV(Civic Virtue)	164	3.94	0.68
OCBCOU(Courtesy)	164	4.35	0.71
OCBALT(Altruism)	164	3.90	0.70

Table 1 exhibits organizational citizenship behaviour among faculty members in Pokhara under different dimensions of it. The descriptive statistics with the minimum mean value for sportsmanship ( $M=3.35$ ,  $SD=0.70$ ) reveal that faculty members tend to find fault in organizational activities. On the other hand, the highest mean value ( $M=4.35$ ,  $SD=0.71$ ) depicts that the faculty members tend to be courteous in the organization. They generally do not disturb and abuse others in the work.

The study revealed that sportsmanship behaviour denoted as OCBSPO was the least among university teachers in Pokhara. It shows that university teachers generally tend to complain about management practices and tries to fault university actions. On the other hand, courtesy behaviour as denoted by OCB was perceived as the highest contributing factor of OCB. It reflects that university teachers in Pokhara tend to help others and not distributing fellow members in organizational and personal work. The findings are similar to Shreshta and Subedi (2020) who also revealed the highest courtesy among school teachers in Nepal. However, the finding is different from Niroula et al. (2020) who revealed that altruism and conscientiousness behaviour among banking employees in Nepal. The results are also consistent with Alkathani (2015); Erkilic and Gulluce (2017) who concluded that altruism is an important factor of OCB. They revealed that banking employees try to comply more with organizational rules and regulations and are more helpful to other colleagues. The altruism and courtesy factors prevail more in the Nepalese context because of the nature of employees and the nature of university teachers. However, the university teachers tend to give critical comments on the organization because they seem to be the educated group. Sportsmanship character may be lacking because of the nature of teachers giving critical comments about the organization for organizational benefits. The findings also reveal consistency on big five personality theory and social exchange theory as well.

**Table 2**  
*Organizational Commitment on Different Dimensions*

Dimensions	N	M	SD
OCAFF (Affective Commitment)	164	3.44	0.65
OCCON (Continuance Commitment)	164	3.46	0.86
OCNOR (Normative Commitment)	164	3.48	0.69

Table 2 shows different dimensions of organizational commitment. On average faculty members in Pokhara are committed to their organization. The descriptive statistics with the minimum mean value for OCAFF ( $M=3.35$ ,  $SD=0.70$ ) reveal that faculty members tend to have difficulty emotionally attaching themselves to the organization compared to the continuance and normative commitment. On the other hand, the highest mean value ( $M=3.48$ ,  $SD=0.69$ ) depicts that the faculty members tend to remain in the organization because want to be loyal towards the organization because they believe the organization has done a lot for them. However, there is not much deviation in minimum and maximum values.

The study revealed a higher level of normative commitment (OCNOR) among the faculty members. It indicates that faculty members in Pokhara do not want to leave the organization and are loyal to their organization because they perceive that leaving the organization is against the investment made by the organization to them. The findings also support the social exchange theory, side bet theory and perceived organizational support theory where the effort made by the employees makes them stay in the organization. The results are different from the findings made by Bhalla & Jafar (2013). It is because the chance of getting a new job in the Nepalese context is difficult compared to other developing countries. On the other hand, the faculty members tend to show lesser affective commitment (OCAFF) compared to other dimensions of commitment. The findings are against the conclusion made by Nazneem and Miralam (2017); Timalina et al. (2018). They concluded a moderate level of affective and continuance commitment among faculty members in Pakistan. It may be because of the facility provided by the organization. Generally, the compensation provided to university teachers in Nepal is comparatively lower than in other South Asian countries.

Table 3  
Relationship between OCB Dimensions and OC

	OCBCON	OCBSPO	OCBCIV	OCBCOU	OCBALT	OC
OCBCON	1					
OCBSPO	0.104	1				
OCBCIV	.364**	-0.015	1			
OCBCOU	.104*	.154*	.494**	1		
OCBALT	.217**	.147*	.436**	.414**	1	
OC	.192**	0.051	.428**	.346**	.264**	1

\*\* significant at 0.01, \*significant at .05

Table 3 depicts the bi-variate correlation between the OCB dimension (independent variables ) and dependent variable (OC). Almost correlation ( $r$ ) coefficients are positive and significant at 5 and 1 % levels of significance. If the faculty members have higher organizational citizenship behaviour, it will lead to higher commitment within the organization. However there is minimal value of  $r(162)=0.051, p>0.05$  for OCBSPO. It indicates lesser the sportsmanship behaviour within the organization, the lesser will be the commitment within the organization.

Since the correlation coefficient matrix where all the values of  $r$  are less than .80, its better to run a regression to find the impact of independent variables namely OCBCON, OCBSPO, OCBCIV, OCBCOU and OCBALT on Organizational Commitment (OC).

**Table 4**  
*Impact of OCB Dimensions on OC*

Variables	s.e	$\beta$	t	p
(Constant)	0.436		3.27	0.003
OCBCON	0.074	0.04	0.39	0.543
OCBSPO	0.054	0.01	0.36	0.907
OCBCIV	0.079	0.28	3.27**	0.003
OCBCOU	0.069	0.21	2.09*	0.024
OCBALT	0.084	0.06	0.78	0.375

$F(5,158)=9.350, p<0.01, R^2=0.471$ ), \*\* and \* signifies the coefficients are significant at 0.01 and 0.05 respectively.

Table 4 depicts the regression analysis of different independent variables and their impact on dependent variables. The analysis shows that conscientiousness (OCBCON), sportsmanship (OCBSPO) and altruism (OCBALT) did not significantly predict organizational commitment i.e OC ( $\beta=0.04, t(161)=0.39, p>0.05$ ), ( $\beta=0.01, t(161)=0.36, p>0.05$ ) and ( $\beta=0.06, t(161)=0.78, p>0.05$ ) respectively. However OCBCIV did significantly predict OC ( $\beta=0.28, t(161)=3.27, p<0.01$ ). Likewise, OCBCOU also significantly predict OC ( $\beta=0.21, t(161)=2.09, p<0.05$ ). It indicates that faculty members voluntarily participate in different programs organized by the organization then commitment towards the organization will be enhanced. Similarly, if the faculty members do not interrupt the work of others and are not involved in negative thoughts of the organization, their commitment level will increase. The results of the regression indicated the two predictors explained 45.9 %of the variance ( $R^2 =.0.471, F(5,158)=9.350, p<0.01$ ). The major finding is that civic virtue and courtesy behaviour of faculty members leads to organizational commitment.

The objective of the study was to analyze the impact of OCB dimensions on OC. The study revealed that OCB dimensions strongly predicted the outcome variable i.e OCB. In other words, different behaviour shown by the faculty members will lead to better organizational commitment. This finding is similar to the majority of the prior research. Ehrhart (2004); Gautam et al. (2005); Mackenzie (1997); Podsakoff et al. (2000); Podsakoff et al. (1997); Shrestha and Subedi (2020); Walz and Niehaoff (1996); Pourgaz et al. (2015); Saed and Hussein (2019) also revealed similar nature of findings. The present study demonstrates that significant impact has been observed in civic virtue (OCBCIV) and courtesy (OCBCOU) dimensions on organizational commitment (OC). It reveals that, if the faculty members do participate in different organizational programs voluntarily and do their work without interrupting others' work, it will lead to better organizational commitment. However, the research findings of Podsakoff et.al (1997) revealed sportsmanship (OCBSPO) as the major

factor contributing to organizational commitment. The present research finding contrary the findings on the particulars dimension. It is because of the socio-demographic characteristics representing a diverse group. Additionally, Podsakoff et al. (2000) revealed courtesy as a major factor contributing to organizational commitment. Therefore, the present study also revealed the same findings. Likewise, the findings made by this research is similar to the research made by Walz and Niehoff (1996), where civic virtue being the important dimension contributing to organizational commitment. The results seem to be justifiable as OCBCIV and OCBCOU dimensions are both related to a friendly environment and help and cooperation among each other which will lead to organizational commitment.

## **Conclusions**

Organizational citizenship behavior and organizational commitment is an area of research interest. In some of the prior research, it was indicated negative OCB and less commitment among teachers. Likewise, most of the socio-demographic factors were influencing OCB and OC. The research aimed to identify the OCB and OC factors and how OCB impacts organizational commitment among the faculty members involved in different campuses in Pokhara. The research concluded that courtesy behavior was the most influencing factor contributing to OCB and sportsmanship character was less displayed by the faculty members. It was also concluded that the major factors of OCB among the five dimensions, courtesy and civic virtue were effective in developing organizational commitment among faculty members. It can be concluded that if the university teachers display a higher level of courtesy and civic virtue characteristics, namely helping characteristics; the organizational commitment will also be enhanced positively.

## **Policy Implications and Direction for Further Research**

The present study has policy implications. As discussed earlier, the research paper is broad as it covers both educational and human resource issues. The findings made from the study like the factors of least sportsmanship need to be addressed by the university authorities. Policy reform needs to be done authority like service commission by regularly publishing vacancies. Likewise, the GoN, as well as the provincial government, need to make plans to increase the commitment level of university teachers by addressing extrinsic rewards.

The present research was carried out with a limited sample within a limited geographical region. It is advised to the future researcher to conduct their research on a larger sample. Likewise, the future researcher needs to research by including more universities, colleges too. The research can be generalized if we adopt this strategy. The research included only a list of questions covering different dimensions of OC and OCB. The future researcher may conduct research only on the limited dimension with broad coverage of the particular dimensions. There are many other intervening factors, like organizational justice, job satisfaction; those factors need to be included in future research. Additionally, the future researcher should research by employing advanced quantitative tools namely SEM and qualitative tools like KII, FGD, interview etc. It means to say mixed method can be used to further validate the

research. This research only explored OCB and OC dimensions on faculty members, future research needs to conduct on that particular dimension employing comparative study on the different service industries. The impact of COVID-19 organizational citizenship behaviour and organizational commitment is also an area that remains unexplored. Lastly, the negative consequences of higher OCB are also research unexplored.

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## APPENDIX I

### Socio-Demographic Profile of Respondents

Gender	N	%
Male	126	76.8
Female	38	23.2
Faculty		
Management	91	55.5
Science	12	7.3
Humanities	25	15.2
Education	36	22
Qualification		
Phd	20	12.2
M.Phil	18	11

Masters	126	76.8
Designation		
Professor	9	5.2
Assoc. Professor	16	9.8
Lecturer	97	59.1
Teaching Assistant	24	14.6
Adjunct Faculty	18	11.0
Age of Respondents		
Below 35	38	23.2
35-45	74	44.1
45-55	37	22.6
Above 55	15	9.1
Type of College		
Constituent	114	69.5
Public	32	19.5
Private	18	11.0
University		
Tribhuvan	119	72.6
Pokhara	38	23.2
Others	7	4.3
Marital Status		
Single	14	8.5
Married	150	90.9

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