Organizational Citizenship Behaviour Dimensions as Predictors of Teachers' Job Performance in Higher Education Institutions

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ABSTRACT

This study examines the relationship between organisational citizenship behaviour (OCB) and teachers' job performance in aided and unaided higher education institutions affiliated with the University of Mysore. Data were collected from 500 teachers selected using the sampling procedure described in the methodology. OCB and job performance were assessed by the respective Heads of Department (HODs). Pearson's correlation analysis was used to examine the associations between the five OCB dimensions and job performance, and regression analysis was used to examine their predictive contribution. All five dimensions were positively and significantly correlated with job performance: altruism ($r = 0.728$), courtesy ($r = 0.729$), sportsmanship ($r = 0.737$), conscientiousness ($r = 0.712$), and civic virtue ($r = 0.635$; all $p < 0.001$). In the simultaneous multiple regression model, the five dimensions accounted together for 71.1% of the variance in teachers job performance ratings ($R^2 = 0.711$, adjusted $R^2 = 0.708$). all the five dimensions had positive and statistically significant regression coefficients. Sportsmanship had the largest standardised coefficient in that model ($\beta = 0.237$). These results indicate positive associations and statistical prediction, not causal effects. Because both OCB and job performance were rated by HODs, common-rater bias and possible dependence among ratings require consideration. The regression results and diagnostic checks should be verified against the original statistical output before the manuscript is finalised.

Keywords: Organisational Citizenship Behaviour, Job Performance, Teachers, Aided and Unaided institutions, Higher education, University of Mysore

INTRODUCTION

Higher education institutions operate in a complex environment in which teachers are expected to perform responsibilities beyond the formal requirements of their assigned roles. In addition to teaching, conducting assessments, administering tests, and fulfilling other academic responsibilities, teachers frequently contribute by assisting colleagues, maintaining constructive relationships, voluntarily taking on responsibilities, participating in institutional development activities, and fostering a positive work environment. Such discretionary behaviour represents an important aspect of the organisational framework known as Organisational Citizenship Behaviour (Hsieh, Chien, Yen, & Li, 2022, p. 1067057).

OCB refers to discretionary employee behaviours that goes beyond formal job requirements and contribute to the functioning and growth of organisations (Fan, Wider, & Chan, 2023, p. 1181931). However, recent literature has suggested a possible "dark side" of OCB, showing that excessive citizenship behaviour leads to depletion of resources, stress, and burnout among faculty (Muntean, Curșeu, & Tucaliuc, 2022). In schools, these behaviours are relevant, as academic work requires interpersonal interaction, cooperation, shared responsibility and participation in school activities.

OCB is usually viewed as a multidimensional construct (Dedic, Hadzaihmetovic, & Mujezinovic, 2022, p. 6). The present study consists of the five dimensions of OCB: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Altruism is helping others voluntarily; courtesy is consideration of colleagues and the prevention of conflicts between people. Sportsmanship refers to good conduct in the

workplace environment. Conscientiousness is going beyond the minimum requirements of the given role. Civic virtue reflects responsible participation in organisational functions.

Although substantial research has examined OCB in corporate settings, the relevance and contribution of each OCB dimension may vary according to occupational and institutional contexts (Fernandes, Pereira, Wiedenhöft, & Costa, 2021). In the educational sector, teachers' work involves both individual academic responsibilities and interaction with colleagues, departments, students, and administrators. Examining the dimensions of OCB and their influence on teachers' job performance may therefore provide an insight rather than viewing OCB as an aggregate construct.

Empirical evidence from Indian higher education supports the relevance of this relationship. Khandelwal and Nair, in a study of 721 university teachers in Rajasthan, reported a positive and significant relationship between teachers' OCB and organisational effectiveness. Their findings also identified differences in the amount of variance in organisational effectiveness explained by OCB across state and private universities. (Khandelwal & Nair, 2022)

More recently, Ludwikowska, Zakkariya & Aboobaker conducted a study on educators in Indian higher education with data from 826 faculty members and reported a significant indirect relationship between academic leadership and job performance mediated through OCB. Their study consequently provides evidence that OCB can occupy an important position in the relationship between organisational conditions and faculty performance. (Ludwikowska, Zakkariya, & Aboobaker, 2024) The quality of institutions and students' learning results are significantly impacted by the performance of teachers (Sun & Yoon, 2025, p. 1693375). Higher education institutions are effective when there are high-performing faculty who support academic excellence and student success (Sun & Yoon, 2025, p. 1693375).

Although previous studies establish the relevance of OCB in educational and organisational settings, further examination of the individual OCB dimensions in relation to teachers' job performance is useful. An overall OCB score may not show how altruism, courtesy, sportsmanship, conscientiousness, and civic virtue are associated with performance when the dimensions are considered separately and together. The present study examines these relationships among teachers in aided and unaided higher education institutions affiliated with the University of Mysore. Its contribution is context-specific evidence based on HOD assessments and a dimension-level analysis of OCB. Since the study is cross-sectional and uses the same source to assess both constructs, its findings are interpreted as associations and predictive relationships rather than causal effects.

Prior research has examined citizenship behaviour and employee or organisational outcomes in different contexts. However, findings from other occupational settings should be applied to higher education with care. The present study therefore focuses on the relationships observed among the five OCB dimensions and teachers' job-performance ratings in the study sample.

The present study contributes to the understanding of OCB in higher education by examining the relationships of five OCB dimensions with the teachers job performance. The study examines the five dimensions of OCB separately and evaluates their individual statistical contributions within a simultaneous regression model. The findings provide evidence from higher education institutions affiliated with the University of Mysore and offer a basis for further research in other institutional settings. The study also highlights the needs for future investigations to consider multiple sources of assessment and possible dependence of ratings provided by the same HOD. The study draws on data from 500 teachers working in aided and unaided institutions affiliated with the University of Mysore. It uses Pearson's correlation analysis , simultaneous multiple regression model and multiple regression to analyse the relationship and predictive contributions of the five OCB dimensions.

LITERATURE REVIEW

- Hsieh et al. (2022) are of the view that theoretical perspectives such as social exchange theory suggest that when institutions demonstrate support and fairness, employees reciprocate through OCB, which in turn enhances overall institutional performance.

- Gopalakrishnan and Abu (2023) suggest that employees leverage these discretionary actions as a strategic means to achieve professional goals, as such behaviours directly facilitate the completion of core academic tasks and optimise departmental efficiency.

- Khan et al. (2021) in their study are of the view that, by fostering a collaborative climate, these behaviours enhance work satisfaction and support the psychosocial work environment.

- Ennida and Allouani (2023) found that despite this conceptual foundation, a significant empirical gap persists regarding the specific impact of these dimensions within higher education, as the multifaceted nature of faculty work encompassing research, teaching, and social service often defies traditional job descriptions.

- Fernandes et al. (2021) found that the existing literature is mostly based on broad aggregate measures of citizenship, which may obscure the different dimensions and contexts of OCB.

- Wonda (2024) emphasised the need to use empirical data to study the different dimensions of citizenship behaviour on employee performance.

- Hsieh et al. (2022) discuss the relationship between perceived organisational support, teachers' job engagement, and OCB. The specific claim that this study established the relative predictive power of altruism and conscientiousness for pedagogical effectiveness should be retained only if it is supported by a separate, verified source.

There remains a need for context-specific evidence on how individual OCB dimensions are associated with faculty outcomes. The present study addresses this issue by examining the five dimensions in relation to HOD-rated job performance. It does not assess mediation or establish causal effects.

The present study was conducted to examine the relationship between the OCB dimensions and job performance of teachers based on HOD ratings in higher educational institutions affiliated with the University of Mysore.

Objective

To investigate the relationship of OCB dimensions (Altruism, Courtesy, Sportsmanship, Conscientiousness and Civic Virtue) with the Job performance of teachers as opined by their respective HODs.

Hypotheses

- H1: Altruism, courtesy, sportsmanship, conscientiousness, and civic virtue are positively associated with teachers' job performance.

- H2: The five dimensions of organisational citizenship behaviour jointly and significantly predict teachers' job performance.

RESEARCH METHODOLOGY

Research Design

The present study adopted a quantitative research approach using a correlational research design to examine the relationship between OCB and teachers job performance in higher education institutions. The study focused on five dimensions of OCB. The data was collected from 500 teachers working in aided and unaided institutions of University of Mysore. The assessment of OCB and Job performance was done by their respective HODs. A convenience sampling technique was adopted to select the teachers from aided and unaided institutions. Teachers who were willing to participate were approached during the data collection

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Pearsons correlation was used to examine the relationships between the five dimensions of OCB and teachers job performance. Simultaneous multiple regression analysis was conducted to assess the individual contributions of five OCB dimensions to the job performance.

Data Collection

Primary data were collected from teachers working in institutions affiliated with the University of Mysore. The respective HODs provided ratings for both OCB and teachers' job performance.

Informed Consent

Before collecting the data, the participants were informed about the purpose of the study and the information required from them. Their participation was voluntary and the data were collected from teachers who were available and willing to participate. The participants were informed that the information collected would be used only for research purpose.

Data Analysis

Pearson's correlation analysis was used to examine the strength and direction of the associations between the five OCB dimensions and teachers' job performance. Simultaneous multiple regression analysis was conducted to examine the contributions of the OCB dimensions to teachers job performance. All the five dimensions were entered into the regression model simultaneously to assess the contribution of each dimensions while controlling the other four dimensions.

The model was evaluated using coefficient of determination (R^2), adjusted (R^2), F test and individual regression coefficients. Multicollinearity was assessed using Variance Inflation Factor (VIF) and tolerance statistics, while residual diagnostics plots and Cook's distance were examined to assess regression assumptions.

Sampling Procedure

The study included 500 teachers from aided and unaided institutions affiliated to University of Mysore. Convenience sampling was used to select the participants ie the teachers who are willing to participate were approached during the data collection.

Table 1: Demographic Characteristics of Respondents (N=500)

Characteristic	Category	N (%)
Age (years)	Below 25	83 (16.6)
	25–35	215 (43.0)
	35–45	124 (24.8)
	Above 45	78 (15.6)
Gender	Male	245 (49.0)
	Female	246 (49.2)
	Other	9 (1.8)
Designation	Assistant Professor	208 (41.6)
	Associate Professor	99 (19.8)
	Contract Faculty	96 (19.2)
	Guest Faculty	48 (9.6)

	Professor	49 (9.8)
Qualification	Postgraduate	74 (14.8)
	M.Phil.	75 (15.0)
	NET	96 (19.2)
	SLET	39 (7.8)
	Ph.D.	216 (43.2)
Teaching experience (years)	0–10	223 (44.6)
	10–20	155 (31.0)
	20–30	73 (14.6)
	Above 30	49 (9.8)

The study included 500 teachers from aided and unaided institutions affiliated to University of Mysore. The respondents were of different age, genders, designations, qualifications and teaching experience. The largest age group was 25 to 35 years, Assistant professors constituted largest group in designation category. Atotal of 43.2% of them held a Ph.D qualified respondents. Male and Female accounted for 49% and 49.2% of the sample, respectively, while 1.8% recorded under Other category. These characteristics provide an overview of the participants in the study.

Research Instruments

The data was collected through questionnaires given to teachers and their respective HODs. OCB was examined across five dimensions. Teachers job performance was also assessed by the HODs. The assessments enable the study to examine the relationship between different dimensions of OCB and teachers job performance.

Reseach Measurement instruments and scoring procedure

OCB was measured using five dimensions ie altruisi, courtesy, sportsmanship, conscientiousness and civic virtue. The questionnaire consisted of 58 items, with 15 questions of altruisim, 12 for courtesy, 13 for sportsmanship, 10 for conscientiousness and 8 for civic virtue.

Responses were recorded using five point Liker Scale with 1 (strongly disagree) to 5 (Strongly agree). The scores for the items under each dimension were added to obtain the respective dimension score. The score for all 58 items were combined to calculate total OCB score. The internal consisteancy of the questionnaire was assessed using Cronbach alpha for the overall scale and individual dimensions separately.

Relaibality Analysis

The reliability test was done to assess the internal consistency of the variables using Cronbach alpha.

Table 2: Reliability test

OCB dimension	Number of items	Cronbach's alpha
Altruism	15	0.886
Courtesy	12	0.806
Sportsmanship	13	0.908
Conscientiousness	10	0.973

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Civic virtue	08	0.082
Total	**58**	**0.894**

The reliability coefficients were 0.886 for altruism, 0.806 for courtesy, 0.908 for sportsmanship and 0.973 for conscientiousness. Civic virtue yielded 0.082, indicating a low internal consistency. Although the overall alpha for all 58 items was 0.894, the low reliability of the civic virtue dimensions give caution when interpreting its results.

RESULTS

Common Method Bias Assessment

Since both OCB and teacher job performance were assessed through HOD ratings, Harman's single-factor test was conducted as a preliminary diagnostic of potential common method bias. All individual items of OCB dimensions and teachers' job performance were included in principal component analysis

Table 3: Harman's single-factor test

Component	Eigenvalue	Variance Explained (%)	Cumulative Variance (%)
Component 1	12.27	16.15	16.15

Harman's single factor test was used as a preliminary assessment for common method bias. The component had an eigenvalue of 12.27 and accounted for 16.15% of the total variance. Although this value was below the commonly used 50% screening standard, the result does not establish the absence of common method bias. Since both the OCB and job performance of teachers were assessed by the same HODs, the shared rater bias remains a possible limitation of the study.

Correlation Analysis

Pearson's correlation analysis was used to examine the associations between the five OCB dimensions and HOD-rated teachers' job performance among the 500 teacher respondents. The correlation coefficients and p-values below should be checked against the original statistical output before submission.

Table 4: Pearson Correlation between OCB Dimensions and Teachers' Job Performance:

OCB dimension	Pearson Correlation with Job Performance (r)	p-value
Altruism	0.728	<0.001
Courtesy	0.729	<0.001
Sportsmanship	0.737	<0.001
Conscientiousness	0.712	<0.001
Civic Virtue	0.635	<0.001
Total OCB	0.842	<0.001

The reported results show positive associations between each OCB dimension and teachers' job performance: altruism ($r = 0.728$), courtesy ($r = 0.729$), sportsmanship ($r = 0.737$), conscientiousness ($r = 0.712$), civic virtue ($r = 0.635$), and total OCB ($r = 0.842$), all reported at $p < 0.001$. These results indicate that higher HOD-rated OCB was associated with higher HOD-rated job performance in this sample. Because both measures came from the same raters, the correlations should not be interpreted as evidence of causation and may partly reflect common-rater effects.

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Simultaneous multiple regression analysis

A simultaneous multiple regression analysis was conducted to examine the statistical contribution of each of the OCB dimensions with the job performance of teachers. All the five dimensions of OCB were entered together as predictors, with total job performance as dependent variable. The analysis retained all the five dimensions and estimated each coefficient while controlling for the other four dimensions

Table 5: Model for simultaneous multiple regression

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	0.843	0.711	0.708	4.85417

The model was statistically significant and produced an R^2 value of 0.711, indicating that OCB dimensions accounted for 71.10% of the variance in teachers job performance. The adjusted R^2 value was 0.708, showing that the model explained 70.8% of the variance after adjusting for the number of predictors included. The R value indicates a strong relationship between the OCB dimensions and job performance scores. These findings suggest that the five dimensions of OCB account for a substantial variation in teachers job performance.

Multicollinearity Regression

Table 6: Collinearity Statistics

Collinearity Statistics		
	VIF	**Tolerance**
Total Altruism	2.733	0.366
Total Courtesy	2.551	0.392
Total Sportsmanship	2.513	0.398
Total Conscientiousness	2.198	0.455
Total Civic virtue	1.754	0.57

Multicollinearity was examined using variance inflation factor (VIF) and tolerance statistics. The VIF values ranged from 1.754 to 2.733, while tolerance values ranged from 0.366 to 0.570, indicating no serious multicollinearity among the five dimensions. All values were within acceptable limits, indicating that multicollinearity was not a serious concern among the five dimensions of organisational citizenship behaviour.

Table 7: Simultaneous Regression Coefficients for OCB Dimensions Predicting Teachers' Job Performance

OCB Dimension	B	Std. Error	Standardized β	t	p
Sportsmanship	0.350	0.057	0.237	6.184	< 0.001
Conscientiousness	0.396	0.066	0.216	6.037	< 0.001
Courtesy	0.325	0.059	0.215	5.556	< 0.001
Altruism	0.230	0.052	0.176	4.404	< 0.001
Civic Virtue	0.383	0.080	0.154	4.809	< 0.001

Note: B = Unstandardised regression coefficients

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All five dimensions have a significance value of $p < 0.001$, which is below the 0.05 significance level. This indicates that each dimension makes a statistically significant contribution to job performance. Sportsmanship has the standardised beta coefficient (B = 0.237, t value = 6.184 and $p < 0.001$). Conscientiousness has the second-highest standardised beta coefficient (B = 0.216, t-value = 6.037 and $p < 0.001$). Courtesy has a standardised beta coefficient (B = 0.215, t-value = 5.556 and $p < 0.001$), Altruism (B = 0.176, t-value = 4.404 and $p < p < 0.001$) indicates a statistically positive relationship with the teachers' job performance. Civic Virtue has the lowest standardised beta coefficient among the five dimensions of OCB (B = 0.154, t-value = 4.809 and $p < 0.001$).

Analysis of Variance (ANOVA)

Table 8: ANOVA

ANOVA						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	28652.051	5	5730.41	243.196	P < 0.001
	Residual	11640.101	494	23.563		
	Total	40292.152	499			

The ANOVA results showed that the simultaneous multiple regression model was statistically significant F(5, 494) = 243196, $p < 0.001$. This indicates that the dimensions of OCB significantly predicted teachers job performance. This suggests that the five dimensions of OCB considered together significantly predicted variation in teachers job performance scores within the study sample.

DISCUSSION

The findings indicate positive associations between the five dimensions of organisational citizenship behaviour altruism, conscientiousness, civic virtue, courtesy, and sportsmanship and HOD-rated teachers' job performance. The results are consistent with literature examining relationships between OCB and performance related outcomes. However, the present cross sectional study does not establish that OCB causes performance improvements.

The findings are broadly consistent with research suggesting that discretionary employee behaviours may be associated with individual and organisational outcomes. In the higher education context, cooperation, consideration for colleagues, responsible conduct, and participation in institutional activities may be relevant to how supervisors evaluate performance. The present data do not establish that these behaviours directly cause improvements in academic services.

In the simultaneous multiple regression model, the five dimensions accounted together for 71.1% of the variance in teachers job performance ratings ($R^2 = 0.711$, adjusted $R^2 = 0.708$). all the five dimensions had positive and statistically significant regression coefficients. Sportsmanship had the largest standardised coefficient in that model ($\beta = 0.237$)

Simultaneous regression model is recommended as the primary analysis because the five OCB dimensions were specified in advance. Any claims about differences between coefficients should be supported by formal statistical tests. The findings are interpreted as associations and predictive relationships, not causal effects.

The study provides context-specific evidence from institutions affiliated with the University of Mysore and examines OCB at the level of its five dimensions. HOD ratings offer a supervisory perspective, but the use of the same raters for OCB and job performance is also a limitation. Potential dependence among ratings from teachers assessed by the same HOD should be examined if identifiers and sufficient data are available.

Wang et al. (2021) in their study suggest that OCB is studied often in connection with positive employee and organisational outcomes. Abukhait et al. (2023) in their literature acknowledge that too many discretionary efforts can cause stress and decrease innovative work behaviour among academics. Within the academic environment, a sustained involvement in additional tasks, assistance to colleagues and institutional activities may require time and personal resources in excess of formal job demands.

Such demands, however, might sometimes lead to the depletion of resources, work-life balance conflict or burnout, as argued by Chi et al. (2023). These potential costs were not measured in the present study and therefore cannot be inferred from the present findings. They may provide potential benefits and possible resource-related costs of citizenship behaviour among faculty members for future research.

The findings may be relevant to the management of higher education institutions. Administrators and HODs may consider how collegial assistance, respectful communication, responsible conduct, constructive responses to workplace difficulties, and participation in institutional activities relate to teachers' performance evaluations. These are possible practical implications rather than interventions whose effectiveness was tested in this study. Institutions should also avoid making discretionary citizenship behaviours compulsory or allowing them to create excessive additional workloads.

Leadership and institutional practices may help create an environment in which teachers can contribute beyond their formal responsibilities without compromising their well-being. However, the present study did not test the effects of leadership interventions or establish a causal pathway. Such questions could be examined in future longitudinal or intervention-based research.

Limitations of the Study

The preset study has certain limitations that is to be considered when interpreting the findings. First, convenience sampling was used to select 500 teachers from aided and unaided institutions affiliated to University of Mysore. Even though the approach enabled the collection of data from the teachers, the findings may not be fully generalisable to all teachers working in higher education institutions. Second, the assessment of both OCB and teachers job performance was carried out by HODs. Although this gave an assessment from the same HOD perspective, the possibility of common rater bias cannot be ruled out. The rating may have been influence by the individual perception of the HODs. Third, the data set did not contain unique HOD identifiers, and these could not be recovered from the available records. As a result, it was not possible to conduct multilevel analysis. This should be considered when interpreting the regression results. Fourth, institution wise participation was not available in the data set. Therefore, differences in OCB and job performances across individual institutions could not be examined. Future studies could address this limitation by maintaining institution level records. Finally, the study examined the predictive relationships between the OCB dimensions and Teachers job performance. Although, the regression analysis identified statistically significant contributions from all the five dimensions, the finding should be interpreted as a predictive association rather than evidence of causal relationships. The future research could use longitudinal designs, independent sources of performance assessments and appropriate methods for institutional and HOD level differences to examine these relationships further.

CONCLUSION

This study examined the relationships between five dimensions of organisational citizenship behaviour (OCB) altruism, courtesy, sportsmanship, conscientiousness, and civic virtue and teachers' job performance in higher education institutions affiliated with the University of Mysore. The reported results showed positive and statistically significant associations between each OCB dimension and HOD-rated job performance. Sportsmanship had the largest standardised coefficient in the reported model, but differences between coefficients should not be described as statistically significant without formal testing. The study contributes context-specific evidence by examining the dimensions of OCB separately and together. The findings should be interpreted in light of the cross-sectional design, use of HOD ratings for both constructs, and possible dependence among ratings provided by the same HOD. The results indicate associations and predictive

relationships rather than causal effects. Future research using multiple assessment sources, longitudinal designs, and a wider range of institutions may help assess the generalisability of these relationships.

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