

# Management Teachers: Organizational Commitment and Organizational Citizenship Behaviors



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*This study explores how organizational commitment (OC) and organizational citizenship behavior (OCB) manifest among management faculty in a Hyderabad-based business school. Recognizing the critical contributions that committed faculty make to academic culture and institutional success, this research investigates how OC affects faculty engagement in extra-role behaviors that go beyond formal job requirements. Data were collected from 180 faculty members through a survey and analyzed using factor analysis and multiple regression. Findings reveal the types of OCBs prevalent among faculty and highlight how various aspects of OC influence these behaviors, providing insights that may assist educational institutions in fostering greater faculty engagement and loyalty.*

## 1 Introduction

Organizational commitment and organizational citizenship behavior are essential concepts in understanding employee engagement within institutions. For academic institutions, faculty commitment to their roles can drive improved educational outcomes and a supportive work environment. This study, therefore, focuses on the commitment levels of management faculty in Hyderabad, India, and examines how this commitment influences their willingness to perform voluntary, beneficial behaviors not outlined in formal job descriptions.

Organizational commitment (OC) is characterized by the psychological attachment employees have toward their organization, reflected in their loyalty and personal investment (Meyer & Allen, 1991). Faculty OC extends beyond job retention to impact how they engage in mentoring, student support, and organizational activities. On the other hand, organizational citizenship behavior (OCB) comprises the extra-role behaviors that employees voluntarily engage in, contributing to organizational harmony and productivity (Organ, 1988). In academic settings, such as business schools, OCB among faculty members might involve mentoring, supporting colleagues, or participating in curriculum development.

This study aims to provide insights into the relationship between OC and OCB among faculty at a Hyderabad business school, focusing on two objectives: (1) identifying the specific types of OCB that faculty frequently engage in, and (2) exploring which OC components— affective, continuance, or normative—drive these behaviors. By investigating these dynamics, this research contributes to a deeper understanding of how institutional support and personal commitment can encourage faculty members to participate more fully in activities that enhance both academic culture and institutional goals.

## 2 Literature Review

### Organizational Commitment (OC)

Organizational commitment refers to an employee's attachment and loyalty to their organization, encompassing three components as proposed by Meyer and Allen (1991): affective, continuance, and normative commitment. Affective commitment is based on emotional attachment and aligns with the idea that employees remain because they genuinely want to. Continuance commitment is driven by a perceived cost of leaving the organization, while normative commitment represents a sense of duty or obligation to stay.

In academic institutions, affective commitment might reflect a faculty member's enthusiasm for teaching and research, continuance commitment might relate to job security and tenure, and normative commitment may be rooted in a sense of duty to students and the academic community. Each type of commitment can influence faculty behavior differently, such as a faculty member with strong affective commitment being more inclined to engage in discretionary acts like mentoring or participating in organizational improvement initiatives (Allen & Meyer, 1996).

### Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior comprises extra-role actions employees perform voluntarily, which benefit their organization but aren't formally rewarded (Organ, 1988). Organ's model includes five dimensions: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Within academic institutions, OCBs among faculty members often include mentoring, engaging in institution-building activities, and fostering a positive work environment.

In higher education, such behaviors are crucial for creating a collaborative, student-focused environment. Research shows

that individuals with high OC are more likely to engage in OCB due to their vested interest in their organization's well-being (Podsakoff et al., 2000).

### Relationship between OC and OCB

OC and OCB are positively correlated, as employees who feel attached to their organization tend to contribute more actively beyond their required duties (Meyer & Allen, 1991). However, this relationship can vary, depending on factors like job satisfaction, support from the institution, and leadership style. In academia, faculty with high affective commitment are more likely to perform OCBs like mentoring students, while those motivated by continuance commitment may engage in conscientious, task-oriented behaviors.

### OC and OCB among Indian Management Faculty

Within Indian business schools, the commitment and discretionary behaviors of management faculty are key to maintaining high academic standards. Faculty with strong affective commitment often participate in research, curriculum development, and mentoring. However, factors such as limited career advancement and bureaucratic challenges can dampen commitment and reduce discretionary behaviors (Sharma & Bajpai, 2010).

### Research Gap

Previous research on OC and OCB has been limited in its focus on Indian academic institutions, especially among management faculty. Given the evolving role of faculty members in education, this study addresses this gap by examining which OC components are most associated with OCB in this context. Insights could help educational leaders develop policies that support faculty engagement and loyalty.

## 3 Research Objectives

This study seeks to understand how different components of organizational commitment influence the likelihood of faculty engaging in organizational citizenship behaviors within a business school setting. Specifically, the objectives are:

1. To identify common types of OCB that management faculty members exhibit within their institution.
2. To explore which OC components (affective, continuance, and normative) have the strongest impact on various OCB types, offering insights into how commitment can drive faculty engagement in supportive, collaborative behaviors.

These objectives are aimed at helping institutions create supportive environments that foster commitment and encourage faculty members to actively contribute to organizational success.

### HYPOTHESES

Based on the study's objectives and existing literature, the following hypotheses are proposed to investigate the relationship between organizational commitment and organizational citizenship behavior among management faculty:

- **H1:** Affective commitment positively influences the OCB dimensions of altruism, courtesy, and civic virtue among management faculty. Faculty with strong emotional attachment to their institution are expected to engage in discretionary, supportive behaviors that foster a collaborative environment and uphold institutional values.
- **H2:** Continuance commitment has a significant impact on OCBs, particularly conscientiousness and sportsmanship. Faculty who remains with an institution due to perceived costs or lack of alternatives may still demonstrate extra-role behaviors, motivated by an interest in maintaining a stable and constructive work environment.
- **H3:** Normative commitment is positively related to OCB dimensions such as courtesy and civic virtue. Faculty with a strong sense of moral obligation to their institution may go beyond their formal duties, demonstrating behaviors that benefit colleagues and the institution as a whole.

These hypotheses are designed to investigate the nuanced ways that different types of commitment can drive faculty engagement in behaviors that are valuable but not formally required. By testing these hypotheses, the study will clarify which OC components are most influential in fostering OCBs, helping institutions prioritize aspects of commitment that enhance faculty involvement.

## 4 Methodology

This study adopts a quantitative approach, surveying 180 management faculty members from a business school in Hyderabad. The survey utilized standardized scales, including Meyer and Allen's (1991) model for OC and Podsakoff et al.'s (2000) scale for OCB, both adapted for the academic setting.

Factor analysis was used to identify distinct OCB dimensions, while multiple regression assessed the influence of OC components on these dimensions. This approach allows for an in-depth analysis of how faculty commitment impacts extra-role behaviors, providing a foundation for developing strategies to foster greater faculty involvement in organizational initiatives.

## 5 Discussion

The findings suggest that each component of organizational commitment influences specific dimensions of OCB among management faculty. Affective commitment was associated with OCB dimensions like altruism and courtesy, suggesting that emotional attachment motivates faculty to support colleagues and students actively. Conversely, continuance commitment was

linked more to conscientious behaviors, while normative commitment was associated with civic virtue and courtesy, indicating a values-driven approach to institutional loyalty.

These results underscore the importance of fostering affective and normative commitment to encourage positive discretionary behaviors. Educational institutions may benefit from initiatives that cultivate a supportive, inclusive environment where faculty feel valued and engaged.

## 6 Limitations

This study's focus on a single business school in Hyderabad limits the generalizability of its findings. Additionally, the cross-sectional design captures behaviors and perceptions at one point in time, without examining changes over time. Future research could expand on these limitations by including faculty from various institutions and regions and adopting a longitudinal approach.

## Future Research Directions

Future studies could investigate the role of institutional support and leadership style in fostering OC and OCB among faculty. Additionally, examining how external pressures, like accreditation demands, impact faculty commitment and discretionary behavior in the Indian context could offer further insights.

## 7 Conclusion

This research highlights how different types of organizational commitment influence faculty engagement in citizenship behaviors. By fostering emotional support and emphasizing ethical values, educational institutions can encourage management faculty to contribute positively to organizational success, creating a collaborative and student-centered environment.

### Questionnaire (Standardized Scale)

#### Organizational Commitment:

1. I feel a strong sense of loyalty to my institution.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.)

2. I am willing to exert extra effort to help my institution achieve its goals.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.)

3. I am proud to be associated with my institution.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.)

4. I intend to continue working for my institution in the foreseeable future.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.)

5. I believe that my institution's goals and values align with my own.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.)

### **Organizational Citizenship Behavior**

6. I voluntarily assist my colleagues when they need help, even if it's not my responsibility.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.)

7. I often participate in activities that contribute to the improvement of my institution, beyond my formal job duties.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.)

8. I frequently engage in behaviors that promote a positive atmosphere and culture within my institution.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.)

9. I often speak positively about my institution to others, even when I'm not obligated to do so.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.)

10. I actively involve myself in institutional decision-making processes whenever possible.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(Source: Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3),

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