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Psychological Empowerment and Place Attachment influencing Organizational Citizenship Behaviour

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Abstract
Organizational Citizenship behaviour (OCB) has been found to be largely influenced by individual characteristics. However, how an individual’s emotional bonding with the place (organization) influences OCB has not been studied. There has also been growing interest in the impact of Psychological Empowerment on display of OCB. Hence, this research aims to explore the impact of Place Attachment (PA) and Psychological Empowerment (PE) on OCB among the employees of a private University in the Eastern Region. Data were collected with the help of a questionnaire from the employees who were willing to participate and after checking for completeness of the responses and outliers, finally, 323 data were analyzed. Correlation analysis and structural equation modelling revealed that both PA and PE influenced all the dimensions of OCB. The findings of this study will contribute towards understanding the importance of variables such as PE and PA in an academic setting and its impact on the display of extra role voluntary behaviours.

Keywords: Organizational Citizenship Behaviour, Psychological Empowerment, Place Attachment, Academics

Introduction
In an era of cut-throat competition, many organizations are working rigorously to increase their competency and service quality. The service quality of any industry can improve through its committed and hard-working personnel and their attitude towards their job and work assignments. Human Resource Capital forms the most valuable asset of any organization and has a competitive edge in any knowledge-based economy. In any organization addition to their regular job roles, the employees need to focus on innovative work behaviours so as to provide quality service favourably.
to organizations thus increasing its effectiveness. The employee motivation to exhibit such behaviours voluntarily has been conceptualized as Organizational Citizenship Behaviours (OCB). For such behaviours to be exhibited by the employees, one must explore the factors that contribute to such behaviours. Despite many such antecedents that have been studied from an organizational perspective to understand OCB, an individual perspective also needs to be explored.

OCB is not only a discretionary behaviour beyond one’s job description but is performed out of one's personal choice. Organ (1988) defines OCB as “Individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization”. In view of the definition cited by Organ, OCBs are voluntary behaviours beyond the formally described job roles and is performed out of individual choice. Moreover, OCBs have a positive contribution to an organization’s overall effectiveness and functioning.

What are the conditions that influence individuals to exercise choice and display such discretionary behavior have been of interest for organizational behaviour researchers. Studies confirm that individual-level variables such as Job Satisfaction (Kasemap, 2012; Senen & Basim, 2012; Sharma, Bajpai, & Holani, 2011), Organizational Commitment (Hasani, Boroujerdi, & Sheikhesmaeli, 2013; Kasemap, 2012) and psychological empowerment (Islam, Khan & Bukhari, 2016; Naderi & Hoveida, 2013) influences display of OCB. Apart from this, certain organization level variables such as Organizational Justice (Kasemap, 2012; Ince & Gul, 2011; Lee, Kim & Kim, 2013), Organizational Culture (Kar & Tewari, 1999), and Leadership styles (Hashemzehi & Zabihi, 2012) have also been found to be positively related to OCB.

OCB includes those behaviours that are not part of the prescribed job roles but contributes to organizational effectiveness (Organ, 1988). In academic organizations OCB includes behaviours displayed towards students in helping them collecting materials, assignments, supporting colleagues and getting involved in organizational activities such as defending and promoting the organization (Bogler & Somech, 2004). We assume that such behaviours can be facilitated by an individual’s sense of belongingness to the organization or place attachment. Also we assume that a sense of responsibility and ownership to take charge that comes from psychological empowerment may facilitate OCB. Psychological empowerment, being a multifaceted construct, includes different dimensions that have differential impact on OCB. For example, empowerment dimensions such as self-efficacy and participation in decision making have been found to be related to OCB of school teachers (Porter, Lawler, & Hackman, 1996; Somech & Drach-Zahavy, 2000).

Although the conceptual and operational definitions of psychological empowerment are many, Spreitzer’s (1995) four dimension taxonomy was deemed fit for this study. The four dimensions include: Meaning, Competence, Self-Determination, and Impact. These dimensions refer to four cognitions of individual employees that shape their active orientation towards work. This conceptualization of empowerment is not generic rather is related to the work domain. Moreover, the display of OCB by school teachers may be comparatively different from the employees of a technical private university that are operating in a volatile competitive market and hence require a different set of behaviours from employees. Hence, we propose to study the link between psychological empowerment and OCB in an Indian university context.

Another construct proposed to study here is place attachment. Although employees’ emotional aspects such as affective commitment (Allen, Evans & White, 2011), positive affect (Ramdhani, Ancok, & Adrianson, 2017; Williams & Shiaw, 2010) and emotional labour (Ramachdran, Jordan, Troth, & Lawrence, 2011) has been studied in the context of OCB, impact of place attachment (emotional bonding with place) on OCB has got scant attention. Whereas, there could be a possible link between these two constructs given the shreds of evidence observed in environmental and social psychology that place / neighborhood attachment enhances pro-social behavior (Lenzi, Vieno, Perkins, Pastore, Santinello & Mazzaridis, 2012) and pro-environmental behavior (Ramkissoo, Weiler, & Smith, 2011).

**Psychological Empowerment and OCB**

Empowerment as a significant construct not only focuses on individual qualities such as self-confidence, innovation, and optimism, but also act as a motivation in an ever-changing work set-up thus influencing their work behaviours. Empowered Employees have a tendency to experience self-control, feel how important one is and experience a sense of having freedom (Gorji & Ranjbar, 2013). Studies on empowerment can be understood from two research perspectives: Structural Aspect of Empowerment and Psychological & Cognitive dimensions of Empowerment (Maynard, Gilson & Mathieu, 2012). According to Maynard, Gilson and Mathieu (2012) PE is "a cognitive condition measured by a sense of perceived control, perceptions of competence and internalization of the organizational goals". PE includes interactional, intrapersonal and behavioral components (Zimmerman, Israel, Schulz, & Checkoway, 1992). The behavioral component, in specific, focuses on one's control towards socio-political setting through involvement in community activities such as helping others (Zimmerman, 1995). PE, thus, is the psychological state that is basic for employees' sense of control in relation to their work and work outcomes.

Spreitzer (1995) in his theoretical study of PE has identified four cognitive dimensions of empowerment: (a) Meaning- It is the importance the individual attaches to his work and goals in congruence to his own...
standards; (b) Competence- is an individual's trust in his capabilities to perform a task with precision; (c) Self-determination- refers to the person's sense of autonomy in initiating and regulating actions; (d) Impact- It is the person's ability to influence important, activities in the organization.

PE can take different forms depending on the context and population under study. Empowered employees feel motivated to showcase work behaviors thus influencing the work environment. Most of the previous studies on PE has focused on the construct as a motivational concept that forms the crux of job-related attitudes and work effectiveness in the workplace. For instance, Jomah (2017) and Joo & Shim (2010) studied its impact on organisational commitment; Saïf & Sales (2013) on job satisfaction. Similarly, Nawrin's (2016) study focused on Work Engagement and Organization Engagement; Durrah, Khdour, Al-Abbadi & Saif (2014) studied its impact on Job performance.

PE, to a great extent, impacts the motivation among the employees and stimulates their organizational citizenship behaviour thus leading to greater efficiency (Park, Moon, & Jung, 2017). This construct has drawn the attention of researchers and practitioners equally as its significance was realized in organisations from various researches. PE as an antecedent of OCB has been reflected in various organisational behaviour literature of different cultural and organizational context (Islam, Khan & Bukhari, 2016; Park, Moon, & Jung, 2017; Bhatnagar & Sandhu, 2005; Islam, Khan & Bukhari, 2016; Jiang & Fu, 2011; Goksoy, 2017; Gorji & Ranjbar, 2013; Naderi & Hoveida, 2013; Sargolzaei & Keshtegar, 2015). However, this construct has received scant attention in academic context (Bogler & Somech, 2005; Gorji & Ranjbar, 2013; Naderi & Hoveida, 2013; Kasekende, Munene, Otengei & Ntayi, 2014). Given the unique nature of academic institutions, OCB literature voices exclusive attention of researchers towards it. Hence, we find a scope to study PE as an antecedent of OCB in Indian academic context.

Indian academic organizations especially the higher education set up include behaviours most of which may not always fit into formal job roles. Employees have to be extra sincere in their performance of duty as it directly impacts the psyche of the students who are the torch bearers of the society and budding professionals. Hence, employees’ sense of civic virtues, conscientiousness, work involvement and loyalty to the organization constitutes the crux of OCB. We hypothesize that a psychologically empowered employee who has competence, finds meaning in his/her job, has self-determination and impact (Spreitzer, 1995), would display more of citizenship behaviour.

**H1:** PE would positively influence OCB among employees in Academics.

**Place Attachment and OCB**

PA is an important concept in the field of environmental psychology influencing an individual’s decision to act in pro-environmental ways. Though PA is more prominent in environmental literature, it is favourably progressing towards social dimension. PA can be understood through a three-dimensional framework which involves the person, one’s psychological state and place (Scannell & Gifford, 2010). An individual’s feelings and emotions towards places is getting increased attention and forms the crux of the concept of place attachment. In addition to the feelings, the attachment that people have towards places influence the individual’s behaviour to act in certain ways.

Though there is evidence from environmental psychology that PA predicts pro-environmental behaviour and disaster preparedness (Mishra, Mazumdar & Suar, 2009; Ramkissoon, Weiler, & Smith, 2012), it would be interesting to learn the impact of PA on individual’s exhibition of citizenship behaviours in an organization. In organisation context, studies have demonstrated certain antecedents and consequences of organisational attachment, a construct analogous to PA (Tsui, Egan, & O’Reilly, 1992). According to these researchers, organisational attachment refers to "an individual's psychological and behavioural involvement in a social group or unit where the individual is a member". While lack of organisational attachment leads to individual’s decision to leave the organisation (Whitney & Cooper, 1989), low commitment level (Mowday, Porter, & Steers, 1982) and high absenteeism (Rhodes & Steers, 1990); strong attachment may be reflected in positive behaviour and attitude such as OCB.

In this study, PA has been defined the way environmental psychologists have defined it as “positive emotional bond between individual, group and environment” (Altman & Low, 1992) or “a sense of belongingness and affective and behavioural dimension of attachment which contributes to community or more so organizational development” (Raymond, Brown & Weber, 2010). This conceptual definition of workplace attachment is different from the studies mentioned in the previous paragraph. Moreover, we could find only one study using similar conceptualization of workplace attachment as ours to find its impact on French employee’s request for transfer (Riou, 2011). However, we borrowed the logical explanation of the previous studies and the following research literature to hypothesize a relationship between our conceptualization of PA and OCB in Indian academic context.

It is previously known that pleasurable engagement with the work makes individuals feel pleasant about the interpersonal relationship and they become more proactive and confident to perform at work (Watson, 1988, p.128). Studies focusing on human emotion/feeling and OCB report that emotional intelligence, and emotional labour, facilitate display of OCB (Ramachandran, Jordan, Troth, & Lawrence, 2011). Similarly, organizational commitment was found out to be positively associated with
OCB in Meyer, Stanley, Herscovitch, & Topolnytsky’s (2002) meta analytic study. In the same vein, it can be hypothesized that with the increase in the attachment of the employees towards the organization, their OCB would also increase.

H2: PA would influence the display of OCB among university employees.

Method

Sample and Data collection

This study was conducted in a private university of the eastern region of India which has the capacity of 50,000 students and 15,000 teaching and non-teaching staff. The university adopts the best of the HR practices and has an enabling environment for employee empowerment. Empowering employees is a desirable managerial practice particularly in higher education where both academic and non-academic employees directly interact with different stakeholders to deliver services and thus influence organizational functioning and effectiveness. The University under study was taken as an organizational unit stressing on employees’ PE, PA and OCB as a whole.

The respondents for the study were selected conveniently from teaching (73%) and non-teaching (27%) category. Those who were willing to participate were surveyed. The researcher distributed 450 questionnaires in different departments of the university both personally and through Google docs via mail with a note explaining the general purpose of the study and method of filling up the questionnaire. After a fortnight or so, the researcher went to collect the filled in questionnaires. In certain cases, she had to do repeated follow-ups. Few responses were also auto collected through Google drive. After 6 months of the initiation of data collection, we received 356 completely filled in responses (response rate 79%). All responses were subjected to outlier elimination and scale standardization. Finally, 332 responses were used for further analysis. This sample size was adequate to run factor analysis and structural equation modelling as the variable to sample ratio was 1:7 which met the specification of Rummel (1970) and Schwab (1980).

Obtained sample of 323 was found to be a representative sample covering respondents from each category with adequate proportion. The sample characteristics presented in table 1 reveals that the percentage of males was more (male=63 %; female= 37%); the majority of the employees were belonging to the age group 23-46 years and very few were above 58 years and above age group (3%). Total years of working experience of the employees and their tenure in organisation ranged from < 1 year to 40 years and <1 years to 20 years respectively (Table 1).

Measures

The questionnaire used in the study included demographic measures and scales to measure Organizational citizenship behaviour, Place attachment and Psychological empowerment.

Psychological empowerment (PE) Scale: PE was measured using a 12 item standardized scale by Spreitzer (1995) based on his four dimension –Meaning, Competence, Self-Determination, and Impact. The scale was modified slightly based on comments from a pilot study. After exploratory factor analysis on the sample, it extracted four dimensions conforming to the original dimensions of the scale with a cumulative percentage of 70-37 %. The scale was found to be reliable scale with Cronbach alpha score of 0.77 (Table 2).

Place attachment (PA) Scale: PA refers to a positive emotional bond between individual, group and environment (Altman & Low, 1992). Based on this conceptual definition, a 6 item scale measured in 7 point likert scale was developed by the researcher to measure PA. The items and the factor loading are presented in table 2. It is seen that all items loaded significantly and the cumulative percentage and KMO are in appreciated range (Cronbach alpha= 0.88).

Table 1. Sample profile

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Frequency</th>
<th>Percentage (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-34 years</td>
<td>147</td>
<td>46</td>
</tr>
<tr>
<td>35-46 years</td>
<td>140</td>
<td>43</td>
</tr>
<tr>
<td>47-58 years</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>59-70 years</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>202</td>
<td>63</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>37</td>
</tr>
<tr>
<td><strong>Professional Category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Staff</td>
<td>236</td>
<td>73</td>
</tr>
<tr>
<td>Non-Academic Staff</td>
<td>87</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total Work Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-13 years</td>
<td>227</td>
<td>70</td>
</tr>
<tr>
<td>14-27 years</td>
<td>85</td>
<td>26</td>
</tr>
<tr>
<td>28-41 years</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td><strong>Tenure in the current organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-7 years</td>
<td>249</td>
<td>77</td>
</tr>
<tr>
<td>8-15 years</td>
<td>61</td>
<td>19</td>
</tr>
<tr>
<td>16-23 years</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>
Organizational Citizenship Behaviour (OCB) Scale: OCB was measured by 41 statements using a seven-point Likert scale with 1 representing ‘Strongly disagree’ and 7 representing ‘Strongly agree’. The OCB scale was designed and modified by adopting scale items of Pattanayak, Mishra, and Niranjana (2003) and Podsakoff, MacKenzie, Moorman & Fetter (1990). However, after normality check, few items were deleted from the 41 items. Exploratory factor analysis was again conducted on the remaining items and insignificant loadings were removed for further analysis. For the final analysis, 14 items loaded significantly on four dimensions. The extracted dimensions were named as Organizational Ambassador, Work Involvement, Civic Virtue, and Conscientiousness. The scale was found to be a reliable scale measuring OCB with a Cronbach alpha score of 0.72. The Kaiser-Meyer-Olkin measure of sampling adequacy for the scale was 0.79 which was above Kaiser’s recommendation of 0.50. Bartlett’s Test of Sphericity showed that the correlation between questions is sufficiently large for factor analysis (Table 3).

Table 2. Exploratory factor analysis and reliability test of independent variables

<table>
<thead>
<tr>
<th>Place Attachment scale</th>
<th>F-1</th>
<th>F-2</th>
<th>F-3</th>
<th>F-4</th>
<th>F-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 I feel this organization as my second home.</td>
<td>.783</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 I am very much attached to each part of this organization.</td>
<td>.865</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 I can easily relate to each activity of this organization.</td>
<td>.645</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 I feel proud of being an employee of this organization.</td>
<td>.777</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5 This organization takes care of all my requirements.</td>
<td>.701</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B6 I consider myself as an integral part of this organization.</td>
<td>.845</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Psychological empowerment scale dimensions

- **Meaning**
  - C1 The work I do is very important to me. .718
  - C2 My job activities are personally meaningful to me. .852
  - C3 The work I do is meaningful to me. .852

- **Competence**
  - C4 I am confident about my ability to do my job. .778
  - C5 I am self-assured about my capabilities to perform my work activities. .807
  - C6 I have mastered the skills necessary for my job. .710

- **Self-Determination**
  - C7 I have significant autonomy in determining how I do my job. .788
  - C8 I can decide on my own how to go about doing my work. .841
  - C9 I have considerable opportunity for independence and freedom in how I do my job. .779

- **Impact**
  - C10 I have a great deal of control over what happens in my department. .847
  - C11 I have significant influence over what happens in my department. .883

Eigen Values 5.72 2.07 1.76 1.38 1.01
Cumulative percentage 22.27 35.59 48.12 59.79 70.37
Cronbach Alpha .88 .82 .77 .70 .81
KMO .86
Bartlett’s test of Sphericity 2424.67 (df=136)

Table 3. Exploratory factor analysis of OCB scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Items</th>
<th>F-1</th>
<th>F-2</th>
<th>F-3</th>
<th>F-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A39I actively promote organisation products or services to outsiders.</td>
<td>.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A34 I tell outsiders that this is a good place to work.</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A33 I read and keep up with the organisation announcements, memos and so on.</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A37R I avoid taking extra duties and responsibilities at work.</td>
<td>.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A30R I do not meet all deadlines set by the organisation</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A39R I take long and extra breaks.</td>
<td>.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A32R I waste organisational resources while working.</td>
<td>.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A30R I do not meet all deadlines set by the organisation</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A37R I avoid taking extra duties and responsibilities at work.</td>
<td>.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A36R I take long and extra breaks.</td>
<td>.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A32R I waste organisational resources while working.</td>
<td>.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A30R I do not meet all deadlines set by the organisation</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A37R I avoid taking extra duties and responsibilities at work.</td>
<td>.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6 I defend the organisation when others criticize it.</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7 I represent the organisation favorably to outsiders.</td>
<td>.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A19 I am part of committees where participation would reflect favourably on the organisation.</td>
<td>.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A30 I take steps to prevent problems with other colleagues.</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6 I produce as much as I am capable of producing at all times.</td>
<td>.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A16 I do not abuse the right of others.</td>
<td>.72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I do not spend a great deal of time in conversation with family and friends during work hours.

Results

Descriptive statistics, Pearson’s correlation and Structural Equation Modeling statistical tools were used to analyse the data. All analyses were done with the statistical packages SPSS 24.0 and AMOS 23.0. Bi-variate Correlation results (Table 4) revealed that PE (Mean=66.32; SD=6.99) was significantly correlated with all four dimensions of OCB. This indicated that emotional bonding of individuals with organizations instilling a sense of belongingness and enhances their obligation towards organizations thus boosting the extra role behaviours such as obeying the rules, showing dedication to work and spreading positive word of mouth about the organization. PA (Mean = 36.79; SD=5.63) was also found to be positively correlated with OCB. This implied that more the individual had positive cognitive evaluation about the job and workplace, the more s/he displayed OCB.

Table 4. Descriptive statistics and Correlation among studied variables

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>PA</th>
<th>PE</th>
<th>OCB F1</th>
<th>OCB F2</th>
<th>OCB F3</th>
<th>OCB F4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PA</td>
<td>36.79</td>
<td>5.63</td>
<td>1.00</td>
<td>0.54**</td>
<td>0.65**</td>
<td>0.20**</td>
<td>0.50**</td>
<td>0.13**</td>
</tr>
<tr>
<td>2</td>
<td>PE</td>
<td>66.32</td>
<td>6.99</td>
<td>1.00</td>
<td>0.48**</td>
<td>0.19**</td>
<td>0.40**</td>
<td>0.17**</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>OCB F1</td>
<td>18.73</td>
<td>2.61</td>
<td>1.00</td>
<td>0.47**</td>
<td>0.22**</td>
<td>0.08**</td>
<td>0.13**</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>OCB F2</td>
<td>23.73</td>
<td>4.95</td>
<td>1.00</td>
<td>0.22**</td>
<td>0.22**</td>
<td>0.08**</td>
<td>0.13**</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>OCB F3</td>
<td>24.85</td>
<td>2.89</td>
<td>1.00</td>
<td>0.24**</td>
<td>0.24**</td>
<td>0.08**</td>
<td>0.13**</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>OCB F4</td>
<td>18.30</td>
<td>2.70</td>
<td>1.00</td>
<td>0.24**</td>
<td>0.24**</td>
<td>0.08**</td>
<td>0.13**</td>
<td></td>
</tr>
</tbody>
</table>

N=323
*P<0.05; **P<0.01 (Correlation is significant at 0.01 level(two-tailed)

Discussion and Conclusion

The study first investigated the role of PE on OCB of the employees, both academic and non-academic staffs in a private academic university in the Indian context and further how attachment to a place also influences one’s OCB behaviour. In today’s competitive era, there has been a drastic change in the way educational institutions are operating in developing the teaching, research, administrative and infrastructural capabilities. Thus, in order to meet the
objectives of high performance and effectiveness in terms of ranking and visibility of educational institutions in the academic environment, there is a need for showcasing extra value added behaviours from employees in achieving the targeted goals. In addition to the existing job roles, innovative extra work behaviours such as OCB is also important to contribute towards efficient functioning of the organization under study (Kagaari & Munene, 2007; Kasekende, Munene, Otengei & Ntayi, 2014; Oplatka & Stundi, 2011). For the purpose, understanding factors contributing to such work behaviours is highly crucial.

PE was found to be a strong predictor of OCB. As explained by Sprietzer (1995) psychologically empowered individuals also helped them exhibit more voluntary extra-role behaviours. The relationship between PE and citizenship behaviour was found to be significant and consistent with many of the previous studies (Bogler & Somech, 2005; Islam, Khan & Bukhari, 2016; Park, Moon, & Jung, 2017). The studied variable in the present study with PA is a new area of study contributing to the literature of OCB. In the data analysis, PA was found to be positively influencing all the dimensions of OCB. In other words, when employees develop positive affective bonding with the surrounding, their display of OCB enhances. Previous studies in academicians have reported job satisfaction and commitment of teachers enhances their OCB (Sasen & Basim, 2012). For Sasen and Basim (2012) job satisfaction implies employee’s reaction to specific aspects of the work environment and commitment is the positive emotional reaction to the positive appraisal of the environment. It is needless to say that PA develops in individuals with positive emotional appraisal about the environment on the basis of their past memories of a series of events (Manzo, 2005). And people with high level of attachments to place have been found to be spreading positive word of mouth about a city (Chen, Dwyer & Firth, 2014); and showing pro-environmental behaviour and civic engagement (Buta, Holland, & Kaplanidou, 2014). Inconsistent with these studies we found that PA enhanced the display of OCB which also incorporated above dimensions of human behaviour at the workplace.

**Implications of the study**

The findings in the present study have useful implications for all the stakeholders involved with the working of the educational institutions both in a direct and indirect manner. Since the display of citizenship behaviours is linked to organizational success, management must take the responsibility of increasing the OCB of both the academic and non-academic staffs at the university level. The findings reveal that PE and PA influence individuals’ exhibition of OCB in universities. Keeping this in view, the competent authorities must create an environment where employees feel more psychologically empowered and develop an emotional attachment to the work environment so as to enable them to display such extra role voluntary behaviours. Exhibition of OCBs at a university level will not only entrust faith but also increase demand among various stakeholders, mostly students and parents.

Previous studies in academic context, specifically in school context have offered suggestions on how to create a conducive environment so as to enhance the OCB of its teachers (Bogler & Somech, 2005; Kasekende, Munene, Otengei & Ntayi, 2014; Magdalena, 2014; Li, 2013; Oplatka & Stundi, 2011). Few other studies have also indicated other factors that contribute to OCB at the university level (Jiang & Fu, 2011; Kagaari & Munene, 2007). Since OCB has a significant impact on both individual and organizational performance; it is important for policymakers to formulate practices which would encourage employees to develop a positive outlook towards the organization and accept responsibilities so as to increase employees’ PE and emotional bonding to the work environment which in turn will influence their OCB behaviours.

In this study, it is found that if employees have more PE and a high degree of PA, they are likely to exhibit OCBs thus showcasing valuable outcomes for all the internal and external stakeholders involved in the academic industry. However, despite all the impact OCB has on organizational and individual performance, management should take care while attaching importance to OCB which may overlap with existing job roles of the academic and non-academic employees.
Although the present study reflects on the important implications about the relationship between PE, PA & OCB at the university level, we shall acknowledge certain limitations of the study. The study was conducted in a particular university context in India, thus we cannot generalize the findings to larger work and cultural context. Second, the measurement was based on a self-report which might have accounted for certain bias. Thirdly, the study was a cross-sectional study which may not be adequate to explain how attachment is formed over a period of time and that gradually enhances the OCB. Hence, in the future, longitudinal studies can be conducted on this. In spite of the limitations, the study provides significant findings and certain novelty that can be used in the similar university context and other contexts.

References


