DEVELOPMENT OF A MODEL OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB): A COMPARATIVE STUDY OF UNIVERSITY TEACHERS FROM A DEVELOPING AND A DEVELOPED COUNTRY

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(HRM)**

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A research thesis submitted to the Department of Management & Social Sciences,
Mohammad Ali Jinnah University, Islamabad
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY IN MANAGEMENT SCIENCES (HRM)

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DEDICATION

To my praiseworthy mother

'Your prayers are what I need more than any thing else in my life'

To my charismatic late father

'The person whom I love the most. May his soul rest in peace!'

To my supportive wife

'Your support and just being there is pre-requisite for what I have achieved in life'

To my loving children

'You are the spark of my life'

ACKNOWLEDGEMENTS

It's the grace of ALMIGHTY ALLAH that has led this work to its completion. The Gracious and All Compassionate. I can never dare to deny of HIS gifts that HE has granted me, best of which is that HE has provided me with the torch of eternal guidance in the form of HIS Holy Prophet (PBUH), who is the knowledge for humanity as a whole.

I sincerely and honestly thank my supervisor Dr. Kashif-ur-Rehman, Department of Business Administration, Iqra University, Islamabad, for his unmatchable and dedicated supervision for the completion of this study. He has really been extremely patient, helpful and cooperative.

I also greatly thank Dean/HOD and faculty members of Business Administration Department of Mohammad Ali Jinnah University, for their cooperation and support.

I would love to express my sincere thanks to Professor Muhammad Amanullah Khan, my colleagues and friends who have always been a real source of motivation for me.

I am very thankful to my family. The prayers and support of my family has helped me throughout my work.

(Khurram Shahzad)

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ABSTRACT

Extra-role behavior also called organizational citizenship behavior is critical for organizational effectiveness. The purpose of this study is to develop and test an integrated model of organizational citizenship behavior based on the framework of organizational effectiveness suggested by Katz (1964) in the specific context of university teachers. The study is specifically aimed at finding the individual and joint direct and indirect effect of human resource management practices (HRP) and transformational leadership style (TSF) on affective organizational commitment (AC) and organizational citizenship behavior (OCB) of university teachers in Pakistan (developing country) and England (developed country). No other study has modeled these variables together.

Data was collected through mailed and self-administered questionnaires consisting of standardized scales. Two samples of university teachers, one from Pakistan (n=402) and other from England (n=188), based on complex probability sampling were used in the study. One-way ANOVA was used to find the association of demographic factors (public and private nature of university, designation, qualification, tenure, gender, marital status and age) with affective commitment and citizenship behavior of university teachers. It was found that most of demographic characteristics caused significant variation in both affective commitment and citizenship behavior of teachers in both Pakistan and England. Correlation analysis showed significant positive associations among all four study variables. Stepwise multiple regression analysis was used to find direct effect of predictors (HRP and TSF) on mediating (AC) and dependent (OCB) variables and indirect effect of predictors on dependent variable with mediation of affective commitment both jointly and individually.

It was found that HRP and TSF have significant direct effects on both AC and OCB in Pakistan and England individually as well as jointly. AC is also significantly related to OCB in both Pakistan and England but variation explained by AC in OCB in England is substantially higher than in Pakistan. AC is also found perfectly mediating the relationship between both predictors and OCB in all three cases (1. HRP-AC-OCB, 2. TSF-AC-OCB, 3. HRP,TSF-AC-OCB) in England while in Pakistan mediation of AC is just partial in all of these cases. Results have been discussed in the light of past studies and implications for managers and researchers have also been suggested.

CHAPTER 1

INTRODUCTION

1.1 Background

All effective organizations look for three things: (i) they want the employees to carry out their assigned role requirements, (ii) they want to retain employees within their system, and (iii) they want their employees to demonstrate innovative and spontaneous activities that are beyond their role requirements (Katz, 1964). In present competitive environments, for organizations to operate effectively and successfully the third requirement of Katz is extremely important that is organizations need to have employees who are willing to perform "beyond the call of duty" (called extra-role behavior by Morrison, 1994) and not only limit themselves to their formally assigned specific technical job aspects (called in-role behavior by Morrison, 1994). Barnard (1934) and Katz and Kahn (1978) also advocate the need for organizations to have employees that are wiling to exceed their formal job requirements. No doubt on daily basis every department, unit, organization and industry operates on multitude of such acts of cooperation, helpfulness, suggestions, selflessness, and other behaviors that researchers refer to as "organizational citizenship behavior (OCB)" (Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Organ, 1988; Bateman & Organ, 1983).

The second thing identified by Katz (1964) for effective organizations which is to retain employees within their systems can be best achieved through another organizational factor called "organizational commitment (OC)" defined by Allen and Meyer (1990) as "psychological state that binds the individual to the organization" (i.e. makes turnover less likely). Associations have been found between facets of organizational commitment and different discretionary and extra-role behavior (Meyer & Herscovitch, 2001) including organizational citizenship behavior (Organ & Ryan, 1995).

Human resource management practices and leadership styles are amongst key organizational factors that are associated with organizational citizenship behavior and

organizational commitment. Arnett and Obert (1995), Pfeffer and Veiga (1999) and Dessler (1999) proposed set of human resource management practices to increase organizational effectiveness and to retain talented employees. Work-family policies as a human resource management practice have been identified having a positive association with organizational citizenship behavior (Cappelli & Rogovsky 1998; Allen & Rush 1998; Tremblay, Rondeau & Lemelin, 1998). Leadership behavior has been found positively correlated with organizational citizenship behavior by Ehrhart (2004). Also leader-member-exchange (LMX) has been found significantly correlated with organizational commitment (Brouer, 2007).

1.2 Problem Statement

The associations among organizational citizenship behavior, organization commitment, human resource management practices and leadership style have been found by different researchers but these variables have not been modeled together.

Most of the research evidences regarding associations between these variables are from the developed western countries and little evidence available from developing non-western countries especially from their socio-cultural context. There is need to know the associations of above mentioned variables in linear way to help managers of developing countries in improving the effectiveness of their organizations and add evidence to the body of knowledge from developing countries as management philosophies and techniques that are suitable in one nation's culture may not be suitable in other nation's culture (Hofstede, 1984). This study is a comparative study between a developing non-western country (Pakistan) and a developed western country (England) to gain better insight from cultural perspective. This will definitely help to examine the generalizability of these theories which are developed mainly in western context. Rousseau and Fried (2001) highlighted the importance and need of comparative studies for strengthening organizational behavior research. The reason they purported is the fact that comparative studies investigate phenomena across prominently different cultural and institutional settings.

Problem Definition in Pakistani Scenario

Pakistan is a developing country and the importance of higher education for the development of a country needs no reference. In an emerging "knowledge economy" higher education serves as an imperative for economic and social development of a state.

Voelter (2008) in his article published in famous Pakistani English newspaper admired Higher Education Commission (HEC) for its contributions in revitalizing higher education sector in Pakistan. He says "A miracle happened. The scenario of education, science and technology in Pakistan changed dramatically after Atta's nomination as never before in the history of Pakistan. The chairperson of the Senate Standing Committee on Education recently announced it as "Pakistan's golden period in higher education." Due to HEC's efforts in a short period of two years, 2000 to 2002, Pakistan made spectacular progress in Information Technology and became the first in the entire region to have its own education satellite (Paksat 1) in space."

From 2000 to 2008, no doubt remarkable milestones have been achieved in higher education. University enrollments have increased almost three times. Research promotion efforts have caused 400% increase in publications in international journals and 600% increase in foreign citation of research articles of Pakistani researchers. Since its independence in 1947 till 2003 none of the Pakistani university has ever been ranked in world's top 600 universities but now three universities of Pakistan touch this esteemed group. Till 1990 typical library of Pakistani universities did not had even half a dozen latest journals but now due to HEC's digital library services 25000 journals, 45000 electronic books and research monographs are at their disposal (Voelter, 2008).

After above mentioned contributions by the government and devolution possibility of HEC, it is important for Pakistani universities to keep themselves self positioned on this path of progress and development.

Pakistan's higher education sector is facing many problems as per Peril and Promise, (2000) World Bank Task Force on Higher Education (TFHE). Amongst other highlighted problems top most cited problem in this report is quality of teachers.

Organizations intending to achieve high performance essentially need to have employees who can go beyond the call of their formal duty and indulge themselves in discretionary behaviors like OCB. Teaching in universities is a highly complex and challenging task as compared to teaching in schools and colleges because of low formalization of teaching content and method in universities. To successfully impart knowledge, skill and ability to students, university teacher's job cannot be fully prescribed in job description (Herman & Ornstein, 2008; Dipaola & Hoy, 2005). Under such conditions teacher's organizational citizenship behavior becomes extremely important to achieve the important outcome of student learning. The willingness of teachers to engage in organizational citizenship behaviors will affect the student's learning outcome to a great extent.

According to Khalid, Jusoff, Othman, Ismail and Rahman (2010 p.66), "The willingness of lecturers to exert greater efforts through altruism (e.g. helping students to understand a difficult subject matter), courtesy (e.g. give advance notice to students for postponement of classes), civic virtue (e.g. voluntarily attending students activities), conscientiousness (e.g. efficient use of time allocated for lectures and tutorials) and sportsmanship (e.g. avoid complaining when dealing with wayward students) can be expected to improve students' academic achievement".

During preliminary exploration of research problem, interviews were conducted by the researcher with the managers and teachers of universities to find out how effectively these universities are operating as per the Katz (1964) framework. The findings of the interviews are summarized in table 1.1 given on next page:

Table 1.1: Interview Responses of University HOD/Deans in Pakistan

Katz (1964) Frame Work for Effective Organizations	Situation of Public Sector Universities	Situation of Private Sector Universities
i. Emphasis on employees to carry out their assigned roles	Emphasized	Emphasized
ii. Emphasis on retaining employees	Not emphasized	Emphasized to some extent
iii. Emphasis on employees to exhibit extra-role behavior	Not emphasized	Not emphasized

The above results clearly reveal that the important aspect of organizational effectiveness that is extra-role behavior (organizational citizenship behavior) is clearly not emphasized through organizational factors in both public and private sector universities. It is also observed that employee retention (through organizational commitment) is not at all emphasized in public sector universities and partially emphasized in private sector universities.

Most of the Pakistani universities do not have a very formal and professional HR department and managers of the universities were found totally unaware of the fact that organizational citizenship behavior and organizational commitment are scientifically related to organizational outcomes and can be consciously managed through organizational factors like human resource management practices and leadership style. Although university mangers in Pakistan are somewhat informed about these concepts but application of such concepts in the area of their responsibility is not taken care of. These managers expect employees to exhibit these behaviors as cultural norms of the country as Pakistan's culture is based on collectivism, maintaining relationships and helping others.

So in this context there is a dire need that university managers in Pakistan should be informed and educated through scientific study of their organizations that the concepts of organizational citizenship behavior and organizational commitment are related to organizational effectiveness and can be managed through organizational factors like human resource management practices and leadership style. Specifically this study will address the following research questions:

Research Question 1:

What is the relationship between demographics and organizational commitment and organizational citizenship behavior in a developing (non-western) and a developed (western) country?

Research Question 2:

What is the relationship between human resource management practices, leadership style, organizational commitment and organizational citizenship behavior in a developing (non-western) and a developed (western) country?

Research Question 3:

To what degree organizational commitment predict organizational citizenship behavior in a developing (non-western) and a developed (western) country?

Research Question 4:

To what degree human resource management practices and leadership style predict organizational commitment and organizational citizenship behavior in a developing (non-western) and a developed (western) country?

Research Question 5:

Does organizational commitment mediate the relationship of human resource management practices and leadership style with organizational citizenship behavior in a developing (non-western) and a developed (western) country?

1.3 Significance of the study

Organizational citizenship behavior is relatively new concept in behavioral research and majority of the previous studies have been conducted in developed countries. Little evidence is available from developing countries. On the other hand organizational commitment is a heavily researched topic but evidence from non-western developing

countries is still limited. Both citizenship behavior and commitment have been studied in different professional groups. But the view that citizenship behavior and commitment are significant in reaching organizational and individual goals in the specific context of academic institutions of higher education has not received much attention from the researchers (Chughtai & Zafar, 2006). Previous studies of citizenship behavior and organizational commitment on educators have mainly focused schools teachers as compared to university teachers. A study of teachers' organizational citizenship behavior and their organizational commitment should be of high importance to the universities which receive high amount of public funding.

Another significant aspect of this study is that it adds evidence to the existing body of knowledge from a developing country and compares it with findings from developed country. This opens new fronts for further researchers if differences are found in results.

The results of the study are of high value to administrators and managers of universities to know the human resource management practices and leadership styles that instill and uphold organizational commitment but also organizational citizenship behavior among university teachers.

1.4 Objectives of the study

The overall objective of the study is to develop a model of organizational citizenship behavior by modeling the relationship between human resource management practices, leadership styles, organizational commitment and organizational citizenship behavior.

Specific objectives of the study are as follows:
- To have an understanding about the concepts of human resource management practices, leadership styles, organizational commitment and organizational citizenship behavior.
- To find out the relationship between demographic variables and organizational commitment and organizational citizenship behavior.

- To find out the relationship between human resource management practices, leadership style, organizational commitment and organizational citizenship behavior.
- To find the main effects of human resource management practices and leadership style, organizational commitment on organizational citizenship behavior.
- To find whether organizational commitment mediates the relationship of human resource management practices and leadership style with organizational citizenship behavior.

1.5 Description of Study Variables

1.5.1 Description of Organizational Citizenship Behavior

Organizational behavior is the study of such theories and their applications which help in understanding the actions of people as individuals and in groups in organizations. Vardi and Weitz (2004) describe three facets of organizational behavior which are compliance, misbehavior and citizenship behavior. Compliance is defined as "working to the rule". Misbehavior is defined as such acts and actions of employees which intentionally breach the rules of organization.

Bateman and Organ (1983) first conceived the concept of organizational citizenship behavior. Organ (1988 p.4) defined organizational citizenship behavior as "Individual behavior 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". The word "discretionary" here means that such behavior is not the formal part of an employee's job description and purely optional in its nature. OCB itself is "entirely voluntary, constructive, not formally assigned, non-compensated but desired by the organization" (Turnipseed & Murkison, 2000). According to Moorman and Blakely (1995), a good citizen is that employee who extends help and support to organization, even when organization does not verbally stipulate such support. For organizations to survive and prosper, it is extremely important to have members who behave as good citizens (Jahangir, Akbar & Haq, 2004).

Smith, Organ and Near (1983) first gave a measure of citizenship behavior. They proposed two components of organizational citizenship behavior. Their first factor was *altruism* (behavior directly intended to help a specific coworker) and second factor was *Generalized Compliance* (behavior that is more impersonal and representative of compliance with norms defining a good worker).

Later Organ proposed a five dimensional construct of OCB instead of two dimensional construct. He expanded the concept of Smith et al. (1983) into five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, 1988).

Altruism is described as such actions that are aimed at helping other employees and eventually will benefit the organization. Example of altruism is help and support rendered by an employee to his/her colleague who could not complete the job in time for some reason (Organ, 1990).

Conscientiousness refers to such discretionary behaviors that are not focused to individual employees or groups but do good to the organization as a whole. Examples of conscientiousness behaviors are employees abiding by to the rules and regulations of the organization, working late hours, coming early to work and avoiding long and unnecessary breaks (Schnake, Cochran & Dumler, 1995; Organ, 1988).

Sportsmanship refers to behaviors that benefit the organization instead of coworkers like tolerating such disliked things in an organization which are unavoidable and cause inconvenience and irritation (Organ, 1988). Other examples of sportsmanship are not filing complaints and grievances and having more focus on the positive aspects of the organizational life and ignoring and tolerating its trivial negative aspects (Podsakoff, MacKenzie, Moorman & Fetter, 1990).

Courtesy is described by Organ (1988) as touching base with other colleagues when one is doing his/her own job and making his/her own decisions that can possibly affect the job of others. For example if the job of an employee cannot be completed as per plan and

it can impinge the jobs of other employee(s) then informing all relevant in time so that they can adjust accordingly. Courtesy is not the same as altruism. It differs in a way that it asks for informing and organizing others in advance so as to avoid work overload at their end and thus if exhibited well courtesy will reduce if not eliminate the need for altruism (Fournier, 2008).

Civic virtue is the fifth and last dimension of OCB given by Organ (1988). It refers to those behaviors where employee prioritizes organizational interests over personal interests. Examples are when employee attends meetings that are not absolutely necessary, involves himself/herself in organizational developments and issues (Becker & Kernan, 2003), offers suggestions and feedback and participates in the political life of the organization (Deluga, 1998).

A four dimensional conceptualization of organizational citizenship behavior has also been presented as a substitute to Organ's (1988) five dimensional conceptualization (Moorman & Blakely, 1995; Graham, 1989). According to this approach OCB is made up of interpersonal helping, loyal boosterism, personal industry and individual initiative. *Interpersonal helping* is synonymous to Organ's altruism that is behavior aimed at benefiting a colleague. *Loyal boosterism* is when an employee promotes and talks good about his/her organization in the community. *Personal industry* is synonymous to consciousness given by Organ that is to do such acts and tasks that are not the part of duty. *Individual initiative*, the fourth and last component is synonymous to courtesy. This refers to such behaviors when employee facilitates the working of department, unit and organization by communication (Graham, 1989).

Williams and Anderson (1991) proposed two constructs of organizational citizenship behavior later also supported by Lee and Allen (2002): OCBI and OCBO. OCBI is behavior aimed at helping an individual in the organization (helping a specific other person with a relevant task) while OCBO is behavior aimed at helping the organization as a whole (carrying out role requirements well beyond minimum required levels and helping organization in achieving goals). According to Williams and Anderson (1991)

OCBI is "behaviors that immediately benefit specific individuals and indirectly through this means contribute to the organization (e.g., helps other who have been absent, takes a personal interest in other employees) … Prior research has labeled the OCBI dimension as altruism. . ." (p.602) and OCBO is "behaviors that benefit the organization in general (e.g., gives advance notice when unable to come to work, adhere to informal rules devised to maintain order) . . . Prior research has labeled . . . OCBO dimension as generalized compliance" (p.601-602).

Although there is high consensus among researchers that OCB is an important employee behavior but they appear far from any agreement about what behaviors exactly constitute organizational citizenship behavior. Podsakoff et al. (2000) have summarized in their study seven different themes that are common in OCB research among different authors. These common themes are "helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development". A comparison of seven dimensions suggested by Podsakoff et al. (2000) with the dimensions of different researchers is shown in Table 1.2 on next page.

Table 1.2 Summary of OCB Dimensions by Different Researchers

Dimensions of Organizational Citizenship Behavior, from Podsakoff et al., 2000	Research Studies and Their Equivalent OCB Dimensions				
	Organ, 1988, 1990a, 1990b	Moorman & Blakely, 1995; Graham, 1989	Van Dyne, Graham & Dienesch, 1994	George & Brief, 1992	Williams & Anderson, 1991; Lee & Allen, 2002
Helping behavior	Altruism, peacemaking, cheerleading, courtesy	Interpersonal helping	Social participation		OCBI
Sportsmanship	Sportsmanship				OCBO
Organizational Loyalty		Loyal boosterism	Loyalty		OCBO
Organizational Compliance	Conscientiousness		Obedience	Spreading goodwill, protecting the organization	OCBO
Individual Initiative	Conscientiousness	Personal industry		Making constructive suggestions	
Civic Virtue	Civic virtue		Organizational participation	Protecting the organization	OCBO
Self Development		Personal industry	Functional participation	Self development	

Note: From Fife, C.M. (2008). A Social-Cognitive Assessment of Organizational Citizenship Behavior. Masters dissertation. Virginia Polytechnic Institute and State University

Although Podsakoff et al. (2000) in their study deliberated the relationship of OCB dimensions with each other but they did not study the relationship of OCB to its antecedents and outcomes. This gap was filled by LePine, Erez and Johnson (2002) in their meta-analysis. In first step of their study they examined the relationships of OCB dimensions with each other and found that all the dimensions have strong correlations with each other except sportsmanship and civic virtue. They used the dimensions given by Organ (1988). In next step of their study LePine et al. (2002) studied the relationship of OCB dimensions with its antecedents. Specifically they studied how different dimensions of OCB differentially relate to different commonly studied antecedents of OCB. The results of their study showed that there is no differential relationship between the dimensions of OCB and antecedents of OCB. In simple words it does not matter that

OCB is measured as single construct or multidimensional construct. Likewise similar results were found with the analysis carried out with two dimensional construct of OCB given by Williams and Anderson (1991) i.e. OCBI and OCBO. In the last step of their study LePine et al. (2002) studied the predictive validity of aggregate and dimensional constructs of OCB and found no significant differences in them.

A number of studies have appeared which explore the construct validity of organizational citizenship behavior (Allen, Facteau & Facteau, 2004). In this study OCB has been measured as a latent construct consisting of five dimensions proposed by Organ (1988) because it simplifies the understanding of phenomenon and moreover according to LePine et al. (2002) there is no significant difference in the predictive validity of single and multidimensional constructs. Single factor use of OCB has also been advocated by Hoffman, Blair, Meriac, and Woehr (2007). According to them OCB can more clearly be distinguished from task performance as a single factor model.

In this study human resource management practices and leadership styles have been considered as independent variables that as has been hypothesized will develop the organizational commitment and organizational citizenship behavior amongst university teachers. This study also examines the mediating role of organizational commitment in the development of organizational citizenship behavior of university teachers with organizational factors like human resource management practices and leadership styles.

1.5.2 Description of Human Resource Management (HRM) Practices

"People are the lifeblood of organizations" (Gunnigle, Hearty and Morley, 1997). This is the proposition on which human resource management emerged as a distinct school of thought in 1970s with the development of human resource accounting theory (Storey, 1995a). Before this theory it was considered that employees are just another factor of production and a cost to the organization but theory of human resource accounting challenged this view and proposed a new view towards human resources of an organization that is to treat employees as an asset to the organization rather than the cost.

According to this approach human resource management is defined as "a process of identifying, measuring, and communicating information about human resources to decision makers, specifically about their cost and value of these assets." (Laka-Mathebula, 2004)

Another definition of human resource management practices given by Shonhiwa and Gilmore (1996) is "the planning, organizing, directing and controlling of the procurement, development, compensation, integration, maintenance, and separation of human resources to the end that individual, organizational, and societal objectives are accomplished".

Ahmed (1999) defined HRM as a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of an organization's key resources, its employees.

There are many other ways in which human resource management is defined in literature (Guest, 1989; Storey, 1995a). Some call human resource management the same as personnel management or industrial relations while others consider it as different approach for integration of people management with business strategy (Storey, 1995b). A comparison of human resource management and personnel management by Storey (1995a) is shown in table 1.3 on next page:

Table 1.3: Comparison of HRM and Personnel Management

Dimension	Personnel and IR	HRM
Beliefs and assumptions		
1. Contract	Careful delineation of written contracts	Aim to go "beyond contract"
2. Rules	Importance of devising clear rules/mutuality	"Can-do" outlook, impatience with "rules"
3. Guide to management action	Procedures	"Business need"
4. Behaviour referent	Norms/custom and practice	Values/mission
5. Managerial task vis-à-vis labour	Monitoring	Nurturing
6. Nature of relations	Pluralist	Unitarist
7. Conflict	Institutionalized	De-emphasized
Strategic aspects		
8. Key relations	Labour management	Customer
9. Initiatives	Piecemeal	Integrated
10. Corporate plan	Marginal to	Central to
11. Speed of decision	Slow	Fast
Line management		
12. Management role	Transactional	Transformational leadership
13. Key managers	Personnel/IR specialists	General/business/line managers
14. Communication	Indirect	Direct
15. Standardization	High (e.g. "parity" seen as an issue)	Low (e.g. "parity not seen as relevant)
16. Prized management skill	Negotiation	Facilitation
Key levers		
17. Selection	Separate, marginal task	Integrated, key task
18. Pay	Job evaluation (fixed grades)	Performance-related
19. Conditions	Separately negotiated	Harmonization
20. Labour management	Collective bargaining contracts	Towards individual contracts
21. Thrust of relations with stewards	Regularized through facilities and training	Marginalized (with exception of some bargaining for change models)

Note: From " Is HRM Catching on?" by Storey, J. 1995. *International Journal of Manpower*, Vol. 16, No. 4, pp3-12.

It is clear from Table 1.3 that personnel management is more a control activity that is based on administrative processes and lacks the individual employee development perspective while HRM focuses on the involvement of managers in employee development and organizational development and also emphasizes engagement in such practices and functions that must be applied and implemented throughout the organization and should make employees more effective. The use of term "practices"

here is according to definition of Baruch (1997) that "practices are all kinds of techniques, activities, methods and programs conducted by the HRM department and line managers."

In this study Storey's (1995a) concept of HRM is used which treats human resource management as an approach to management of people that treats employees as key and valuable long-term assets to an organization and persuades an organization for the adoption of specific approach to acquire, develop, manage, motivate and gain commitment from the employees.

1.5.3 Description of Leadership Behavior

According to Nirenberg (2001), the concept of leadership has as many definitions as there are authors on the subject. Leadership is a complex phenomenon and has been viewed from multiple perspectives. Authors have defined leadership from the perspectives of person, behavior, act, process and styles.

Person Perspective: Hosking (1988) defined leadership from the perspective of a person. He said that leader is the one who to achieve social order makes continuous effective contributions. Conger (1999) also explained leadership with the similar perspective of a person. He said that leader is a one whose job is to set direction for the group of working individuals. According to Conger, it is also the duty of the leader to keep the members of the group motivated and gain their commitment to the directions set by him/her.

Behavior Perspective: Leadership is also defined as an individual's behavior when he/she directs the tasks and activities of group members towards the achievement of a common and shared goal. Rowden (2000) defined leadership behavior as when someone directs and coordinates the group activities towards the achievement of a goal that is shared.

Act Perspective: Benis and Goldsmith (1994) defined leadership with this perspective as leaders act with integrity, show their competence, describe reality, help members in understanding present and predicting future.

Process Perspective: Leadership is a process of influencing tasks and activities of others (individuals or group) to ensure that goals are achieved in any particular situation (Gardner, 1990). Jacobs and Jacques (1990) defined leadership as a process that gives purpose to the combined inputs and efforts and makes the followers to put more energy and effort at their own to ensure the goal achievement. Same process perspective of leadership is also used by Jacques and Clement (1994). They are of the opinion that leadership is a process and leader is one who sets goals for the followers and ensures through commitment and competence that the followers are heading in the right direction along with him/her.

Styles Perspective: Key advocate of styles perspective is Bass. He in 1990 described three famous styles that leaders use. These are (i) transactional leadership style, (ii) transformational leadership style and (iii) Laissez-faire leadership style.

Leaders who follow transactional leadership style emphasize on identification of roles and tasks for their followers and explain to them how certain desired rewards are linked with the successful completion of these tasks. Transactional leaders also provide followers/employees feedback on their performance (Bass, 1990). Favorable affect of transactional leadership style on employee's behavioral and attitudinal outcomes is shown by research.

Leaders who follow transformational leadership style exhibit long term orientation (Bass, 1990). They articulate a vision, provide a model to follow, ensure acceptance of group goals, set high performance expectations and intellectually stimulate their followers. Instead of just focusing on present organizational issues and problems and present needs of employees and themselves, they strongly keep an eye on future as well.

Transformational leaders emphasize systems thinking and holistic perspective of internal and external organizational factors.

Leaders who follow laissez-faire leadership style step down from their responsibility expecting their followers to work independently and such leaders don't indulge themselves in decision-making (Bass, 1990).

After reviewing above perspectives on leadership, it is clear that it is a complex phenomenon and all of these perspectives contribute in their unique way in understanding and explaining what leadership is. However organizational behavior literature is more focused on styles perspective of Bass (1990). That is why this perspective will be used in this study to examine whether or not it plays any role in developing commitment and citizenship behavior amongst university teachers.

1.5.4 Description of Organizational Commitment

Theorists and researchers have an agreement that consensus on how organizational commitment is to be defined is yet to be achieved (Zangaro, 2001). Since its definition by Mowday and associates (1979) as "… the relative strength of an individual's identification with and involvement in a particular organization" the concept of organizational commitment has been differentiated by many researchers from other behavioral constructs like occupational commitment, job satisfaction, career salience, job involvement and work group attachment (Dockel, 2003). Table 1.4 below shows a summary of different definitions of organizational commitment.

Table 1.4 Definitions of Commitment and Organizational Commitment

Commitment in General
"… engagement which restricts freedom from action." (Oxford English Dictionary, 1969)
"Commitment comes into being when a person, by making a side bet, links extraneous interests with a consistent line of activity." (Becker, 1960 p.32)

"… a state of being in which an individual becomes bound by his actions and through these actions to belief that sustain the activities of his own involvement." (Salancik, 1977 p.62)

"… a stabilising force that acts to maintain behavioural direction when expectancy/equity conditions are not met and do not function." (Scholl, 1981 p.593)

"… a forces that stabilises individual behaviour under circumstances where the individual would otherwise be tempted to change that behaviour." (Brickman, 1987 p.2)

"… one's inclination to act in a given way toward a particular commitment target." (Oliver, 1990 p.30)

"… an obligation force which requires that the person honour the commitment, even in the face of fluctuating attitudes and whims." (Brown, 1996 p.241)

Organizational Commitment

"… the totality of normative pressures to act in a way which meets organisational goals and interests." (Wiener, 1982 p.421)

"… the psychological attachment felt by the person for the organisation; it will reflect the degree to which the individual internalises or adopts characteristics or perspectives of the organisation." (O'Reilly & Chatman, 1986 p.493)

"…a psychological state that binds the individual to the organisation…" (Allen & Meyer, 1990 p.14)

"…a bond or linking of the individual to the organisation." (Mathieu & Zajac, 1990 p.171)

Note: From Dockel, A. (2003). The effect of retention factors on organizational commitment: an investigation of high technology employees. Masters Dissertation, University of Pretoria, South Africa.

For the purpose of this study definition of Allen & Meyer (1990) "commitment is a psychological state that binds the individual to the organization…" has been used.

According to Scholl (1981), definition of organizational commitment is function of the approach that one takes to define it. Suliman and Isles (2000a) have identified four major approaches that are used to define and conceptualize organizational commitment. These are attitudinal approach, behavioral approach, normative approach and multidimensional approach.

Attitudinal Approach: According to this approach commitment is mainly viewed as an attitude or in other words a set of actual behavioral intentions. Most widely accredited definition of organizational commitment according to attitudinal approach is given by Porter and his associates. They have defined organizational commitment as "the relative strength of an individual's identification with, and involvement in a particular organization" (Mowday et al., 1979). Three main characteristics of employee's commitment to organization by Mowday et al., (1979) are (i) a strong belief in, and acceptance of, the organization's goals and values, (ii) a willingness to exert a considerable effort on behalf of the organization, and (iii) a strong intent or desire to remain with the organization. According to attitudinal approach antecedents of organization commitment are individual's personality traits, work related good experiences and characteristics of job while effects of organizational commitment are less employee absenteeism, high employee and organizational performance and less turnover.

Behavioral Approach: Commitment is also defined as a behavior by Zangaro (2001) and Suliman & Isles (2000b). The theme of research as per behavioral approach is on the obvious symptoms of commitment. According to this approach employees continue working for their organizations because they have invested their time in their organizations, have developed friendly relationships with their coworkers and do not want to loose benefits of continued employment like pension and gratuity. So "sunk costs" are the real reasons for which employees remain committed to their organizations. Side bet theory of Becker (1960) is believed to be the basic pillar of behavioral approach

towards organizational commitment who is of view that employee remains committed to the organization after realizing the switching costs. Another advocate of defining commitment as behavior is Kanter (1968). He views commitment as "profit" which employee gets by remaining engaged with an organization or "cost" that an employee bears by leaving the organization. So employee commitment can be described as profit that employee wants to earn or cost that employee wants to avoid. Behavioral approach is based on "investments as a force that ties employees to organizations", to explain organizational commitment (Scholl, 1981).

Normative Approach: Normative approach defines organizational commitment as "the totality of internalized normative pressures to act in a way which meets organizational goals and interests" (Weiner, 1982). According to Becker, Randall and Reigel (1995), this approach proposes that employees feel committed to their organizations when there is compatibility between personal goals of employee and goals of the organization.

Multidimensional Approach: This approach argues that organizational commitment of an employee is more complicated than just employee's emotional bond to the organization, apparent costs of leaving the organization or moral compulsion of continuing with the organization. Commitment of an employee results as an interaction affect of three before mentioned components. Kelman (1958) is considered to be first contributor to multidimensional approach to commitment. He set the basis for this approach when found associations between employee's attitude change and internalization, compliance and identification. Etzioni (1961) cited by Zangaro (2001) is also amongst the early researchers who viewed commitment as a multidimensional construct. He proposed three dimensions of organizational commitment which are as follows: (i) Moral involvement defined as "a positive orientation based on an employee's internalization and identification with organizational goals", (ii) Calculative involvement defined as "either a negative or a positive orientation of low intensity that develops due to an employee receiving inducements from the organization that match his/her contributions" and (iii) Alienative involvement defined "as a negative attachment to the

organization". These dimensions explain normative, attitudinal and behavioral facets of employee commitment.

Multidimensional approach to commitment is also advocated by O'Reilly and Chatman (1986). Using the work of Kelman (1958) as foundation they proposed three unique dimensions of organizational commitment which are compliance, identification and internalization. Compliance is when to gain a particular reward employee changes attitude and related behavior. Identification is when employee accepts attitude and related behavior to continue a satisfying relationship. Internalization is when employee accepts and adopts attitude and related behavior by feeling compatibility of that attitude and behavior with his/her own values.

Most widely accredited and popular approach to define organizational commitment as a multidimensional construct is of Meyer and associates. Using side-bet theory of Becker, Meyer and Allen (1984) added continuance commitment dimension to the already presented affective dimension of commitment. As a result organizational commitment became a bi-dimensional construct containing both an attitude and a behavior perspective. Later Allen and Meyer (1990) introduced normative commitment, a third dimension to the already existing two dimensions of organizational commitment. They argued that commitment is employee's psychological attachment to the organization which can take three forms which are affective commitment, continuance commitment and normative commitment.

Allen and Meyer defined affective commitment as "an employee's emotional attachment to, identification with, and involvement in the organization", continuance commitment as "commitment based on the costs that employees associate with leaving the organization" and normative commitment as "an employee's feelings of obligation to remain with the organization". According to them each of the above mentioned dimensions explains a unique reason for an employee being attached to the organization.

Inverson and Buttibieg (1999) studied the multidimensional nature of organizational commitment in Australia. They proposed that organizational commitment has four

dimensions. They labeled these four dimensions as normative, affective, low perceived alternatives and high personal sacrifice.

Meyer and Herscovitch (2001) have summarized different studies that have attempted to define the dimensions of organizational commitment. The results of their study are presented in the Table 1.5.

Table 1.5: Dimensions of Organizational Commitment with Multidimensional Models

Angle and Perry (1981) Value commitment Commitment to stay	"Commitment to support the goals of the organization" "Commitment to retain their organizational membership"
O'Reilly and Chapman (1986) Compliance Identification Internalization	"Instrumental involvement for specific extrinsic rewards" "Attachment based on a desire for affiliation with the organization" "Involvement predicated on congruence between individual and organizational values"
Penley and Gould (1988) Moral Calculative Alienative	"Acceptance of and identification with organizational goals" "A commitment to an organization which is based on the employee's receiving inducements to match contributions" "Organizational attachment which results when an employee no longer perceives that there are rewards commensurate with investments; yet he or she remains due to environmental pressures"
Meyer and Allen (1991) Affective Continuance Normative	"The employee's emotional attachment to, identification with and involvement in the organization" "An awareness of the costs associated with leaving the organization" "A feeling of obligation to continue employment"
Mayer and Schoorman (1992) Value Continuance	"A believe in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization" "The desire to remain a member of the organization"
Jaros et al. (1993) Affective Continuance Moral	"The degree to which an individual is psychologically attached to an employing organization through feelings such as loyalty, affection, warmth, belongingness, fondness, pleasure, and so on" "The degree to which an individual experiences a sense of being locked in place because of the high costs of leaving" "The degree to which an individual is psychologically attached to an employing organization through internalisation of its goals, values, and missions"

Note : From Meyer, J. P. and Herscovitch, L. 2001. Commitment in the workplace: toward a general model. Human Resources Management Review, Vol11, pp299-326.

This study uses multidimensional approach to organizational commitment as this is most widely accepted and used approach to describe the relationship between employee and employer. Allen and Meyer' (1990) definition of organizational commitment is used which describes commitment as a three dimensional construct. This multidimensional approach is considered preferable to other approaches because according to Angel and Perry (1983) different organizational factors play their role in the development of different dimensions of organizational commitment. Human resource management practices like compensation and reward may develop continuance commitment among employees as they may not want to sacrifice these benefits by leaving the organization and human resource management practices like training and development may develop normative commitment by making an employee feel obligated to stay with the organization because of the training costs incurred by organization for his/her development while other human resource management practices may develop affective commitment causing an emotional attachment of employee to his/her organization.

Researchers also associate the characteristics of leaders with the development of organizational commitment (Bennis & Goldsmith, 1994; Bennis & Townsend, 1995). Gautam, Dick, Wagner and Davis (2005) have found different facets of organizational commitment positively associated with organizational citizenship behavior. Lagomarsino and Cardona (2003) also reported that organizational commitment mediates the achievement of organizational citizenship behavior through leadership.

CHAPTER 2

LITERATURE REVIEW

2.1 Organizational Citizenship Behavior

Modern organizations operate on work structures that are team-oriented and self-governing rather than individualized and centrally controlled. This arrangement has amplified the importance of cooperation and initiative among employees (Ilgen & Pulakos, 1999). All of this has made discretionary behaviors like organizational citizenship indispensable for organizations (LePine et al., 2002). Research scholars and organizational managers have shown high interest in organizational citizenship behavior (Korsgaard, Meglino, Lester, & Jeong, 2010; Podsakoff, Whiting, Podsakoff, & Blume, 2009; Hoffman et al., 2007; LePine et al., 2002; LePine, Hanson, Borman, & Motowidlo, 2000; Motowidlo & Schmit, 1999; Organ & Ryan, 1995) because it relates to important organizational outcomes like profitability (Koys, 2001). Exhibition of such extra-role behaviors that augment organizational goals but are not explicitly rewarded or cannot be fully monitored, is a key challenge for organizational mangers (Korsgaard et al., 2010).

2.1.1 Outcomes of OCB

Two outcomes of OCB that have been focused in the recent literature are as follows; one, impact of OCB on the managerial evaluations of performance of employees and two, impact of OCB on overall effectiveness of the organization.

OCB and Managerial Evaluations of Employee Performance: There are many studies which have reported that managers do take into account the extra-role behaviors and OCBs of their employees along with other objective measures while evaluating their performance (see Podsakoff et al., 2000; Van Scotter, Motowidlo, & Cross, 2000; MacKenzie, Podsakoff, & Paine, 1999; Podsakoff & MacKenzie, 1994). This action by the managers can either be conscious or subconscious. Podsakoff et al. (2000) concluded, based on their meta-analysis of eight different samples, 9.3% of the variation in performance evaluation of employee is caused by in-role behaviors while 12% of the

variation in performance evaluation of employee is caused by extra-role behaviors or OCBs. It is evident from this study that organizational managers not only notice but also take into consideration the OCBs while writing the performance evaluation reports of their employees. Another reason for manger's consideration of OCBs in performance evaluations is supported by Organ, Podsakoff and MacKenzie (2006 p.17), as they say about OCBs that these behaviors "make the manager's job easier". This makes organizational citizenship a highly desired behavior.

OCB and Organizational Effectiveness: The nature of relationship between OCB and organizational effectiveness is embedded in OCB's very first definition proposed by Organ (1988) who said about OCB that "it in the aggregate promotes the effective functioning of the organization". However there are many other reasons to believe that OCB will affect the organizational effectiveness like OCB will increase the productivity of manager and other co-workers as a result of help rendered by OCB exhibitor, OCB will not keep the resources engaged unnecessarily and will free these resources for other more productive use, OCB will improve the public image of the organization, OCB will help the organization to attract the best job candidates and OCB can increase the potential of organization to better adopt to changes taking place in its environment (Podsakoff et al., 2000). According to Organ et al. (2006 p.17), organizational citizenship behaviors "enhance effectiveness and efficiency".

Podsakoff et al. (2009) in their meta-analysis have reported the outcomes of OCB and have classified these outcomes into two categories. One is individual level outcomes and two is organizational level outcomes.

Individual level outcomes of OCB: Individual level outcomes that have been found associated with OCB are employee absenteeism, intentions of turnover, actual turnover, decisions regarding allocations of rewards and managerial evaluations of performance of the employee (Podsakoff et al., 2009).

Organizational level outcomes of OCB: Organizational level consequences that have been reported by Podsakoff et al. (2009) include reduced level of cost, unit level turnover, satisfaction of customers, increased efficiency and productivity. However it was

observed that the association between these outcomes and OCB was stronger in longitudinal studies (Podsakoff et al., 2009).

2.1.2 Antecedents of OCB

There are many antecedents of organizational citizenship behavior that have been identified in the literature. Podsakoff et al. (2000) in their meta-analysis have classified the OCB antecedents in four main categories after reviewing the last fifteen years research on OCB. These categories are (1) organizational characteristics, (2) leader behaviors, (3) task characteristics, and (4) individual characteristics.

Organizational Characteristics and OCB

Contradictory findings exist in literature regarding the association between organizational characteristics and organizational citizenship behaviors. According to Podsakoff et al. (2000), amongst formalization in organization, flexibility in organization, spatial distance and support from staff, none was found time and again related to organizational citizenship behaviors. However Kaufman, Stamper and Tesluk (2001) found the positive and significant association between organizational support and organizational citizenship behaviors. This association between organizational support and organizational citizenship behaviors has also been confirmed by Randall, Cropanzano, Bormann and Birjulin (1999) indicating that employee looks for balance in his/her exchanges with the organization. This means that citizenship behaviors exhibited by the employees are in proportion to the amount of support received by them from their organization.

Leader Behaviors and OCB

The research regarding associations between leadership styles and organizational citizenship behaviors is much more conclusive in comparison to other three categories of antecedents. Transformational leadership style, transactional leadership style, path goal theory of leadership and leader member exchange theory have significant and positive associations with organizational citizenship behaviors (Podsakoff et al., 2000). According to Podsakoff et al. (1990), transformational leadership has indirect effect on organizational citizenship behaviors and the mediating factor between the two is followers' trust on the leader while transactional leadership has direct impact on the organizational citizenship behaviors. This may be due to the bartering nature of the

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transactional leadership style because OCB is the currency which can buy good performance ratings and reward.

Task Characteristics and OCB

Different task characteristics have been studied in relationship with organizational citizenship behaviors and it has been confirmed that these task characteristics are related to OCBs. Task routinization, task feedback and intrinsically satisfying nature of task have been found significantly associated with the organizational citizenship behaviors (Podsakoff, MacKenzie & Bommer, 1996; Podsakoff & MacKenzie, 1995). Also Todd (2003) found indirect associations between task characteristics and organizational citizenship behaviors. According to him, intrinsically satisfying task and task autonomy were significantly related to job satisfaction which in turn predicted organizational citizenship behavior.

Individual Characteristics and OCB

Individual characteristics have been investigated in relationship with organizational citizenship behavior are divided into two streams. One is morale factors and other is dispositional factors. Morale factors include commitment, satisfaction, fairness perceptions and leader supportiveness perceptions of employees (Organ & Ryan, 1995). Although all of these morale factors have been found associated with organizational citizenship behaviors but satisfaction has been found the biggest correlate. Dispositional factors that have been studied by Organ and Ryan (1995) include conscientiousness, agreeableness and positive and negative affectivity. They did not find consistent direct relationships between these dispositional factors and organizational behaviors rather indirect associations were found between the two. According to Organ and Ryan (1995), these dispositional factors predispose employees to some orientations which in turn increase the likelihood of organizational citizenship behaviors. Although George (1991) found that positive mood of the employee has positive and significant association with the exhibition of organizational citizenship behavior.

Other Antecedents of OCB

In addition to above mentioned antecedents some other factors have also been found linked with organizational citizenship behavior in literature which are mentioned below:

Nature of employment: Organizational citizenship behavior is related to the nature of employees or workers as well. Using part time employees may be helpful for the organizations in short term but organizations need to consider that they may be loosing organizational citizenship behavior by using part time employees. This may create problems for service organizations e.g. educational institutions and universities (Stamper & Dyne, 2001).

Stamper & Dyne (2001) concluded that employees who are involuntarily working as part time workers means that they want to work as full time employee but due to whatever reason (opportunity etc) cannot work as full time employees, exhibit a low citizenship behavior. So besides considering the voice (suggestions) or help (assistance of coworkers), organizations should also consider the preference of employee for his job (full time or part time). For permanent employees commitment towards their teams was the main motivator of OCB, where as for contractual employees trust is the motivator for OCB. Contingent employees have more negative behavior towards their work places and they show a lower rate of OCB, for permanent employees, procedural justice is an important factor that predicts OCB (Gilder, 2003). For many contingent workers team commitment is the main reason of showing OCB (Gilder, 2003).

Perceived organizational justice: Lack of trust and faith is a source of reduction in the citizenship behavior of employees. When employees have a belief on perceived organizational justice then there is a higher level of citizenship behavior prevailing within the organization, on the other hand when there is lack of justice and trust of employees on their employer the level of citizenship behavior is found to be low amongst the employees. There is a significant impact of collectivism and propensity to trust (PT) on OCB but it depends on the self esteem; it works as a mediator between these variables (Van Dyne, Vande Walle, Kostova, Latham & Cummings, 2000). Organizational justice and procedural fairness in an organization have a strong impact on OCB, when employees are satisfied with the management then they agree upon the improvement of OCB along with the formal performance. Organizational justice plays an important role in OCB of employees, when employees feel that their terms and conditions of job contract are being fulfilled by the employer then they will exhibit a positive behavior known as OCB, the fulfillment of this contract will lead the employee towards a strong

psychological contract, but if employees feel cheated and betrayed then they will exhibit low OCB (Robinson & Morrison, 1995). Moreover perceived organizational justice is an important antecedent of OCB, it has a stronger influence on OCB than formal job (role-in behavior) (Cohen & Kol, 2004). If employees feel that procedural justice and fairness is not prevailing in the organization then the relationship between job satisfaction and OCB becomes very weak, it means that for more effective OCB behavior organizations should have fairness in procedures, procedural justice is very important for OCB. Perceived procedural justice is a determinant of extra role behavior of manager and in continuance the citizenship behavior of manager leads to OCB of employees (Tepper & Taylor, 2003). Thus in sum, perceived organizational justice/ fairness are positively and significantly related with organizational citizenship behavior (Messer & White, 2006).

Impression management: Impression management is a force that motivates the individuals toward OCB (Robinson & Morrison, 1995). OCB which is influenced by impression management is closely related to appraisal and it has a chance of recency error which means preferring more recent employees (Becton, Giles & Schraeder, 2007). Some employees many be exhibiting OCB not to help and increase the productivity of their work place but to show their helping behavior to their peers and get respect and improve their image. The factor of impression management is more prominent in the case of temporary employees who want to get a permanent job. They will show OCB to get the permanent position.

Organizational politics: Organizational politics defined as unprofessional and inequitable behavior damages the growth and productivity of the organizations and also creates hurdles for OCB (Organ, 1988). Organizational politics have a negative impact on OCB (Gadot, 2006). Organizational politics is one of the strong predictors of OCB, the relationship between peer support and supervisory relationship is based upon the level of politics in the organization, if there is a low level of organizational politics then there will be a high level of OCB in the organization, where as if the level of organizational politics is high then OCB will be low. Trust is an important determinant of OCB, it increases the level of OCB, if there is lower level of politics in the organization and the level of trust is high then OCB will increase (Poon, 2006).

Psychological contract and organizational cynicism: OCB is affected by the psychological contract of employee; some employees take OCB as a part of their job (Robinson and Morrison, 1995). Some jobs require interdependence and interaction of employees which is basic necessity of the specific job for example; police services and fire brigade etc. The support of employees for each other in this case does not refer to OCB. Moreover the cynicism of personal level and organizational durability are not strongly related with OCB, cynicism has a very little impact on OCB and in the same way tenure of organization also have a very little impact on OCB (Dyne, Graham & Dienesch, 1994).

Employee interdependence: OCB is increased with the increase in interdependence between the employees, OCB is strongly affected by the interdependence and it can be effectively managed through a clear design of work flow. If organizations create a more interdependent environment then OCB is increased (Comeau & Griffith, 2004).

Professionalism: There is evidence that professionalism is positively related with OCB but it is not the strong determinant of OCB. But still as positive correlation between professionalism and OCB is significant, so it is considered as an important factor which influences OCB (Cohen & Kol, 2004).

Self monitoring and OCB: Self supervision is found to be positively related to the extra-role behavior of the employees. If a person is high self monitor then there is a strong chance of high exhibition of OCB (Blakely, Andrews & Fuller, 2003).

OCB and culture: Majority of the research conducted in the discipline of OCB is focused on American cultural context and the findings are supposed to generalize to the worldwide population. OCB is specifically related to the organizations and it has a cultural component. OCB has an increasing trend in cultures other than American culture. OCB needs further research related to other cultures in this era of globalization as the organizations are facing issues such as cultural differences and diversity. Chinese believe that there is a positive association between synchronization amongst the employees and organizational citizenship behavior in China; same is the case with Taiwan. Organizational citizenship behavior does not merely differ across national borders, but also varies across the type of organization in a single society (Farh, Zhong & Organ, 2004).

Collectivism and OCB: Gautam et al. (2005) conducted a research in the collectivistic culture of Nepal where there is largely risk-averse population and found that there is a positive relationship between the two dimensions of OCB which are compliance and altruism and also confirmed significant positive relationship between affective and normative commitment. Continuance commitment has negative association with compliance and altruism. There is a negative association of OCB (compliance) with continuance commitment. It is also found by the authors that cultural factors strengthen the growth of normative commitment, which is a strong determinant of OCB. There is a negative relationship between continuance commitment and organizational citizenship behaviors in the culture of Nepal. Euwemai, Wendt and Emmerik (2007) conducted a research study in which culture was studied as a moderator by means of two proportions of GLOBE and Hofstede's cultural model. These two dimensions are individualism and power distance. The results of their study show that there was no significant association amongst the two dimensions of culture i.e. power distance and individualism and group OCB/ OCB of collective groups. Transactional leadership is found to be negatively associated with OCB, and transformational leadership has a positive association with OCB of groups. Transactional leadership is found to have unconstructive relationship with OCB of groups whereas transformational leadership is not as much of positively related to OCB of groups in individualistic societies as in comparison to collectivistic societies. There emerges no significant and strong relationship between OCB of groups in workplaces and dimensions of culture at the level of societies. There is negative association between transactional leadership and OCB of groups and there is a constructive association amongst the transformational leadership and OCB of groups. Rewards systems based on equity are helpful tool to increase the extra role behavior amongst the employees in an individualistic culture, similarly in a collectivist culture equity based reward system is important determinant of OCB (Chen, Chen & Meindl, 1998).

Employees belonging to a collectivist society are found to be more strongly engaged in OCB. Individual differences are a weak predictor of OCB (Moorman & Blakely, 1995).

Van Dyne et al. (2000) found that there is a strong and significant link between collectivism, individual differences and perceived trust on organizational citizenship

behavior. The perception of organizational justice and OCB varies in accordance to the national culture; this evidence is found by Ang, Dyne and Begley (2003). They conducted a research across nations to measure the OCB of employees belonging to different cultures. Cohen (2006) also found that cultural differences especially individualistic or collectivist orientation does have an impact on organizational citizenship behavior. He argued that collectivist cultures encourage OCB.

2.1.3 Organizational Citizenship Behavior within Educational Institution

According to Oplatka (2006) and Hannam and Jimmieson (2002), there is very little research carried on teachers and OCB, it needs some serious attention. The teacher OCB can be seen in three forms. First is involvement in novel and initiative actions. Second is helping the colleagues in their job and third is improving and helping the students and teaching them with positivism and helping them in getting their targets (Somech & Drach-Zahavy, 2000).

According to Yucel (2008) teachers plays an important role in improving the organizations and students. Teachers with high OCB have more value as compared to other because academic institution is dependent on them. Teacher's relationship with students is strong in high achieving schools as compared to lower achieving schools (Shann, 1998). Therefore, it means OCB is practiced more in high achieving schools then the low achieving schools.

There is a strong relationship between OCB of teachers in educational institutions and student achievement. The effectiveness of teachers also predicts OCB; the teachers who are considered to be effective also show a high level of OCB (DiPaola, 2009).

Quality of relationship amongst the teachers and the other departments of educational institutions, perceived organizational support, perceived organizational justice and rewards systems, job satisfaction and feed back systems are the factors that determine OCB in an educational institution. These factors have a strong impact on OCB of teachers (Garg & Rastogi, 2006). OCB is influenced by leadership style, transformational leadership has a direct relationship with performance of employees, and this performance includes OCB. Organizational politics should be very low in order to make this relationship effective (Gadot, 2006).

According to Somech and Ron (2007), the four forms of OCB (altruism, Conscientiousness, sportsmanship, and civic virtue) are influenced by the supervisor support and the relationship between supervisor and teachers.

Some teachers do not perform OCB because of the stress in their job that may be due to student misbehavior (Segumpan & Bahari, 2006). Students are responsible for the satisfaction and disappointment of teachers in their job (Borg & Riding, 1991). Therefore, students are responsible for OCB among teachers. The higher the satisfaction level of teachers the higher will be the OCB. Teacher's satisfaction is dependent on student's behavior. According to Azizah (1997), teachers' OCB can be measured from the student's behavior. Turnover rate is higher in teachers where misbehavior in students is on top.

It is clearly evident from the review of literature that study of organizational citizenship behavior in academicians and in educational institutions is of high value and certainly needs attentions. Present study has been undertaken with this specific objective to add evidence to the body of knowledge and to realize mangers of educational institutions that organizational citizenship behavior of teachers can play an important role in the achievement of institution's goals and objectives. Although there are number of variables that play role in the development of OCB amongst teachers, however in this study it will be examined that how an organizational level variable (human resource management practices), a group level variable (leadership style) and an employee level variable (organizational commitment) play their role in the development of organizational citizenship behavior of university teachers

2.2 Organizational Commitment

Contemporary organizations are facing high competitive challenges than ever before, a strategy that can help organizations to build up loyal and committed workforce will bring high financial rewards (Huselid, 1995; Chambers, 1998). The only competitive advantage that cannot be imitated unlike others is an employee focused strategy. Employees who are loyal and committed to the organization, if kept engaged contribute to the high organizational outcomes like increased profitability, higher productivity and increased employee retention because these employees better associate them with the mission and vision of the organization (Rogers, 2001). This concept of organizational commitment has been well identified and investigated in the literature of organizational behavior. This idea of retaining and developing employees in order to achieve competitive edge is also well rooted in modern HR literature (DeYoung, 2000). However this idea is not entirely new as it is also advocated by Katz (1964) as he declares retention of employees inevitable for effective functioning of organization and Walton (1985) also recommended organizational managers to shift focus to employee commitment from employee control.

Modern Managers under the light of above arguments make efforts to persuade work-related attitudes of employees with the intention to change their behavior, as it is the major aspect of their job to comprehend, foresee and polish employee behavior (Hafer & Martin, 2006). Organizational commitment is work related attitude, enhances the feeling, emotions and obligation to stay at organization (Dyne & Pierce, 2004). It's a logical question that a person can ask himself that why he should retain organizational membership? To give the answer one will think and will show any sort of one's psychological relationship (Dyne & Pierce, 2004). Commitment is an important element in predicting employees' attitude and their intention to quit from the organization (Shirbagi, 2007).

Reichers (1985) define "commitment as a process of identification with the goals of an organization's multiple constituencies. These constituencies may include top management, customers, unions, and/or the public at large". Hunt and Morgan (1994) stated that organizational commitment is defined as employees' firm belief in and

agreement to values and goals of organization, there is no considerable effect on organizational commitment by the commitment of work group.

There are two distinctive approaches to define organizational commitment; one is psychological approach and other is exchange approach but both approaches have failed to provide the range of relevant factors that determine organizational commitment (Stevens, Beyer, & Trice, 1978). The presence of organizational commitment has very strong impact on the employee during whole job time. In early job career stage organizational commitment is important for decreasing the turnover intentions of the employee and in mid and last career stages it reduces the absenteeism and increases performance (Cohen, 1991).

The attitudinal commitment takes place when an individual thinks about the relationships and degree to which his/her goals and values resemble with that of organization. Behavioral commitment becomes a part of individual when he bonds with an organization through a process (Mowday, Porter & Steers, 1982).

Toward understanding the organizational commitment we will take a look on the concept of commitment. As per Kanter (1968), "the commitment is the process through which individual interests become attached to the carrying out of socially organized patterns of behavior which are seen as fulfilling those interests, as expressing the nature and needs of the person". Simplest definition of OC is employee's loyalty to his/her employers (Cichy, Cha & Kim, 2009). Allen and Meyer (1996) add another definition, according to them organizational commitment is psychological link of employee with organization, it minimize the chances that the employee leave organization voluntarily. So overall concept of organizational commitment targets to comprehend the nature of the attachments formed by individuals to their employing organization (Shahnawaz & Jafri, 2009).

Although there are many conceptualizations of organizational commitment in literature, but three dimensional construct conceptualization of Allen and Meyer (1990) has been used in this study as mentioned and justified in chapter 1 of this study.

2.2.1 Dimensions of Organizational Commitment

Allen and Meyer (1990) focused on three dimensions/facets of organizational commitment that are affective commitment, normative commitment and continuance commitment. These three components describe three psychological states which reflect want, need and ought or obligation (Allen & Myer, 1990).

Employees who possess high affective commitment stay the part of organization because they "wish for", individuals with high normative commitment stay the part of organization because of feeling which tend them "ought to do so", and lastly employees with high continuous commitment stay the part of organization for the reason "that they need to" (Allen & Meyer, 1990).

Affective commitment

Affective commitment, the concept was firstly identified by Kanter in 1968. He gave it the name of cohesion commitment. Allen and Meyer (1990) describe affective commitment as sentimental bonding an individual senses toward the organization which is characterized by involvement and recognition with organization and also gratification in being an organization member. According to Shore and Wayne (1993), when employees have high affective commitment then they would need a smaller amount of encouragement because emotional affection of employees to organization is valuable for generating and retaining an optimistic impression on others.

Pare and Trembley (2007) found that employees will not deploy impression management when they have strong affective commitment and high levels of organizational support perceptions. Employees' commitment to the client organization is enlightened by commitment to employees' contracting organization. Furthermore, magnetism of client organization and perceived client organizational support positively influenced the affective commitment of employees to client organization, affective commitment to client organization of employer is affected by the affection of employees' own affective commitment to their employer (Shapiro & Morrow, 2006).

The strong negative relationship exists between occupational turnover intention and affective occupational commitment, while the relationship between organizational turnover intention and affective occupational commitment is mediated by occupational turnover intention (Chang, Chi & Miao, 2007). The personal outcomes and desirable work are associated with affective commitment so affective commitment is a universal component and it comes in the meaning of positive work experiences (Wasti, 2002). Due to a greater dependence on social exchange theory, a source is provided by social exchange theory for understanding commitment in different forms of social exchange theory. By boosting affective connection of the employees to the organization, the employees can decrease their thankfulness (Shapiro & Morrow, 2006).

Affective commitment is developed as a result of work experiences, which in addition generate feeling of comfort and personal competence (Allen & Meyer, 1991). It was also argued that when organization is doing in the best of employees and employees feel their organization is commitment with their values and contributions, they reciprocate with affective commitment (Sinclair, Leo & Wright, 2005). But development can vary organization to organization and depended on the nature of the job. Beck and Wilson (2000) have found interesting evidence that in case of affiliation with police the affective commitment of the employee decreases with work experience. Affective commitment is in favor of both employee and organization because it is negatively correlated with stress and work-family conflict (Meyer et al, 2002). Affective commitment is higher in employees who have positive and favorable early work experience (Meyer, Irving, & Allen, 1998). According to Mowday, Steers and Porter (1982) affective commitment is generally related to following four categories; (1) work experiences, (2) structural characteristics (3) personal characteristics and (4) job related characteristics.

Continuance commitment

Allen and Meyer (1990) describe continuance commitment as the level to which a person needs to stay with the organization, due to the costs of relinquished benefits associated with an individual's investments in the organization. These investments are secure relations of an employee with associate workers, pension benefits, seniority, career and special competencies achieved by working in an organization for a long time. Employees

have the apprehension of losing these investments in case of going away from the organization. A lower level of OCB is related to continuance commitment which shows that employees who continue to work for their organization due to increase of side bets are less likely to engage in extra role behaviors (Wayne & Shore, 1993). Wasti (2002) argued that continuance commitment appears to be more creative type of connection for individuals elevated on collectivism. Moreover, continuance commitment is increased through loyalty norms and in-group approval, across cultures the nature of continuance commitment diverges. The higher levels of continuance commitment are achieved through informal recruitment and the approval of comprehensive norms for loyalty to one's organization.

When a person thinks that profits and costs of leaving the system are greater than the costs not of leaving system then continuance commitment occurs. Kanter (1968) proposed this process as a result of cognitive orientation of the person. Continuance commitment can be created by anything which has potential to increase the cost attached with leaving the organization (Meyer, Irving & Allen, 1998). Continuance commitment was developed on two factors: number of investments individual make and a perceived lack of alternatives (Allen & Meyer, 1990). Employees with stronger continuance commitment have a stronger intent to remain with organization and are expected to avoid those behaviors which put their organizational membership in danger (Mayer & Schoorman, 1992). Employees, who give value to comfortable work place and security, tend to have higher continuance commitment (Meyer, Irving & Allen, 1998). Employee who has value commitment but less continuance commitment will leave the organization when he gets an opportunity (Mayer & Schoorman, 1992). When employee believes that the organization or supervisor is not treating him fairly and he perceives that cost of continuing relationship outweighs the benefit, will discontinue relationship with organization (Blakely, Andrews & Moorman, 2005).

Wasti (2002) argues that loyalty norms and approval of employee's in-group also influence continuance commitment in the context of collectivism culture. Continuance commitment did not predict any positive outcome for the individuals, who are low on collectivism (Wasti, 2002).

Normative commitment

Allen and Meyer (1990) describe normative commitment as the degree to that a person is duty-bound to stay with organization or in other words it is individual's link with organization because of compulsion on the part of the individual. Normative commitment points out to the employee's feeling of oblation to remain with the organization (Meyer, Irving & Allen, 1998). Normative commitment is socialization process which may be due to influence of role model and with the use of rewards and punishment (Meyer, Irving & Allen, 1991).

Chang, Chi and Miao (2007) found that there is a high negative association between normative organizational commitment and organizational turnover intention. Moreover, the relationship between occupational turnover intention and normative organizational commitment is mediated by organizational turnover intention. There is a strongest affect of experiences and work values on affective commitment, however values and experiences do relate to the prediction of normative commitment as well, although the nature of the relations are unusual for experience combinations and different work values (Meyer, Irving & Allen, 1998).

2.2.2 Organizational Commitment within Educational Institutions

There are many studies which have focused the organizational commitment of educator and teachers (Lew, 2009; Yucel, 2008; Humphreys & Hoque, 2007; Chughtai & Zafar, 2006; Richards et al., 2002; Billingsley & Cross, 1992; Celep, 1992).

Psychological well-being and commitment of teacher are major determinants of a school's performance (Yucel, 2008). According to Humphreys and Hoque (2007), committed academicians are the major factor in the success of universities. Organizational support is of critical importance in inculcating high commitment among academicians because academicians need high recognition and organizational support. Perceived organizational support has been found positively and strongly associated with the affective commitment of university teachers (Lew, 2009; Fuller, Hester, Barnett, Frey & Relyea, 2006).

Richards et al. (2002) in their study of organizational commitment of teachers related to marketing education found that supervision, promotion, involvements and co-workers are the significant predictors of teachers' organizational commitment.

Billingsley and Cross (1992) also predicted the organizational commitment of teachers. They found that variables like stress, leadership support, role ambiguity and role conflict can best predict the organizational commitment among teachers.

Celep (1992) used commitment to school, commitment to teaching profession and work and commitment to work group to find out the teachers' organizational commitment. The results of his study indicated that out of three two variables have direct impact on the teachers' organizational commitment which are commitment to school and commitment to work group.

Moreover affective commitment among university teachers also reduces their turnover intention (Lew, 2009). This association between affective commitment and turnover intentions of university teachers has also been confirmed by Chughtai and Zafar (2006). They also argued that university teachers with high organizational commitment will exhibit low absenteeism and will be willing to contribute more to the institution. Their study was based on a sample of university teachers from Pakistan. Organizational commitment of university teachers was also found positively related to their job performance. Job performance in this case was however self reported.

Lew (2009) have recommended mangers of higher education institutions that they should be conscious towards the organizational commitment of academicians. He believes that if universities inculcate commitment by providing support to academicians then academicians will reciprocate by contributing to universities' outcomes positively. These outcomes can be quality teaching, high impact research and realization of university vision and mission (Lew, 2009).

It is clearly evident from the review of literature that organizational commitment relates to variety of outcomes. Now it will be examined that how organizational commitment plays its role in the development of organizational citizenship behavior which is the key variable of this study.

2.2.3 Organizational Commitment and Organizational Citizenship Behavior

Liu and Cohen (2010) studied Chinese employees and found positive effect of continuance commitment on extra role behavior (OCB, altruisms). This indicates that organizational commitment in Chinese culture predicts citizenship behavior of employees.

Positive association between affective commitment and organizational citizenship behavior has also been found by Neininger, Willenbrock, Kauffeld and Henschel (2010); moreover they also found that organizational commitment is determinant of job satisfaction and leads to higher level of OCB (altruism).

OCB has a positive relationship with all three types of organizational commitment (affective, normative and continuance), but OCB is found to be positively and significantly associated with affective commitment (Tsoumbris & Xenikou, 2010).

Bogler and Somech (2004) examined the associations between empowerment, organizational commitment and organizational citizenship behavior of teachers in Israel. Using a sample of 983 teachers belonging to high and middle schools, they found that empowerment is positively correlated with organizational commitment and organizational citizenship behavior of teachers and also organizational commitment of teachers was found positively associated with their organizational citizenship behavior. All the correlations were statistically significant, $p<0.0001$. Organizational commitment in their study was measured using 15 item OCQ scale of Mowday et al. (1979). This scale measures only affective commitment and does not measure normative and continuance commitment. Although organizational citizenship behavior scale used in study of Bogler and Somech (2004) contained items relating to helping behavior aimed towards students,

fellow teachers and institution, but organizational citizenship behavior was treated as latent variable in the analysis of their study.

Zeinabadi (2010) examined the causal associations of job satisfaction, organizational commitment and organizational citizenship behavior of teachers in Iran. Using a sample of 131 principals and 652 teachers it was found that intrinsic job satisfaction plays a major role in the development of organizational citizenship behavior in teachers directly as well as indirectly through partial mediation of value commitment.

Gellatly, Meyer and Luchak, (2006) found that organizational commitment is significantly related with organizational outcomes like extra-role behavior. It is also strong predictor of reduction in turnover.

Employees who are having a higher level of normative organizational commitment are more likely to show higher level of extra role behavior. On the other hand if employee/individual is having a higher level of continuance commitment then he/she is more likely to show a lower level of OCB (Herscovitch & Meyer, 2002).

Organ (1988) explained that organizational commitment and OCB are positively linked with each other; if the employees are committed with the organization they will exhibit a higher level of extra-role behavior.

Gautam et al. (2005) examined the development of organizational citizenship behavior in collectivist culture of Nepal in relationship to organizational commitment. They used three component model of organizational commitment (affective, normative and continuance commitment) to predict two dimensions of organizational citizenship behavior (altruism and compliance). Using a sample of 450 employees working in Nepalese organizations, they found that affective and normative commitment were positively related to both dimensions of organizational citizenship behavior and continuance commitment was found negatively related compliance dimension of OCB and no associations was found between continuance commitment and altruism dimension

of OCB. They also found that affective and normative commitments were correlated to each other as well.

A positive relationship between affective component of organizational commitment and extra-role behavior with moderating impact of normative commitment has been found by Chen and Francesco (2003) in China, whereas there is a weak/ insignificant relationship between continuance commitment and extra role behavior. No direct relationship between normative commitment and organizational citizenship behavior was found. Employees with higher level of continuance commitment are found not to indulge themselves in OCB (Chen and Francesco, 2003).

Organizational citizenship behavior has been found consistently and strongly related to employee attitudes like job satisfaction and organizational commitment by Hoffman, Blair, Meriac and Woehr (2007) after quantitatively reviewing the existing literature on OCB. Their study was an extension of previous meta-analysis of organizational citizenship behavior.

Ackfeldt and Coote (2000) examined 500 employees having direct contact with the customers. They found that organizational commitment has positive correlation with helping behavior of these employees ($\beta12 = .59$, $t = 4.57$). In addition to this it was also found by them that organizational commitment mediated the relationship between employee responses like administrative mechanisms and organizational citizenship behavior.

According to Felfe, Schmook and Schyns (2008), there is significant link between commitment to organizational, organizational citizenship behavior and satisfaction with job. This relationship can be explained in a way that if employees have high level of commitment with workplace then they are likely to exhibit high level of extra-role behavior and at the same time they will be having a higher level of satisfaction with their jobs.

There is strong and significant link between affective commitment and organizational citizenship behavior, individual with high level of affective commitment followed by normative and continuance commitment will exhibit a higher level OCB (Meyer & Herscovitch, 2001).

Affective commitment is outcome of positive organizational experiences like satisfaction with job and organizational justice and fairness. It has a significant relationship with extra-role behavior; it helps reduce turnover and absenteeism. Continuance component of commitment is a weak predictor of OCB as it is more related to the lack of accessibility to substitutes of jobs/employment. Normative commitment is also a predictor of extra-role behavior but not as stronger as is affective commitment (Wasti, 2002).

Dependent workers, in some organizations, have positive social exchange relationships with the organizations. They have higher level of affective organizational commitment, and they engage in high levels of organizational citizenship behavior (Dyne & Ang, 1998).

Robinson and Morrison (1994), found that affective commitment has a strong impact on OCB, employees who are committed with their organizations and their jobs are more like to get involved in OCB (helping and voice). Affective and normative commitments are negatively related to tenure. Employees may feel insecurity and uncertainty at the start, but after spending some time the uncertainty reduces and employees are more with the organization at the same time they exhibit citizenship behavior. Employees with higher level of affective commitment are more likely to exhibit OCB in contrast to employees who have low level of affective commitment (Kim, 2006).

Meyer, Stanley, Herscovitch and Topolnytsky (2002) in their meta-analysis of three component model of organizational commitment found that all three dimensions of organizational commitment (affective, normative and continuance) relate negatively with withdrawal behaviors like turnover. They also found that affective commitment was the one which had most strong and favorable association with "organization-relevant

(attendance, performance, and organizational citizenship behavior) and employee-relevant (stress and work–family conflict) outcomes". Normative commitment was also found associated with these outcomes but the relationship was not strong enough. Continuance commitment however was found either not related or negatively related with above mentioned outcomes.

On the basis of above cited literature only affective commitment have been included in this study because affective organizational commitment is the only form of commitment which has consistent positive associations with the organizational citizenship behavior. Normative commitment has been found associated with the organizational citizenship behavior but the associations are not consistent. Moreover affective and normative commitment are significantly correlated to each other (Sommers, 1995; Meyer, Allen & Smith, 1993), there is high overlapping in the antecedents of both types of commitment and past research shows more confidence and consistency in relationship of organizational citizenship behavior and affective commitment rather than normative commitment. Continuance commitment has been found either negatively related or unrelated with organizational citizenship behavior. On the basis of these arguments H1 hypothesis of this study was developed.

2.3 Human Resource Management Practices

Human resource management (HRM) is viewed as investment in human capital (Snell & Dean, 1992). Organizations can get competitive advantage by investing in human resource management practices and ultimately implementing them (Collins & Clark, 2003; Delery & Doty, 1996; Huselid, 1995). These practices may provide a competitive advantage to organizations by facilitating the development and utilization of organizational competencies (Lado & Wilson, 1994).

Human resource management now has become a well defined concept and many researchers have defined it in different ways. "Human Resource Management (HRM) involves all management decision and practices that directly affects the people, or human resources, who work for the organization" (Shahnawaz and Juyal, 2006 p.171). They further argued that "HRM refers to the overall philosophy about the organization and how people should be managed and is not merely limited to certain specific functions; HRM focuses on congruence and commitment instead of compliance and control" (p.177). According to Quresh, Akbar, Khan, Sheikh and Hijazi (2010 p.1282) "HRM is defined as the policies and practices needed to carry out the people or human resource aspect of a management position, including selection, job definition, training, performance appraisal, compensation, career planning and encouraging employee participation in decision making" . Thus the HR practices can serve as a way to involve employees in decision making regarding organizational and work outcomes (Wright & Kehoe, 2008).

Different researchers have used different HR practices in their studies. Khan (2010) has used five hr practices while examining their impact on organizational performance in Pakistan. These HR practices included recruitment and selection, training and development, performance appraisal, compensation and rewards and employee relations. Huselid (1995) studied eleven practices including employee recruitment, employee selection, training methods, performance appraisal, information sharing by organization, promotion practices, labor-management participation programs, job design, grievance procedures, attitude assessment, and incentive based compensation system. Kundu and Malhan (2007) have focused on six HR practices i.e. employee performance appraisal,

workforce diversity management, employee training and benefits, HR planning and recruitment, employee selection and socialization and competitive compensation. Shahzad, Bashir and Ramay (2008) used three HR practices including compensation, promotion and performance evaluation in their study of university teachers in Pakistan. The reasoning used by them for the use of these three practices is that Pakistan is a developing country and people are dominated by physiological needs and these practices relate more to economic rewards to university teachers. Conway and Monks (2008) also studied three types of HR practices (communications, staffing and rewards) and they labeled these practices as significant and basic HR practices. Okpara and Wynn (2008) conducted a research on Nigerian organizations and they used six HR practices (training and development, recruitment and selection, monitoring of HR practices, performance appraisal, layoff and compensation and benefits). Subramony (2009) examined three types of HR bundles in his study including empowerment, motivation and skill-enhancing bundles and Quresh, at al. (2010) used five HR practices during their research on Pakistani banking sector. These practices included training, selection, compensation, performance appraisal system and employee participation. Hence on the basis of above citations it can be said that utility of these practices vary according to the needs of different groups (Kinnie, Hutchinson, Purcell, Rayton & Swart, 2005). Melian-Gonza´lez and Verano-Tacoronte (2006) also found that HR practices can very within a company and these variations are allied with the value and uniqueness of job in the company. They said that unique and valuable jobs require more sophisticated HR practices i.e. need more training and development, formal employee performance appraisal system, complex compensation and selection techniques depending on different criteria.

2.3.1 HR Practices and Organizational Commitment

The different types of HRM practices are significantly correlated with employee attitudes like commitment to organizational, satisfaction with job and perception of organizational fairness (Edgar & Geare, 2005). It was found that employee supportive HR practices like growth opportunities, participative decision making, and fairness in rewards are positively and significantly related to organizational commitment. These HR practices increase perceived organizational support (POS) which in turn leads to affective commitment to organization because employees perceive that organization is supportive

and it cares about employees (Allen, Shore & Griffeth, 2003). Wright, Gardner and Moynihan (2003) studied the relationships of HR practices and organizational commitment and confirmed that employees become more committed when they are managed with HR practices. Shahnawaz and Juyal (2006) focused on HR practices and organizational commitment in two organizations (research/consultancy based organization and fashion industry) and found that HRM practices are significant predictor of organizational commitment and organizational commitment act as a backbone of the present HRM philosophy. Affective commitment is particularly influenced by high commitment HR practices (Kooij, Jansen, Dikkers & Delange, 2009) and these HRM practices also show an indirect relationship to affective and normative commitment; relationship was mediated by perceived organizational support and perceptions of procedural justice (Meyer & Smith, 2000) but Conway and Monks (2009) argued that investment in HR practices is linked with high commitment and these practices are more strongly related to affective commitment rather than continuance or normative commitment. According to a recent study, employees' collective perceptions of high performance HR practices also show a positive relationship with affective commitment (Kehoe & Wright, 2010). Paré and Tremblay (2007) investigated that investing in human capital and providing opportunities and resources to employees for improving their skills (development of competence), setting up systems to appreciate the contributions of employee (recognition) and accepting sharing of power and coordination (empowerment) positively lead to the affective commitment among highly skilled professionals.

Herrbach, Mignonac, Vandenberghe and Negrini (2009) worked on HRM practices including new role assignment, training opportunities, and flexible working conditions and organizational commitment and found a significant relationship between them. Similarly, Kinnie et.al (2005) conducted research on three employee groups (professionals, managers and workers) and found that all employee groups' commitment is related to four HR practices including rewards, recognition, communication and work-life balance.

Wright and Kehoe (2008) studied the relationship of commitment with three dimensions of HR practices. They argued that motivation-enhancing practices can have a positive effect on commitment; empowerment-enhancing practices can be positively related to

organizational commitment while skill-enhancing practices may show negative or no impact on commitment. In 2006, Smeenk, Eisinga, Teelken and Doorewaard tested the impact of nine HR practices (performance appraisal, compensation, management style, training and development, communication, social interactions, participation, employment security and decentralization) on organizational commitment in university employees of two Dutch faculties having different academic identities (separatist versus hegemonist). They found a positive relationship of decentralization, compensation, training/development and participation with organizational commitment for separatist faculty while social involvement and participation in case of hegemonist faculty. A positive and significant association of HR practices and commitment was also found by Shahzad, Rehman and Abbas (2010) when they conducted a research on university (public and private) teachers of Pakistan.

Recruitment and Selection Practices

Nickson, Warhurst, Dutton and Hurrell (2008) argued that there are many problems associated with recruitment but they can be improved by attracting the employees with affective commitment. Commitment can be influenced by the policies and practices of recruitment and selection. Commitment-oriented recruitment is strongly related to the expressive communications and appeals to values and beliefs and in the similar manner commitment-oriented selection have a focus on assessment of values and beliefs, and also on the degree of their congruency with organizational values (Weiner, 1982). When organizations have high level of commitment, they can get a competitive advantage in attracting and retaining employees in a competitive environment (Boon, Safa & Arumugam, 2006).

Training Practices

Training and development activities are one of the most dominant functions of HR professionals (Okpara & Wynn, 2008). Chughtai and Zafar (2006) examined the association between training practices and organizational commitment and found if employees are given training intended to provide them with an opportunity for advancement, they will perceive it as a sign of organizational support and therefore show

greater organizational commitment. Employees' evaluation of training also shows a significant correlation with both affective and normative commitment (Meyer & Smith, 2000). Significantly training opportunities show a relationship with higher affective and high-sacrifice commitments (Herrbach et al., 2009) and overall organizational commitment and satisfaction (Kim, Leong & Lee, 2005). Training fulfillment helps to develop commitment; therefore trainees show a positive relationship with organizational commitment and training motivation (Tannenbaum, Mathieu, Salas & Cannon-Bowers, 1991). Employees with high levels of training are positively correlated with three dimensions of commitment (Benkhoff, 1997). Indeed on the job training is also essential for employees, when employees participate in on the job training and gain specific skills; they demonstrate positive relationship with commitment towards organization while negative to intent to leave (Benson, 2006). These training programs not only develop requisite skill base in employees but also lead to commitment (Wright & Kehoe, 2008). All above mentioned findings demonstrate a positive link of training and organizational commitment but Lee, Nam, Park and Lee (2006) have also highlighted a direct negative effect of service training on organizational commitment. Similarly Okapar and Wynn (2008) also argued that when people get requisite skills and they are fully trained, they leave the current organization and join another but Noor (2009) again found that employee training and development has significant positive link with the organizational commitment of university teachers in Pakistan. Since most of the previous research has developed positive link between training and organizational commitment, so a positive relationship is also hypothesized in this study.

Compensation Management Practices

In the modern times, the establishment of a proper service rewards has become an essential part of the business (Chiang & Birtch, 2011). They said that if a company wants to create high level of commitment and satisfaction in the employees, it must focus on the development of reward climate because rewards shape the values of employees, their norms and behaviors and help to link these things with the values, norms and expectations of the organization (Chiang & Birtch, 2010). Service rewards significantly influence job satisfaction and organizational commitment (Lee et al., 2006). Performance

related rewards are essential for reinforcing desired behaviors (Riordan, Vandenberg & Richardson, 2005). According to Conway and Monks (2008) rewards also show a significant relationship with affective commitment and perceptions of the IR climate. In 2009 they again found an association between reward practices and affective commitment in Irish multinational company (IRCO). Assessment of employee's benefits program offered in the organization also predicts affective and normative commitments (Meyer & Smith, 2000). Katou and Budhwar (2007) while studying HR policies focused on the incentive schemes and argued that incentive scheme process used in the organization leads to employee satisfaction and helps to create a committed workforce with its full potential. Similarly, Sweins and Kalmi (2008) studied that knowledge of pay system has an impact on the success of reward system. They found that knowledge of pay system plays an important role for an efficient pay system and this knowledge is related to employee satisfaction and commitment to organization. Lum, Kervin, Clark, Reid and Sirola (1998) in their study on nurses found that nurses feel more committed when they are satisfied with their jobs and pay. Iverson and Buttigieg (1999) found that the rewards (co-worker support, job variety, and promotional opportunities) are positively related to employee loyalty than wages. They further argued that these rewards are related to affective commitment without any effect with less desirable forms of commitment.

Although the organizations need to ensure that they have competitive compensation practices, but employers cannot just buy the affective commitment of their employees (Iverson & Buttigieg, 1999). Pay expectations are also found to be significant determinant of organizational commitment (Moon, 2000). In the same way intrinsic and extrinsic rewards and fringe benefits lead to increased employees' commitment (Suliman & Iles, 2000a). Tremblay and Chenevert (2008) argued that a lead pay policy in organizations helps to develop continuance commitment in employees. Pay for performance (PFP) is also considered as the investment in the organization by employees for their performance and contribution. This PFP enhances positive work attitudes leading to high degree of commitment to organizational and job satisfaction while reducing the turnover (Chiang & Birtch, 2010). When employees have knowledge of how, when and why they are rewarded, promoted and fired, focusing on procedural

justice, they develop the long term organizational commitment and a strong sense of fairness (Shalley & Gilson, 2004).

Employee Performance Evaluation (EPE) Practices

"Performance appraisal is used to evaluate employees' strengths and weaknesses against the criteria that are set upon the organization's goals" (Rahman, 2006, p.3031). Although the installation and operation of Performance appraisal systems can be administratively costly but they are becoming more and more popular tool within organizations, these Performance appraisals are used to improve employee commitment and productivity within in the organizations (Brown & Benson, 2003). Similarly Brown and Heywood (2005) said that the implementation and operation of a formal performance appraisal system entails a considerable costs so it will be implemented in those situations when expected gains are greater than cost. In 2006, Shahnawaz and Juyal found that performance appraisal significantly predicts organizational commitment. They said that performance appraisal consists of both individual and administrative development and sincerity of the organization about performance appraisal helps to develop commitment and trust among people. Employees' evaluations of performance appraisal practices in their organizations have a strong and indirect relationship with organizational commitment's two components which are affective commitment and normative commitment; however this relationship was mediated by procedural justice and organizational support (Meyer & Smith, 2000). In 2006, Rahman studied Malaysian teachers' attitudes towards performance appraisal system and found favorable relationship between performance appraisal system and commitment to teaching.

Promotion Practices

The effective promotion arrangements processes are helpful to create fairness, justice, and security. These promotion processes also assist to provide the right setting for the implementation of human resource management policies and reinforce employee commitment in the organization (Katou & Budhwar, 2007). In many organizations, promotion is linked with the increased pay and beneficial incentive pay packages including stock options and profit sharing (Tremblay, Wils & Proulx, 2002). According

to Landau and Hammer (1986) employees who desire mobility and perceive little opportunity to move to the other positions show less commitment with the organization than employees who perceive no opportunity. Opportunity for advancement shows a strong relationship with exchange commitment and desire to remain with organization (Balfour & Wechsler, 1996). Similarly Kim, et al. (2005) also established a positive relationship between advancement opportunities, organizational commitment and job satisfaction.

Involvement Practices

Involvement/participation refers to the perception of recent input in the decision making process of the organization and develops a significant and direct association with organizational commitment (Balfour & Wechsler, 1996). Katou and Budhwar (2007) found that if employees are effectively involved in decision making (rewards, resourcing, relations, and development) then this helps to create trust and commitment in employees. Riordan et al. (2005) also examined that perceived employee involvement climate increases employee loyalty or organizational commitment. In 1998, Mayer and Schoorman found a positive relationship between job involvement and value commitment. In addition, employee involvement also shows a positive relationship with employees' affective commitment (Boon et al., 2006).

Communication / Information Sharing Practices

Clear and ongoing communication from organization about work expectations and reward helps to develop loyalty in employees (Newton & Nowak, 2010). Rodwell, Kienzle and Shadur (1998) highlighted that communication is a complex phenomenon and it is associated with virtually all other facets of organizational functioning. They argued that perception of communication show relationship with organizational commitment, job satisfaction, and perception of teamwork. Organizational communication is viewed as a critical factor in organizations (Boon, et al., 2006) and reliability of communication has positive and significant association with the organizational commitment (Watson & Papamarcos, 2002). Communication practices are also strongly correlated with affective component of organizational commitment (Conway & Monks, 2008; Boon, et al., 2006). Likewise Riordan et al. (2005) focused on

information and concluded that it is essential for true understanding of business so the employees should be informed about company's goals and performance of the organization. In 2003, Hislop found that commitment influences the attitudes of employees towards participating in knowledge management initiatives.

Work-life Policies

Work-life policies entail flexible working arrangement and leave (Noor, 2009). She found a positive and significant association between work-life policies and commitment to organizational in the university teachers of Pakistan which shows that in case of flexibility teachers become calm and relaxed in their work, it increases their motivation leading to organizational commitment. Kinnie et.al, (2005) examined that a balance between home and work life helps to develop commitment in employees in three different groups (professionals, managers, workers).

2.3.2 HR Practices and Organizational Citizenship Behavior

High performance HR practices such as extensive training, participation and communication, and incentive compensation may help employees show willingness to engage in extra-role behaviors which are beneficial for their organizations (Wei, Han & Hsu, 2010). Baptiste (2008) examined that positive attitudes and behaviors of employees can be promoted through effective implementation of human resource practices, which in turn shape the culture and work environment of organization. These positive attitudes and extra role behaviors are named as organizational citizenship behaviors, and OCB may be referred as synergistic behavior which strengthens positive attitude of employee towards organization and also increases effort levels of individual that are in best interest of the organization (Noor, 2009). Yen and Niehoff (2004) defined organizational citizenship behaviors as actions in which employees are willing to go above and beyond their prescribed role requirements.

Organizational citizenship behavior develops with the passage of time i.e. the longer the period of association with organization stronger the citizenship behavior, and it was also observed that more employees are satisfied with their organization higher will be the OCB (Bukhari, 2008). Gonza´lez and Garazo (2006) have found that human resource

practices generate positive attitudes in employees towards their organization, which in turn encourage organizational citizenship behavior. Acquaah (2004) constructs a study of organizational citizenship behaviors with human resource management practices (recruitment, selection procedures, compensation, performance management policies and extensive employee training, participation and involvement in decision-making). Sun, Aryee and Law (2007) reported that high-performance human resource practices encourage goal attainment of employees, and engage them in supportive behavior, such as service-oriented OCB. Lee and Kim (2010) found that employees with high relational contracts present organizational citizenship behaviors and will contribute to competitive advantage of an organization. Human resource practices and OCB are significantly related to each other and these practices lead to higher levels of OCB (Morrison, 1996). High-performance HR practice show a positive relationship with organizational citizenship behavior (Kehoe & Wright, 2010).

Organizations that decide for HR policies and practices that match preferences of employees might benefit to develop organizational citizenship behavior (Chandrakumara, 2007). According to Acquaah (2004) the purpose of HRM practices is to develop skills, and abilities of employees; enhance their motivation and increase the retention of valuable employees. Biswas (2009) suggested that human resource managers need to focus aspects which cater employees' needs and aspirations to develop a culture of organizational commitment, displayed citizenship behavior which ultimately enhances efficiency and effectiveness of organization. When employees (IT professionals) are benefited through high involvement HR practices they involve themselves to respond through extra role behaviors i.e. citizenship behaviors (Paré & Tremblay, 2007). As established earlier in this study that HR practices lead to employee' commitment to organization and when employees are committed, they exhibit extra role behavior i.e. OCB because committed employees define their job responsibilities more broadly (Morrison, 1994).

Training Practices

Noor (2009) examined that human resource practices such as training and development opportunities, empowerment practices and work life policies which increase

organizational commitment eventually enhance employees' organizational citizenship behavior. In 2008, Dysvik and Kuvaas indicated that training and development increases organizational citizenship behavior when employees are intrinsically motivated and have positive perceptions of training and development.

Compensation Practices

To maximize employees' potential in their in-role and extra-role behaviors, it is necessary for organizations to meet their physical needs, which both contribute to organizational effectiveness (Wei, et al., 2010). Deckop, Mangel & Cirka (1999) found that employees respond less to OCB when they view pay linked to performance.

Performance Evaluation Practices

MacKenzie, Podsakoff and Fetter (1993) examined impact of OCB on the sales personnel perforamce evaluations by their sales managers and found positive associations between them. Becton, et al. (2008) found that in organizations practitioners who are aware of value of OCBs are including them into their performance appraisal and reward systems.

Promotion Practices

Tzafrir (2009) highlighted that the employees who perceived their promotion difficult to achieve exhibit a higher degree of OCB.

Involvement Practices

Diefendorff, Brown, Kamin and Lord (2002) exhibit that job involvement is a useful predictor of organizational citizenship behavior. Cappelli and Rogovsky (1998) showed in their results that employee involvement has significant indirect effect on organizational citizenship behavior through job enrichment. Boselie (2010) has reported that involvement of employees in recruitment and selection and in decision making on departmental issues can improve their organizational citizenship behavior.

Work life Policies

Muse, Harris, Giles and Feild (2008) found that work-life benefits influence employees that organization cares for their well-being, which results positive consequences in the workplace for both the employee and the employer. Citizenship behavior can be promoted when employees fell that work-life policies of the organization help them and also their families (Lambert, 2000). In 2008, Becton, Giles and Schraeder suggested that companies need to help their employees balance work and family demands. They further reported that when OCB is appraised and rewarded formally, work-life balance policies and practices such as flex time, telecommuting, paid family leave in and job-sharing mainly useful. Bragger, Rodriguez-Srednicki, Kutcher, Indovino and Rosner (2005) observed that when employees feel high work-life conflicts between their roles at work and at home, less will engage in OCB. In 2009, Noor found a positive association between human resource practices and organizational commitment ultimately enhances organizational citizenship behavior of employees.

In this study eight HR practices have been used to find their impact on the development of organizational commitment and organizational citizenship behavior in university teachers. These practices are recruitment and selection practices, training practices, compensation practices, performance evaluation practices, promotion practices, involvement practices, communication/information sharing practices and work-life polices. These practices were selected on the basis of review of literature and initial interviews with university teachers. A list of different HR practices having association with dependent variables of the study was developed after reviewing literature. Then different university deans, heads of departments and teachers were asked to mark the relevance of these practices in the context of higher education institutions. On the basis of their views and opinions above mentioned eight HR practices were finally selected for inclusion in this study.

On the basis of above review of literature, it has been found that all HR practices have positive associations with organizational commitment in general and affective commitment in particular and organizational citizenship behavior and also as already

established in this study affective organizational commitment leads significantly to the development of organizational citizenship behavior. On the basis of these arguments H2, H3 and H4 of this study was developed.

2.4 Leadership Styles

There are varieties of ways in which the phenomena of leadership and its impacts on different employee and organizational outcomes have been examined in organizational behavior literature. These different approaches to leadership have been well discussed in the chapter 1 of this study. However in this study Bass (1990) style perspective of leadership has been used because it is clearly evident from the literature that this is the most famous and well established approach to leadership phenomena that helps in predicating employee attitudes like organizational commitment and employee behaviors like organizational citizenship behavior. There is difference between leadership and supervision. Leadership means involving group or employees in work on personal relations or through an unofficial way where as supervision means involving employee's into work through official rewards and punishment and according to the contract. According to the above discussion, leadership can be placed under transformational leadership style and supervision under transactional leadership style (Jago, 1982).

Transformational Leadership Style

According to Bass (1990) transformational leadership displays charm by building up a vision, rousing trust, respect and pride. He further said that this leadership provides motivation and inspiration by generating high levels of expectations, develop suitable behaviors, provides consideration to the individuals by giving the respect, personal attention and personality to the followers and gives intellectual inspiration to followers by challenging with new approaches and ideas. Transformational leadership is effective, fruitful, inventive, and also satisfies the group because both parties work for the betterment of the organization on the basis of shared vision, values, respect and the mutual trust as well. So it can be said that transformational leaders share formalized power as well as personal power (Bass, 1985a). Here it is important to distinguish among transformational leadership and pseudo-transformational leadership. According to Bass

and Steidlmeier (1999) pseudo-transformational leaders try to get position and power at cost of their followers' accomplishments which results in the irregularity and unreliability of their behaviors while leaders that are transformational influence commitment of their followers by heartening them, involving their group in the decision making process, stimulating loyalty and identifying and realizing the diverse needs of each follower for building up their potential (Avolio, 1999).

Transactional Leadership Style

Transactional leaders are ones who try to motivate their subordinates on the basis of appealing their self-interest. So the leaders motivate and help their followers in recognizing their responsibilities and identifying the goals to achieve the desired and expected performance level (Burns, 1978). In case of transactional leadership rewards are contingent, allocated to followers on the basis of achieving performance targets but serious actions are taken when tasks are not going as planned (Bass, 1990). So this leadership relies on exchange process in which rewards are given to followers for attaining explicit goals (Hollander, 1978). Therefore Bass (1985b) said that transactional leaders encourage loyalty, involvement, commitment and performance in their subordinates by providing them contingent rewards. In the same way, Waldman, Bass and Yammarino (1990) confirmed that in transactional leadership rewards are allocated in exchange for getting a certain performance level and this exchange relationship is relied on contract which reinforces positively when high level of performance is achieved. It is further said that more importance is given to accomplishment of objective agreed by subordinates, akin to path goal theory. According to Amabile (1996) extrinsic motivation is provided to the followers when they work under transactional leader, therefore in this case level of creativity can be minimal.

The style of leadership whether that should be transactional or transformational is not fixed and is dependent upon the employee's that in which style they perform better (Rotemberg & Saloner, 2010).

2.4.1 Transformational Leadership and Organizational Commitment

Emery, College, Barker and Fredonia (2007) stated that transformational leadership has potential to enhance organizational commitment. Such type of leader has quality of changing and motivating employees that's why he has ability to make employee committed, he not only encourages but also help them if they find any difficulty somewhere. It is established that one of the benefits of transformational leadership that it icreases commitment (Arnold, Barling & Kelloway, 2001). There are so many benefits of transformational leadership style e.g. motivated employees, high performance by the employees ,employee job satisfaction, high moral of employees, enthusiasm but the most important benefit is commitment. According to Vera and Crossan (2004) transformational leader encourage workers and make them grow and committed. This type of leader knows the strengths and weakness of the workers and he polished them and provides them guidelines in all possible ways and in return workers work hard and they remain committed to the organization and grow gradually.

Also according to Carlson and Perrewe (1995) Organizations adopting transformational leadership style are successful because of committed employees. It is a fact when organization has employee who are committed to it become successful because due to commitment employee turnover and absenteeism decreases and employee loyalty with the organization increases so he work hard for the success of organization. Carlson and Perrewe (1995) concluded that when transformational leadership exists so there must be organizational commitment as well as moral values. According to Jung and Avolio (1999), foundation of workers' attachment with transformational leader is commitment and belief on leader. Workers believe on such leader because there is not a give and take relationship between them infact they work together to accomplish same goal.

Erben and Guneser (2008) found that the commitment of the employee can be increased by the leader by adopting transformational leadership. He makes employees to feel as a part of the organization and when employees feel it they become committed. It is also said that transactional leadership has ability to make the employees committed toward organization (Bryman, Stephens & Campo, 1996). Employees receive motivation and encouragement from leader that's why their morale become high and they become motivated and committed. Also leader with transformational style motivates employees

and makes them committed (Sarros & Cooper, 2006). According to Kuhnert and Lewis (1987), workers who follow the transformational leaders are found to be committed. Transformational leader by inspiring people and transferring his values and principles to make them committed. Bono and Judge (2003) established that transformational leadership effect organizational commitment.

Outcome of transformational leadership is motivated and committed employees (Pawar & Eastman, 1997). Transformational leaders educate employees and give them belief that they have ability to do, so they do more then what is expected from them. It is also concluded that transformational leadership sometimes directly and some times indirectly impact the commitment level of the employee and their performance (Jung & Avolio, 2000). It is also proved by research that transformational leader can be a cause of commitment and reduction of anxiety in workers (Sosik & Godshalk, 2000). One of the reason of employee increased motivation and commitment is transformational style of the leader (Dvir, Eden, Avolio & Shamir, 2002). Passionate is one of the character of this type of leadership so this type of leader transfer his passion also in his employees and the trust which he shows on his employees , motivates them and make their commitment level high.

Transformational leaders are sign of change and innovation as they bring positive change and they also like and appreciate employees to participate in the work of innovation and change so employees do not hesitate in sharing innovative ideas, this thing motivates employees and increase their commitment. Transformational leadership and employee commitment are connected with each other (Avolio, Zhu, Koh & Bhatia, 2004). According to Yukl (1989) a leaders who bring change and by this change he motivates employees and make them committed in order to achieve long term objectives of the organization. Transformational leader bring new ideas/ changes in the organization and with these ideas and by his influencing personality he influence employees and gain their trust and in this way he motivates them and gain their commitment. Yammarino and Bass (1990) concluded that rising enthusiasm among workers making them committed and ready to work are the signs of a transformational leader. Such leaders not only involve themselves in change but also motivate and encourage their employees too and bring a wave of enthusiasm among them. According to Billingsley and Cross (1992) leader has

ability to make worker committed. Popper, Mayseless and Castelnovo (2000) argue that affection with leader is one of the causes of organizational commitment which is found to exist because of transformational leadership. There is a special affection from followers of this type of leader, he is role model for them and they follow him and believe in him; this thing makes them committed.

According to Kent and Chelladurai (2001) affective commitment is associated with transformational leadership. Transformational leader helps employees and gains real commitment of employees (affective commitment) which means they are emotionally attached to the organization.

2.4.2 Transactional Leadership and Organizational Commitment

Walumbwa and Lawler (2003) concluded that transactional leadership styles have less effect on organizational commitment. These types of leaders are commonly found around us, they are not effective in bringing change. They are comfortable with status quo, they enjoy authority and power although they share knowledge with employees. These types of leaders try to motivate employees by threatening them and by giving them punishments but it sometimes have bad impact on employees so this style is less effective in making employees committed. But Koh, Steers and Terborg (1995) say that performance and commitment are not influenced by the transactional leadership style.

From Bass (1985b) point of view, sometimes transactional leader face success in motivating and making employee committed by providing them incentives and attractive rewards, it is fact that if reward is according to the want or desire of employee then employee will be surly motivated and committed but commitment will be continuance in its nature rather than affective.

According to Lee (2004) commitment is not enhanced by transactional leadership. Transactional leaders make the relationship with their followers when they are also achieving some type of benefits from them and when they find that there is no give and take situation then they break this relationship and that is the main reason of the failure of transformational leadership in making employees committed. On contrary Lee (2004) also found that transformational leadership plays a significant positive role in predicting

organizational commitment. But According to Lo, Ramayah and Min (2009) both of the leadership styles are helpful for organizational commitment. Although transactional leadership is not so much successful but in some specific situations it helps to motivate employees and to some extent make them committed but the commitment will be continuance rather affective. Lo et al. (2009) also established that transformational leadership has more ability to inculcate commitment among employees than transactional leadership.

2.4.3 Leadership Styles and Organizational Commitment within Educational Institutions

Teacher leadership research has gained attention in last two decades as it plays a major role in educational improvement (York-Barr & Duke, 2004). Importance of leadership in educational institutions in general and higher education institutes in particular has gained importance because higher education institutes rely on public funding and they are under high pressures to perform and deliver (Pounder, 2001). As result of these performance pressures and customer oriented approach towards students especially by private sector higher education institutions, use of commercial business models have gained importance. Transformational leadership styles have been discussed in commercial business contexts extensively but these have been studied in educational institutions only in recent past (Bryman, 1992).

Ross and Gray (2006) in their study that transformational leadership of principals have positive and significant role in the development of teachers' commitment to the mission of their school and also transformational leadership has though small but important role in the achievement of students as well. They also found that principals as leaders can play an important role in the reduction of teachers' job stress and moreover these principles can have staff which will be more confident, ambitious and persistent.

Use of transformational leadership in educational institutions can increase the commitment of teachers by flattening of organizational hierarchies and by involving teachers in the development of institution improvement plans and goals (Leithwood & Jantzi, 2002).

Ross and Gray (2006) concluded that when heads of the academic institutions implement transformational leadership style then the commitment of staff is said to be high. Profession of teaching needs passion/enthusiasm and commitment because without it one may face burnout or other type of trouble. It is also said by Celep (1992) that employees working in academic institutions are not only highly committed but also feel proud to being a part of it. Transformational leader motivates and mold teachers in committed employees and that's why they start working hard and introduce/adopt new methods of teaching in which they do not hesitate because this type of leaders encourage the innovation or change.

Koh, Steers and Terborg (1995) studied the impact of transformational leadership on attitude of teachers and achievement of students in Singapore. Using a sample of 846 teachers they found that transformation leadership plays a significant and positive role in the development of teachers' commitment, their organizational citizenship behavior and job satisfaction. It was also found by them that transformational leadership plays indirect role in student achievement where as transactional leadership has little effect in predicting these outcomes.

2.4.4 Transformational Leadership and Organizational Citizenship Behavior

Politics and support in an organization effects employees thinking about their job and their performance at job. Organizations with greater politics may have less OCBI, OCBO, job satisfaction, OC, and greater turnover rate (Randall, Cropanzano, Bormann & Birjulin, 1999). This problem can be overcome with transformational style of leadership by the organization to motivate employees to work for the organization's benefit. Charismatic leadership style has a great effect on the subordinate. This is a transformational style of leadership, which is the base for self-concept of the employees. Self-concept of employees is considered the motivational point of employees for self-belief and self-consistency. Transformational leadership styles activate the self-concept in employees, which is the starting point of motivation, and have positive impact on employee's psychological state. Therefore, this transformational style of leadership could really enhance employee's performance and extra role behavior (OCB) (Shamir, House & Arthur, 2010). Self-monitoring has a great impact on OCB. High self-monitoring

employee has helped coworkers to improve individual and group performance. Individual can bring OCB himself or herself by helping others and this should be controlled by organization to enhance or control the OCB. This relation can be only held when there is job satisfaction and OC in employees. Job motivational character plays an important role in OCB. This character can be achieved through transformational style of leadership (Blakely, Andrews & Fuller, 2003).

Sekiguchi (2005) found that OCBO and OCBI can be enhanced by improving transformational style of leadership such as good performance expectation, providing support to employees individually and motivating them for extra work. It is found that the group members' trust in leader and performance can be enhanced by motivating the employees for group work and helping each other which affects OCB. Leaders' performance is not responsible for the performance of employees and OCB such as self-efficacy, motivation, and readiness to sacrifice in organization rather it is transformational leadership style. So leaders should be more concerned with the leadership style and they should have command on impression management to improve OCB rather then emphasizing on their work (Madhu & Krishnan, 2005). There is a positive relation between transformational leadership and humanity or OCB. Bass (1997) said that transformational leader is the one who motivate his employees for extra work and performance. Transformational style of leadership increases the humanity, which enhances the OCB (Punj & Krishnan, 2006). Transformational leadership believes in the hiring of people who are careful, sporting, willing to for extra work, helpful to their co-workers and who consider the organization's goals as their own. This sort of leadership automatically increases the OCB by its nature. In addition, transformational leaders motivate employees for extra work and helping the coworkers, which results in development of OCB (Krishnan & Arora, 2008).

The servant leaders give opportunities to the employees and to participate in the moral discussion. Servant leadership has another benefit that employees are not forced to accept orders from the high authority rather they are encouraged for their own thinking which help them to perform better. Servant leaders serve their employees in a better way when they encourage their employees to participate in discussion and help them in management

of the organization. Servant leadership style can be placed under the transformational style of leadership (Graham, 2010).

Organizations, which have employees with characteristics such as extraversion, agreeableness, carefulness, emotional stability, and openness to challenge, will result in enhancing the OCB. Therefore, organizations should hire employees on these traits in addition to others. The environment and justice in the organization also influence OCB. So these traits and factors can be brought into consideration through transformational style of leadership. So in order to improve OCB organizations should adapt transformational leadership style (Ahmadi, 2010).

2.4.5 Transactional Leadership and Organizational Citizenship Behavior

Transactional leadership style has positive impact on the relation between employees and the leaders because of clear expectations and responsibilities between leaders and employees. This automatically increases the OCB in the organization (Bass, 1985b).

Transactional leadership is responsible for clarifying the responsibilities and expectations between employees and the leaders. This clarification helps in creating good working environment and hence increasing the will for extra work (OCB) (Bass, Avolio, Jung & Berson, 2003). It can also proved by Maslow's hierarchy of needs theory. According to Maslow's need hierarchy transformational leaders just only motivate employees for OCB but it is difficult to motivate an employee surrounded by financial crises, who needs some sort of reward. Such employees work well under transactional leadership.

Transactional leadership emphasizes on performance and meeting the expectations. Those leaders who believe on conditional reward system need to familiarize their employees with rules and regulations of the organization, and to motivate the employees for devotion to organizational policies (Hofmann & Jones, 2005). According to Bass (1997) transformational leadership style is responsible for employees' performance and development. Transformational leadership increases both the ability and motivation of employees to work (OCB). Transformational leadership style makes employees powerful by giving them responsibilities and right to think and present their own ideas. On the other hand transactional leadership style only influences employee's behavior and not empowers them (Dvir et al., 2002).

Employees with good management of impressions got overstated ratings for performance and OCBO but less for OCBI. This fact points out the fact that impression management is a job skill and should be taken into consideration when evaluating performances, which will employees to engage in OCBO (Côté & Miners, 2006). Justice could be made adapting transactional mode of leadership.

Highly effective managers have a greater level of behavior complexity as compared to low effective managers. This behavioral complexity can be place under transactional style of leadership (Denison, Hooijberg & Quinn, 1995). Employees get engage in the OCBO because they are rewarded for it. Motivational forces may also drive the OCBO like in the task performance. Some managers encourage employees to perform optional behaviors and these behaviors gradually are viewed as a role and rewarded. On the other hand, OCBI is less viewed as a role and less rewarded. Motivational forces behind OCBI are often personal and consistent with relationship purpose (Marinova, Moon & Dyne, 2010). So OCBO is caused by transactional style of leadership and OCBI is more in action under transformational style of leadership.

Zellars and Tepper (2002) stated that the subordinates of a strict supervisor are involved less in OCBs as compared to caring supervisor. Subordinates who think of OCB as extra role are involved more in OCB even under strict supervisor as compared to those who think of OCB as in role behavior. Procedural justice determines the relation between strict supervisors and OCB. Therefore, it means OCB may be less in transactional leadership.

Burns (1978) argues that transactional leaders only expect the task assigned to be completed and do not motivate employees for OCB. Transformational leadership has positive impact on employee's performance and behavior as compared to transactional leadership style (Lowe, Kroeck & Sivasubramaniam, 1996).

On the basis of above review of literature it is evident that transformational leadership style rather than transactional is consistently found related to the development of variables like organizational commitment and organizational citizenship behavior. On the basis of findings of past studies cited above only transformational leadership has been

included in this study and in-line with past studies, H5, H6 and H7 of this study has been developed.

2.5 Model and Hypotheses of the Study
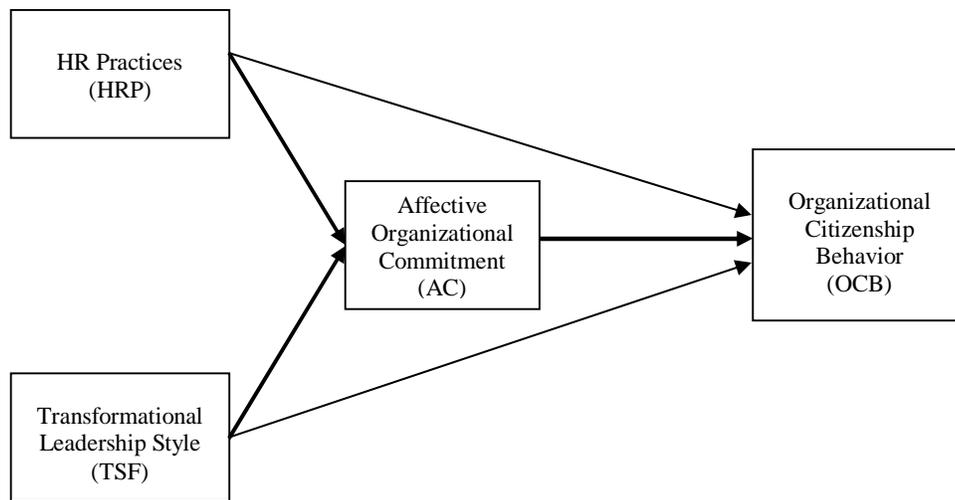
Figure 2.1 Research Model of the study

H1: Affective organizational commitment will be positively and significantly related to organizational citizenship behavior of university teachers.

H2: HR practices will be positively and significantly related to affective organizational commitment of university teachers.

H3: HR practices will be positively and significantly related to organizational citizenship behavior of university teachers.

H4: Affective organizational commitment will mediate the relationship between HR practices and organizational citizenship behavior.

H5: Transformational leadership style will be positively and significantly related to affective organizational commitment of university teachers.

H6: Transformational leadership style will be positively and significantly related to organizational citizenship behavior of university teachers.

H7: Affective organizational commitment will mediate the relationship between transformational leadership style and organizational citizenship behavior.

2.6 Summary of Literature Review and Gap Identification

In sum, it is clear from the review of literature that organizational citizenship behavior of university teachers certainly needs attention and also commitment of teachers to their universities should be emphasized by academic managers. Only affective commitment to the organization has consistently affected organizational citizenship behavior. Normative commitment has inconsistent relation with organizational citizenship behavior and is also strongly correlated with affective commitment. Continuance commitment has been found showing negative relationship to organizational citizenship behavior. Human resource management practices both individually and as whole have been found showing positive and significant associations with affective commitment and organizational citizenship behavior of employees according to past studies. Transactional leadership style does not lead to affective commitment. It related to OCB only when OCB was taken into account as part of employee's performance evaluation other wise not. However transformational leadership positively and consistently relates to both affective commitment and organizational citizenship behavior of employees in general and teachers in particular. Though the associations between these variables have been examined individually but these variables have not been modeled together. This study fills this specific gap by modeling all these variables together in a linear way to know how they are related and what is explanatory power of these variables in explaining organizational citizenship behavior of university teachers?

CHAPTER 3

METHODOLOGY

3.1 Research Design

Research design is "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (Sellitz, Jahoda, Deutsch & Cook., 1965 p.50, quoted in Terre Blanche & Durrheim, 1999 p.29). Planned nature and conscious design of observations differentiates research from other forms of observations. Research design included details of study regarding its type, settings, time horizon and unit of analysis which are discussed below.

3.1.1 Type of Study

This is a relational/causal study in which the impact of human resource management practices and leadership style on organizational commitment and organizational citizenship behavior has been measured on the basis of self reported perception of respondents about these variables.

To measure respondents' perception in a study survey research design is considered the most appropriate because researcher can gather data from a large population. As per Burns (2000) survey has two main advantages. One, it allows the respondents to answer questions at their own pace thus contributing towards accuracy of the responses. Two, survey method uses same set of questions phrased in exactly similar way for each and every respondent which eliminates bias that may be caused by the delivery wording, emphasis and style of interviewer. Survey method as a rule of thumb is a method of collecting quantitative data in pre-specified and prescribed format to facilitate the handling and analysis of data. Data is collected from sample and opinion is formed about the entire population (Kerlinger & Lee, 2000). Although sample needs to be selected in accordance to scientific research methodology.

According to Rungtusanatham, Choi, Hollingsworth, Wu and Forza (2003), surveys are of two types; descriptive and relational. Descriptive surveys are used to study to present state of affairs while relational surveys are used to empirically study the relationship between dependent and independent variables.

In this study relational survey design was used because in this study the researcher intended to find out the relationship between human resource management (HRM) practices, transformational leadership style, affective organizational commitment and organizational citizenship behavior (OCB).

3.1.2 Study Setting

This is a field study because participants i.e. university teachers have been contacted on their job and they filled the questionnaires in their natural work environment. Variables were neither controlled nor manipulated, and no artificial settings were created for the study.

3.1.3 Time Horizon

The data for this research has been collected in summers of 2009 and 2010 from Pakistan and England both. The data is cross-sectional in nature. The reason for collecting data in summer semester is that teachers are very busy in fall and spring semester because of their teaching and administrative load. In summer semester they normally do not have any teaching load and their administrative responsibilities are also less when students are not in campus in full numbers. So university teachers in summer semester can easily be contacted and can spare more time for filling lengthy questionnaire as is used in this study.

3.1.4 Unit of Analysis

The unit of analysis for this research thesis is individual (university teacher), as the research is ascertaining the individual's attitude (organizational commitment) and behavior (organizational citizenship behavior) with reference to group level (leadership style) and organizational level (human resource management practices) variables.

3.2 Population and Sample

This study is comparative study between a developing and a developed country. The population of the study is university teachers from two countries Pakistan and England. As the researcher belongs to Pakistan and is primarily interested in studying organizational commitment and organizational citizenship behavior in Pakistani university teachers that is why Pakistan has been taken as a developing country. England has been included in the study for comparison with a developed country on the basis of ease of data collection from the university teachers in England. The reason for the ease of data collection is the personal contacts of the researcher with the students studying in graduate programs of different universities in England who helped in data collection.

3.2.1 Population in Pakistan

There are 133 universities in Pakistan out of which 73 are public sector universities and 60 are private sector universities. All 133 universities make up the population of the study in Pakistan. These universities are geographically dispersed throughout the country in its seven political regions which are Azad Jammu Kashmir, Balochistan, Federal Capital Islamabad, Gilgit-Baltistan, Khyber-Pakhtoonkhwa, Punjab and Sindh. Table 3.1 shows the number of public and private sector universities in each of the before mentioned regions.

Table 3.1: Universities in Pakistan

Region	Universities	Public	Private
Azad Jammu Kashmir	4	2	2
Balochistan	8	6	2
Federal Area	16	13	3
Gilgit-Baltistan	1	1	-
Khyber-Pakhtoonkhwa	24	15	9
Punjab	41	22	19
Sindh	39	14	25
Total	133	73	60

Source: http://www.hec.gov.pk/main/ourinstitutes.htm (Official website of Higher Education Commission of Pakistan)

3.2.2 Population in England

There are 282 universities and higher education institutes in UK. Number of universities and higher education institutions in UK is shown in the table below. For a higher education institute in UK to use the word "university" in its name, must meet certain criteria which is evaluated by Quality Assurance Agency. In this study only those higher education institutions have been included which have university status.

Table 3.2: Universities in UK

	Universities	Higher Education Institutions
England	91	132
Scotland	15	19
Wales	8	11
Northern Ireland	2	4
United Kingdom	116	166

Source: http://www.universitiesuk.ac.uk (as at August 2008)

As this study is limited to England only so the population of the study is 91 universities.

3.2.3 Sampling Procedure for Pakistan and England

The total population of the study i.e. all the teachers in all universities of Pakistan and England was very large and geographically dispersed so it was not possible to study all population. The answer to this was sampling. As studying the populations from Pakistan and England had similar challenges of high total number of elements and geographical dispersion so it was decided to use the same sampling procedure for both the countries. McMillan (2002 p.102) explains, "the purpose of sampling is to obtain a group of subjects who will be representative of a larger group of individuals, in the case of quantitative research, or will provide specific information needed". There are two basic types of sampling. One is probability sampling and other is non-probability sampling.

Proportionate & disproportionate multistage stratified random sampling (complex probability sampling) technique was used to ensure the appropriate representation of population elements in the sample. Details of the sampling procedure are as follows:

Step 1: First and foremost population of the study was defined that was all the teachers of all the universities in Pakistan and England.

Step 2: Universities were divided into different strata on the basis of their geographical locations and each geographical stratum was included in the study. On the basis of administrative structure Pakistan was divided into seven geographical strata and England was divided into nine geographical strata.

Step 3: For Pakistan within each geographical stratum universities were divided into strata of Public and Private sector. Proportionate random sampling was used to select 20% public and 20% private universities from stratum which had more than 20 universities while disproportionate random sampling was used in stratum where the number of universities was less to ensure appropriate representation of both public and private universities. In England all the universities are public universities except one private university. So that is why no further strata are made in England on the basis of public and private nature of universities. 20% of the universities from each of the 09 geographical stratums were selected.

Step 4: Letters were written to vice chancellors/heads/deans of universities to seek their permission for contacting teachers to participate in study. Efforts were made to convince them to grant permission by explaining the true purpose of the study and its potential benefits to that particular university and the education sector as a whole. In some cases telephonic follow ups were also done to increase the participation of universities in the study.

Step 5: Despite of all the efforts many universities did not agree to participate in the study. Some universities had no objection regarding data collection from their teachers but did not agree to provide any information about the profiles of their teachers. But if teachers' profile is not provided by the university administration/HR/Payroll department, further sampling can not be done. That is why such universities were not included in the study. The number of such universities was very small. For those universities who agreed to participate in the study a lead contact person was appointed. The lead contact persons were formally briefed and trained by the researcher to execute the survey according to scientific principles of sampling.

Step 6: Lead contact persons contacted HR/payroll dept of each university to obtain population listings. Within each participating university teachers were divided into four

strata on the basis of designation i.e. lecturers, assistant professors, associate professors and professors.

Step 7: Sampling frame was derived on the basis of population listings of each university. Disproportionate random sampling technique was used to select subjects from each stratum of designation. It was ensured that population elements have appropriate representation on the basis of their different demographic factors like gender, tenure, marital status, age, and education level.

Step 8: According to sampling frame teachers were identified and contacted for their willingness to fill the questionnaires. A high percentage (94%) of total contacted teachers agreed to participate in the study in Pakistan while in England this percentage was relatively low (67%).

Step 9: Questionnaires were distributed to the teachers who agreed to participate in the study. Lead contact persons ensured the teachers of their anonymity, confidentiality and privacy. Same was also done by adding appropriate descriptions on the first page of the questionnaire booklet. Total of 500 questionnaires were distributed in Pakistan and 400 questionnaires were distributed in England.

Step 10: Respondents were given two week time for filling the questionnaire. After first week, reminder was given. Final reminder was given to those teachers from whom the questionnaires were not received after two weeks. Filled questionnaires were received back by the lead contact persons and sent back to the researcher.

Step 11: Despite of the all the efforts all the distributed questionnaires were not received back. Response rate varied for both countries. In Pakistan out of 500 distributed questionnaires 438 were received back out of which 402 were usable making a response rate of 80.4%. In England out of 400 distributed questionnaires 213 were received back out of which 188 were usable making a response rate of 47%. High response rate is quite common is Asian countries. Gautam et al. (2005) reported 92% response rate in their study in Nepal. Chen and Francesco (2003) reported response rate of above 80% from China and Lee, Allen, Meyer and Rhee (2001) reported response rate of 87% from South Korea. In contrast, as stated by Gautam et al. (2005) low response rate is quite common in North America and Europe.

Step 1 **Population:** all teachers of all universities in Pakistan & England	**Step 7** **Sampling Frame:** proportionate and disproportionate random selection of teachers among four stratums of lecturers, assistant professors, associate professors and professors to ensure appropriate representation on the basis of demographics like gender, tenure, marital status, age and education level
Step 2 **Administrative Strata:** division of each country's universities according to administrative strata	
Step 3 **University Selection:** stratified random proportionate and disproportionate selection of public and private universities from each administrative stratum	**Step 8** **Subjects:** teachers were contacted according to sampling frame; those who agreed to participate in study were given questionnaires
Step 4 **Permission Letter:** vice chancellor/head/dean was written a letter for permission to include teachers in study	**Step 9** **Questionnaires:** subjects were explained about survey and ensured of confidentiality and privacy
Step 5 **Lead Contact Person:** was appointed for each university who contacted HR/payroll dept to obtain population listings	**Step 10** **Reminders** were given to lead contact persons to persuade the participants for filling questionnaires
Step 6 **Within University:** teachers of those universities who gave permission were divided into four strata on the basis of designation	**Step 11** **Filled questionnaires were collected** by lead contact persons and sent back to the researcher

Figure 3.1 Steps in Sampling Procedure: From Population to Sample
Sampling Technique Used: Proportionate & Disproportionate Multistage Stratified Random Sampling (Complex Probability Sampling)

3.2.4 Demographic Characteristics of Respondents

Demographic characteristics of respondents that have been captured in this study include 07 different aspects. First was nature of university which had two options of public and private. Second was designation which included four options of lecturer, assistant professor, associate professor and professor. Third was tenure in present university which was measured as categorical variable having five options of less than 1 year, 1-3 years, 4-5 years, 6-10 years and more than 10 years. Fourth was qualification which was measured in four categories of Bachelors, Masters, M.Phil/MS and Doctorate. Fifth, gender was measured into two categories of male and female. Sixth was marital status which was captured in categories of married, single and divorced in Pakistani respondents. However a forth option was added for England respondents which was "living together/partners". This option was not included in the questionnaire that was distributed in Pakistan because it is not legal in Pakistan. Seventh and last was age which was also measured as categorical variable and the categories were 25-35 years, 36-45 years, 46-55 years and 56 and above years.

Nature of University: Respondents of the study were asked to report their nature of university whether public or private. In Pakistan data more respondents belonged to private sector universities, 62.7% as shown in table 3.3 and respondents belonging to public sector universities made up 37.3% of the sample.

Table 3.3: Nature of University of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	Public	150	37.3	37.3
	Private	252	62.7	100.0
	Total	402	100.0	

In data from England, it was found that a very small portion of sample (only 4.3%) belonged to private sector. Majority of the respondents of England sample belonged to public sector universities i.e. 95.7% as shown in table 3.4. This is due to that fact that almost all the universities in England are public sector universities.

Table 3.4: Nature of University of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	Public	180	95.7	95.7
	Private	8	4.3	100.0
	Total	188	100.0	

Designation: Designation of the respondents was captured as a categorical variable having four options as shown in table 3.5 below. In data from Pakistan, majority of sample belonged to early career and early-mid career stage (72.1%). Out of which 47% were lecturers and 25.1% were assistant professors. Senior teachers made up 27.8% of the sample out which 17.4% were associate professor and 10.4% were professors. In Pakistan, university teaching as career has gained importance in recent past and that is reflected in the sample as most of respondents are in early career stage.

Table 3.5: Designation of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	Lecturer	189	47.0	47.0
	Assistant Professor	101	25.1	72.1
	Associate Professor	70	17.4	89.6
	Professor	42	10.4	100.0
	Total	402	100.0	

In England sample, lecturers made up the major portion of sample i.e. 61.7%. While assistant professors, associate professors, and professors were 14.9%, 10.6% and 12.8% respectively as shown in table 3.6.

Table 3.6: Designation of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	Lecturer	116	61.7	61.7
	Assistant Professor	28	14.9	76.6
	Associate Professor	20	10.6	87.2
	Professor	24	12.8	100.0
	Total	188	100.0	

Tenure in Present University: Respondents were given five options to report their tenure in their current university. These options are presented in column two of table 3.7 below. In Pakistan, it was found that 85.1% of the respondents had less than 6 years tenure with their current universities. While only 14.9% had more than 5 years tenure with their present employers. This may be an indication that tenure if viewed as organizational commitment is not very high in Pakistan. Another reason for this may be that most of the people have recently started considering university teaching as career and their tenures are not high at this point of time.

Table 3.7: Tenure of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	Less than 1 year	93	23.1	23.1
	1-3 years	181	45.0	68.2
	4-5 years	68	16.9	85.1
	6-10 years	36	9.0	94.0
	More than 10 Years	24	6.0	100.0
	Total	402	100.0	

In data from England, high tenure respondents constituted the 42.6% of sample as presented in table 3.8. In descending order, 4-5 years tenure teachers were 34%, more than 10 years tenure teachers were 29.8%, 1-3 years tenure teachers were 14.9%, 6-10 years tenure teachers were 12.8% and teachers having less than one year tenure were only

8.5%. This means that tenure of teachers in the current organization is high in England as compared to tenure of teachers in Pakistan.

Table 3.8: Tenure of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	Less than 1 year	16	8.5	8.5
	1-3 years	28	14.9	23.4
	4-5 years	64	34.0	57.4
	6-10 years	24	12.8	70.2
	More than 10 years	56	29.8	100.0
	Total	188	100.0	

Qualification: Qualification of respondents was measured in four categories as shown below in table 3.9. In Pakistan highest percentage is of respondents who have an 18 year graduate degree i.e. 48.5%. Respondents having 16 years education bachelor degree or having masters degree of two years after 14 year bachelor degree, were found to be 45.5% of the total sample size in Pakistan. Only 6% of the respondents held the PhD degree. This is because of the fact that in Pakistan having a PhD degree to be a university professor has just been necessitated in recent past and most of the teachers are currently in the different stages of the completion of their PhD degree.

Table 3.9: Qualification of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	Bachelors	18	4.5	4.5
	Masters	165	41.0	45.5
	M.Phil/MS	195	48.5	94.0
	PhD	24	6.0	100.0
	Total	402	100.0	

In data from England, however the case is reverse. Respondents having a graduate degree of 18 years or above constituted 76.6% of the sample out of which 48.9% were having

PhD degree while no teacher was found in the sample with a 16 year bachelor degree. Details are shown below in table 3.10. In England one cannot become a full time university teacher without a graduate degree while Pakistan this is possible especially in engineering disciplines. Moreover the importance and necessity of having PhD to become a full time university teacher has established long ago in England in comparison to Pakistan where it has just happened in recent past.

Table 3.10: Qualification of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	Bachelors	00	00	00
	Masters	44	23.4	23.4
	M.Phil/MS	52	27.7	51.1
	PhD	92	48.9	100.0
	Total	188	100.0	

Gender: Gender of the respondents was tapped in two categories of male and female. In data from Pakistan, majority of the respondents were males and females were 38.8% of the total sample size as shown in table 3.11. This in in-line with the fact that females in Pakistan have traditionally been taking only household role and males being responsible of doing the work and making money for the family. But this has started changing in the recent past and now more females continue their job even after their marriage because of continuously rising cost of living and low increase in the salaries of their partners.

Table 3.11: Gender of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	Male	246	61.2	61.2
	Female	156	38.8	100.0
	Total	402	100.0	

In England, representation of male and female teachers is almost equal in the sample as male constituted 51.1% of the sample while females constituted 48.9% of the sample as shown below in table 3.12.

Table 3.12: Gender of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	Male	96	51.1	51.1
	Female	92	48.9	100.0
	Total	188	100.0	

Marital Status: Marital status of the respondents was captured using three options in Pakistan (table 3.13) and four options in England (table 3.14). First three options of married, single, divorced were common in the questionnaires of for both countries. An additional option of living together as partners was added for the respondents in England. This option was not included for the respondents in Pakistan because it is not legally allowed in Pakistan to live together without marriage and such an option could be considered offensive by the respondents. As presented in table 3.13 high percentage of respondents (50.7%) in Pakistan data is not married because of their young age as discussed later in this section. Surprisingly nobody reported that he/she is divorced. This may be due the reason that being divorced is not considered good in the socio-cultural context of Pakistan and such person looses social connectivity. That is why mostly people do not openly report their divorced status.

Table 3.13: Marital Status of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	Married	198	49.3	49.3
	Single	204	50.7	100.0
	Divorced	00	00	100.0
	Total	402	100.0	

In England, respondents belonging to all four categories were found as shown in table 3.14. Highest percentage of 63.8% was of married respondents, followed by 27.4% single respondents and 4.3% each of divorced and living together respondents.

Table 3.14: Marital Status of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	Married	120	63.8	63.8
	Single	52	27.7	91.5
	Divorced	8	4.3	95.7
	Living together	8	4.3	100.0
	Total	188	100.0	

Age: Respondents were given four categories, as shown below in table 3.15, to report their age. In Pakistan, an overwhelming majority of respondents was found to be in early age group of 25-35 years. While old age teachers constituted only a meager 03% of the total sample size. The details of other age group are presented in table 3.15.

Table 3.15: Age of Respondents in Pakistan

		Frequency	Percent	Cumulative Percent
Valid	25-35	267	66.4	66.4
	36-45	81	20.1	86.6
	46-55	42	10.4	97.0
	56 & above	12	3.0	100.0
	Total	402	100.0	

In England data, the respondents belonged to different age groups in a relatively even distribution as shown in table 3.16. The highest representation is of respondents belonging to 36-45 years age group i.e. 34%. Aging between 25-35 years respondents were 21.3%, 46-55 years respondents were 21.3% and 23.4% respondents were of 56 years or above age.

Table 3.16: Age of Respondents in England

		Frequency	Percent	Cumulative Percent
Valid	25-35	40	21.3	21.3
	36-45	64	34.0	55.3
	46-55	40	21.3	76.6
	56 & above	44	23.4	100.0
	Total	188	100.0	

In sum, the characteristics of respondents are mainly identical with the characteristics of the population in both the countries. So we can infer that sample is a true representative of the population and results generated on the basis of data collected from these samples can be generalized for the university teachers' population in both the countries.

3.3 Scales Used

This study is relational in it nature. Following scales have been used to measure the variables of the study and also to find out the association between these variables.

- Organizational citizenship behavior: Podsakoff et al. (1990) scale
- Organizational commitment: Meyer and Allen (1997) OCQ
- Leadership style: Bass and Avolio (1995) MLQ
- Human resource management practices: Teseema and Soeters (2006) and Pare and Tremblay (2007) scales
- Demographic variables: Self items and Shahzad, Bashir and Ramay, (2008)

Instruments that have been used in the study are summarized below in table 3.17.

Table 3.17: Summary of Scales Used in Study

Variable	Original author of Scale	Sub Scale	No of Items
Organizational citizenship behavior	Podsakoff et al. (1990)	Altruism	2
		Courtesy	2
		Civic virtue	3
		Sportsmanship	4
		Conscientiousness	5
			16
Affective organizational commitment	Meyer and Allen (1997)	----------	**6**
Human resource management practices	Teseema and Soeters (2006) and Pare and Tremblay (2007)	Recruitment and selection practices	3
		Training practices	4
		Compensation management practices	6
		Employee performance evaluation (EPE) practices	6
		Promotion practices	3

		Involvement practices	2
		Communication / Information sharing practices	3
		Work-life policies	4
			31
Transformational leadership style	Bass and Avolio's (1995) MLQ	▪ Inspirational motivation	4
		▪ Idealized Influence (behaviour)	4
		▪ Idealized influence (attributed)	4
		▪ Individualized consideration	4
		▪ Intellectual stimulation	4
			20
Demographic variables	Self items and Shahzad et al., (2008)	Nature of university Designation Tenure in present university Qualification Gender Marital status Age	**07**

3.3.1 Organizational Citizenship Behavior Scale

Organizational citizenship behavior in this study has been measured as latent variable (explained earlier in literature review section), referring to an overall tendency of helpfulness and cooperation by an employee in organization (Organ, 1997). Scale used in this study was based on the work of Podsakoff et al. (1990) and Podsakoff and MacKenzie (1994) rooted in the work of Organ. According to Podsakoff et al. (1990), organizational citizenship behavior is a latent variable having five dimensions which are (1) altruism, (2) conscientiousness, (3) sportsmanship, (4) courtesy, and (5) civic virtue. Psychometric properties and discriminant validity of Podsakoff et al. (1990) five

dimensional scale has been confirmed by past empirical studies (MacKenzie et al., 1999; MacKenzie et al., 1998; Podsakoff & MacKenzie, 1994; MacKenzie et al., 1993).

Using conceptual definitions of the five dimensions, Podsakoff et al. developed a list of items to measure each dimension. In next step they used help of their colleagues to classify items according to their conceptual definitions (which were given to them) using Q sorting technique. Items that showed high agreement on a particular dimension were retained in the scale. Then Podsakoff et al. used this scale in multi country sample (n=988). They further used confirmatory factor analysis to prove the hypothesized measurement model (TLI (Tucker Lewis Index) was .94). Alpha coefficient for overall scale averaged at .81.

Alpha coefficient values for altruism were .67 to .91, for sportsmanship were .76 to .89, for courtesy were .69 to .86, for civic virtue were .66 to .90 and for conscientious was .79. Alpha coefficient value was .94 when all of these items were combined to measure organizational citizenship behavior as one dimensional construct (Lam, Hui & Law, 1999; Pillai, Schriesheim and Williams, 1999). Moorman (1993) proved that items of Podsakoff et al. (1990) scale loaded on five dimensions in exploratory factor analysis. Lam et al. (1999) proved the structure of this organizational citizenship behavior scale across different countries (Australia, Hong Kong, Japan and US) by confirmatory factor analysis.

According to Pillai et al. (1999), five dimensions of organizational citizenship behavior given by Podsakoff et al. (1990) can be combined together to form one dimensional measure of organizational citizenship behavior. So in this study organizational citizenship behavior has been treated as latent variable having five dimensions as suggested by Podsakoff et al. (1990).

3.3.2 Affective Organizational Commitment Scale
Organizational commitment scale used in this study was based on 18 item scale which Meyer and Allen developed in (1997). For the development of their organizational

commitment scale having three dimensions of affective, normative and continuance commitment, they used the following procedure. Allen and Meyer (1990) created a set of 51 items to measure the construct of OC. To test the scale they used a sample of 500 employees which belonged to one educational institution and two production firms. A series of decision rules were used by them to choose items for affective, normative and continuance commitment. They used item-total correlations, content redundancy, item endorsement proportions and direction of scoring. After applying above mentioned rules Allen and Meyer (1990) finalized eight items each for affective, normative and continuance commitment.

Meyer and Allen developed (1997) revised their original scale and proposed six item scale for each type of commitment. The reliability values reported for affective commitment range from .77 to .88, for normative commitment range from .65 to .86 and for continuance commitment range from .69 to .84 (Allen & Meyer, 1990; Cohen, 1996; Meyer & Allen, 1997; Meyer, Irving & Allen, 1998; Somers & Birnbaum, 1998).

Discriminate validity of three component commitment model was also confirmed by using confirmatory factor analysis by Cohen (1999). In their multisample study Dunham, Grube and Castaneda (1994) used confirmatory factor analyses and found support for the three component commitment model. These results show that three component model can reliably and validly used to measure organizational commitment. However as affective commitment to the organization is of interest for the purpose of this study that is why in this study 6 items affective commitment scale of Meyer and Allen (1997) was used.

3.3.3 Human Resource Management Practices Scale
Human resource management practices bundle used in this study consisted of following eight practices; recruitment and selection practices, (2) training practices, (3) compensation management practices, (4) employee performance evaluation practices, (5) promotion practices, (6) involvement practices, (7) communication / information sharing practices, and (8) work-life policies. The process for the choice of these eight practices has been explained in literature review section of this study.

Teseema and Soeters (2006) scale was used to measure recruitment and selection, orientation, training, compensation management, performance evaluation, promotion and grievance practices in this study. This scale was developed by them in a developing sub-Saharan nation of Eritrea. They developed this scale to examine the impact of human resource management practices on performance of civil servants. Alpha coefficient values of this scale reported by Teseema and Soeters (2006) are .75 for recruitment and selection practices (5 items), .75 for training practices (6 items), .82 for compensation practices (6 items), .73 for employee performance evaluation practices (6 items), and .74 for promotion practices (3 items). No further information about psychometric properties and factor structure of this scale is available.

A 4 item scale was used to measure a work-life policy which was based on the work of Kopelman, Greenhaus and Connolly (1983) and Beehr, Walsh and Taber (1976). Same scale has been used by Paré and Tremblay (2007) and alpha reliability of this scale reported by them is .91.

3.3.4 Transformational Leadership Style Scale

To measure transactional and transformational behaviors of leaders a scale was developed was Bass (1985). It was named as MLQ (Multifactor Leadership Questionnaire). MLQ was conceptually built and statistically validated to dimensions of transactional plus transformational leader behaviors along with sub-scales to further discriminate leadership behaviors. After review of literature and open ended survey of seventy executives, a pool of 142 questions was initially developed to describe the different characteristics of transactional and transformational behaviors. These 142 items were classified into transactional, transformational or "can't say" using a sample of eleven business and social sciences students. After following a series of decisions final questionnaire was of 73 items. Since MLQ was first developed, it has been revised many times in response to concerns raised about its psychometric properties (Avolio, Bass & Jung, 1995). Present form of this questionnaire MLQ 5X is derived from previous studies

deploying earlier versions plus confirmatory factor analysis as suggested by Avolio, Bass and Jung (1999). Original version of this questionnaire MLQ 5R was criticized for its psychometric properties and as result of that MLQ 5X was developed.

MLQ 5X is made up of different behavioral questions that measure the leadership styles of transactional, transformational, management by-exception and laissez faire. MLQ consist of 9 factors (36 items) that measure above mentioned leadership behaviors and 3 factors (9 items) measuring leadership outcomes. The details are presented in the table below:

Table 3.18: Description of MLQ5X

MLQ 5X Factors (Total 45 items)	Leader Behaviors
Inspirational motivation (4 items),	Transformational
Idealized Influence (behaviour)(4 items)	Leadership (20 items)
Idealized influence (attributed) (4 items)	
Individualized consideration (4 items)	
Intellectual stimulation (4 items)	
Contingent reward (4 items)	Transactional Leadership
Management by Exception (passive) (MBEP) (4 items)	(12 items)
Management by Exception (active)(MBEA) (4 items)	
	Laissez Faire Leadership (4 items)
Effectiveness (4 items)	Leadership Outcomes
Extra Effort (3 items)	(9 items)
Satisfaction (2 items)	

Latent structure of MLQ was investigated by Tepper and Percy (1994). They criticized this multifactor leadership questionnaire. According to Tepper and Percy (1994) discriminate validity of inspirational and charismatic factors was not found. Furthermore a good fit for data was not found for management by exception both active and passive. In response to these concerns confirmatory factor analysis was used on a large sample

(n=1394) by Avolio et al. (1995) and Avolio et al. (1999). They confirmed the construct validity by reporting high internal reliability (.74 to .94) and factor loadings.

Factor structure of MLQ was also examined by Den Hartog, Van Muijen and Koopman (1997). They found that their factor structure of different leadership behaviors was slightly different from that of Bass in the same set of items. However validity of MLQ 5X was confirmed by Tejeda, Scandura and Pillai (2001). According to them cronbach alphas (internal reliability coefficients) ranged from .72 to .90. MLQ 5X (nine factor structure) was also confirmed and validated by Antonakis, Avolio and Sivasubramaniam (2003).

As only transformational leadership style is the style of interest in this study that is why 20 items pertaining to transformational style of this scale has been used in the questionnaire of this study.

3.4 Data Collection Method

3.4.1 Pilot Testing and Administration of Questionnaire

Self administered and mailed questionnaire was used in this study by combining scales for all the variables of the study including a set of questions for capturing demographic properties of the respondents. As all the scales used in the study are originally developed in English and English is not the national language of Pakistan so it could have been a problem. The researcher turned to literature to find solution. According to Raja and Johns (2010) English language scales can be safely used in Pakistan especially when the population belongs to higher education sector. The medium of instructions in all higher education institutions of Pakistan is English and it is mandatory for all university faculty members to deliver their lectures in English. So it was decided to use the scales without translation. This decision is also affirmed by other studies carried out in Pakistan using English language scales without translation (see Butt & Choi, 2006; Butt, Choi & Jaeger, 2005 and Raja, Johns & Ntalianis, 2004). However scale translation was not the issue for population in England as English is the first language in England.

A cover letter was added to the questionnaire that explained the objectives of the study and ensured the respondents about their privacy and anonymity. As the questionnaire used in this study was lengthy, so it was explained in the cover letter that why it important to answer all the questions. Guidelines were provided at the beginning of each section about how to answer the questions of that section in the light of recommendations by Babbie (1998). Like when answering questions of organizational citizenship behavior and organizational commitment think of yourself, when answering questions of human resource management practices think of your organization and when answering questions of leadership styles think of your supervisor/HOD/Dean.

To avoid any ambiguity and confusion it was decided to divide the questionnaires into different sections. Section 1 was composed of questions measuring organizational citizenship behavior. Section 2 included questions measuring organizational commitment. Section 3 incorporated questions that measured different human resource management

practices. Section 4 had questions measuring leadership style. Demographic information like personal and background details of respondent and organizational characteristics were measured in section 5 which was the last section of the questionnaire. A thanks note was placed at the end of the questionnaire appreciating the respondent for time taken to complete the survey form.

Pre-testing of the questionnaire was done using 10 respondents from 3 participating institutions which were excluded from the final sample. Feedback and comments from the respondents were regarding wording of few questions and length of the questionnaire. First comment regarding wording was adjusted according to feedback like term "organization" was replaced with "university" and "leader" was replaced with "HOD/Dean". No other changes were made in the wordings of the statements and original statements of each scale's author were used as it is. Second comment was regarding the length of the questionnaire. As standardized scales were used that is why it was not possible to reduce the number of questions because doing so would had disturbed the reliability and validity of the scales.

Letter addressed to heads of universities seeking permission to use faculty members as participants of the study was very carefully drafted after consultation and feedback from English language expert. Key themes highlighted in the permission letter were the importance of study for education sector and importance of study towards its contribution towards body of knowledge from cultural point of view. After obtaining permission from universities, questionnaires were given to lead contact persons who were trained by the researcher to self-administer the questionnaire. Lead contact persons were given the responsibility to distribute the questionnaires in each university according to the sampling frame. Same lead contact person collected the questionnaires back from the respondents. The received questionnaires were then either couriered or in some cases handed over in person to the researcher by each of the lead contact person.

3.4.2 Handling of Received Questionnaires

Questionnaires received by lead contact persons were first carefully examined for any missing data. Two types of problems were found in the received questionnaires. First, there were questionnaires in which a complete section (mostly leadership style) was not filled out by the respondents and second, there were questionnaires in which some questions were not answered (one, two or three questions in different sections in different questionnaires). Missing data is an important aspect to handle in a quantitative study because missing data creates problems. One, it compromises the statistical power of the data. According to Roth & Switzer (1995) statistical power means analytical ability of the statistical technique to find any significant effect in observed data set. Two, accuracy of the estimated variables is also affected by missing data. Accuracy is the difference between actual score of the variables and estimated (over or under) score of the variable (Roth & Switzer, 1995).

To handle the missing data, guidelines are available in the literature. The main techniques among others to handle missing data according to Roth and Switzer (1995) are listwise deletion, mean substitution and regression imputation. In listwise deletion, all the data regarding a respondent is deleted if there is any missing data related to that respondent. In mean substitution method, for any missing response of a question, mean value for that question is entered. In regression imputation method, a regression equation is developed on the basis of related variables for imputing or estimating missing values. All the approaches have their own advantages and disadvantages. Listwise deletion method takes into account only original responses of the respondents and nothing is entered in the data set by the researcher but if there are only few missing values in questionnaire then this approach can cause a great loss of data and effects sample size of the study as well. Mean substitution method helps in saving a lot of data that can be lost if used listwise deletion but its disadvantage is that it might disturb the original relationships that have been exhibited by the respondent. However this problem can be marginalized if the portion of missing items is very small and no complete section/variable in a questionnaire is missed.

For this study, on the basis of examination of received questionnaires as mentioned above in the beginning of this section, it was decided to follow a 2-step approach to handle the missing data. In step 1, listwise deletion method was used for questionnaires in which five or more consecutive items or a complete section or a sub-scale was missing. In step 2, mean value substitution was used for those questionnaires in which less than five items were missing. In a questionnaire having relatively larger number of items, disadvantages of mean substitution method can be marginalized if it is limited upto two to five items.

3.5 Data Analysis Method

The collected data in this study was analyzed in three steps. First step was the getting the feel for data i.e. treating missing values. Second step was checking the goodness of data which was done by checking Cronbach alpha values of all the variables. Third and final step was the inferential analysis of data which was done through ANOVA, correlations analysis and stepwise multiple regression which included main effects and mediation analysis. First step has been explained in the immediate previous section of this study. Second step will be discussed below in this section while third step will be explained in the next section of this study.

Before proceeding to final analysis it is important to check the goodness of data. There should be consistency in the responses because inconsistency of responses disturbs the reliability of collected data. "Reliability refers to the systematic or consistent portion of scores" (Schwab, 1999, p. 343). If the data is not reliable then further analysis can lead to erroneous conclusions. The reliability of each scale was determined using as suggested by Cronbach (1951). Based on criteria suggested by Nunnally and Bernstein (1994), Cronbach alpha coefficient estimates for all variables were decided on 0.70.

3.5.1 Reliability of Organizational Citizenship Behavior Scale

In Pakistani data, Cronbach alpha coefficient value for organizational citizenship behavior scale was found .713 with 14 items. Initially when reliability was calculated with 16 items, it was less than the acceptable value of .70. Then 2 items out of 4 of

sportsmanship dimension of OCB were deleted to achieve the value of .713 to make the overall scale a reliable one. Alpha values if other items deleted are shown below in table 3.19.

Table 3.19: Reliability of OCB Scale in Pakistan

Items (14) Alpha .713	Cronbach's Alpha if Item Deleted
Altru1	.701
Altru2	.700
Court1	.706
Court2	.710
CvcVirtu1	.710
CvcVirtu2	.701
CvcVirtu3	.692
Sptmnshp1	.701
Sptmnshp2	.702
Conscien1	.683
Conscien2	.711
Conscien3	.683
Conscien4	.672
Conscien5	.698

Altru=altruism, Court=courtesy, CvcVirtue=civic virtue
Sptmnshp=sportsmanship, Conscien=conscientiousness

In England data, Cronbach alpha coefficient value for organizational citizenship behavior scale was found .765 with 14 items. When alpha reliability was checked for this scale with original 16 items, it was below the acceptable standard of .70. As a result, 02 items out of 04 of sportsmanship dimension were deleted to achieve the acceptable value of .765. The items for deletion were chosen on the basis of SPSS output column "Cronbach's Alpha if Item Deleted". Alpha values of for the scale if other items deleted are shown in the table 3.20.

Table 3.20: Reliability of OCB Scale in England

Items (14) Alpha .765	Cronbach's Alpha if Item Deleted
Altru1	.745
Altru2	.741
Court1	.756
Court2	.738
CvcVirtu1	.740
CvcVirtu2	.741
CvcVirtu3	.717
Sptmnshp1	.834
Sptmnshp4	.770
Conscien1	.731
Conscien2	.735
Conscien3	.768
Conscien4	.712
Conscien5	.755

Altru=altruism, Court=courtesy, CvcVirtue=civic virtue
Sptmnshp=sportsmanship, Conscien=conscientiousness

3.5.2 Reliability of Affective Organizational Commitment Scale

In Pakistani data, Cronbach alpha coefficient value for affective organizational commitment scale was found .737 with original 6 items of Meyer and Allen (1997). This means that internal consistency of this scale is acceptable in Pakistan without removing any item from original scale. Effect on alpha value of this scale if each of the items is deleted is shown in table 3.21 below.

Table 3.21: Reliability of AC Scale in Pakistan

Items (6) Alpha .737	Cronbach's Alpha if Item Deleted
AC1	.673
AC2	.702

AC3	.713
AC4	.728
AC5	.659
AC6	.724

AC=affective commitment

In England data, Cronbach alpha coefficient value for affective organizational commitment scale was found .820 with original 6 items of Meyer and Allen (1997). This is well above the acceptable standard of .70. This means that this scale is highly reliable to be used in England among university teachers. Alpha coefficients for the overall scale if each of the items is deleted are shown below in table 3.22.

Table 3.22: Reliability of AC Scale in England

Items (6) Alpha .820	Cronbach's Alpha if Item Deleted
AC1	.772
AC2	.760
AC3	.745
AC4	.798
AC5	.885
AC6	.774

AC=affective commitment

3.5.3 Reliability of HRM Practices Scale

Cronbach alpha coefficient value was found .885 with 31 items for human resource management practices scale in Pakistan. This scale was composed of eight different practices which are explained above in the same section of this study. All the individual items of each of the eight human resource practices showed high internal consistency. So no item from this scale was deleted. Overall alpha values if each of the items is deleted from scale are shown in table 3.23.

Table 3.23: Reliability of HRM Practices Scale in Pakistan

Items (31) Alpha .885	Cronbach's Alpha if Item Deleted
RSP1	.880
RSP2	.884
RSP3	.877
TP1	.878
TP2	.878
TP3	.877
TP4	.879
CP1	.881
CP2	.881
CP3	.882
CP4	.882
CP5	.879
CP6	.882
PEP1	.880
PEP2	.881
PEP3	.882
PEP4	.884
PEP5	.880
PEP6	.883
PP1	.882
PP2	.883
PP3	.878
IP1	.887
IP2	.881
ISP1	.885
ISP2	.886
ISP3	.885

WLP1	.882
WLP2	.886
WLP3	.888
WLP4	.888

RSP=recruitment & selection practices, TP=training practices, CP=compensation practices, PEP=performance evaluation practices, PP=promotion practices, IP=involvement practices, ISP=information sharing practices, WLP=work life policies

In England, Cronbach alpha coefficient value of human resource management practices scale was found to be .856 with original 31 items and no item deletion was needed as the overall scale reliability value is quite high. Scale reliability if any of the items from scale is deleted is shown in table 3.24 below.

Table 3.24: Reliability of HRM Practices Scale in England

Items (31) Alpha .856	Cronbach's Alpha if Item Deleted
RSP1	.856
RSP2	.849
RSP3	.849
TP1	.854
TP2	.854
TP3	.850
TP4	.859
CP1	.849
CP2	.849
CP3	.848
CP4	.851
CP5	.843
CP6	.844
PEP1	.850
PEP2	.853
PEP3	.849

	Cronbach's Alpha if Item Deleted
PEP4	.848
PEP5	.851
PEP6	.850
PP1	.853
PP2	.852
PP3	.851
IP1	.855
IP2	.852
ISP1	.849
ISP2	.854
ISP3	.856
WLP1	.851
WLP2	.857
WLP3	.858
WLP4	.857

RSP=recruitment & selection practices, TP=training practices, CP=compensation practices, PEP=performance evaluation practices, PP=promotion practices, IP=involvement practices, ISP=information sharing practices, WLP=work life policies

3.5.4 Reliability of Transformational Leadership Style Scale

Alpha value of .856 with 20 original items for transformational leadership scale of Bass and Avolio (1995) was found in Pakistan. This value is well above the minimum acceptable standard of .70 so no item was deleted from the original scale. Each of the items of four dimensions of this scale showed high internal consistency in Pakistan. Overall alpha value of this scale if any of the items is deleted is shown below in table 3.25.

Table 3.25: Reliability of TSF Scale in Pakistan

Items (20) Alpha .856	Cronbach's Alpha if Item Deleted
TF1	.853
TF2	.852

TF3	.858
TF4	.851
TF5	.846
TF6	.857
TF7	.849
TF8	.852
TF9	.845
TF10	.853
TF11	.847
TF12	.848
TF13	.854
TF14	.846
TF15	.848
TF16	.848
TF17	.846
TF18	.852
TF19	.845
TF20	.848

TF=transformational

In England data, very high internal consistency of transformational leadership scale was found. Cronbach alpha coefficient value with authors' original 20 items was found .943 which is very high. This means this scale is highly reliable to be used in English culture especially among university teachers. Alpha value of scale if any of the items is deleted is shown in table 3.26.

Table 3.26: Reliability of TSF Scale in England

Items (20) Alpha .943	Cronbach's Alpha if Item Deleted
TF1	.941
TF2	.940

TF3	.939
TF4	.939
TF5	.948
TF6	.939
TF7	.938
TF8	.940
TF9	.939
TF10	.937
TF11	.936
TF12	.936
TF13	.944
TF14	.941
TF15	.940
TF16	.938
TF17	.936
TF18	.938
TF19	.943
TF20	.941

TF=transformational

In sum, all the scales used in this study showed high internal consistency and reliability in both countries. Organizational citizenship scale, affective organizational commitment scale and transformational leadership scale showed slightly high reliability in England while human resource management practices showed slightly high reliability in Pakistan. This may be due to the fact that organizational citizenship, affective organizational commitment and transformational leadership scales used in this study were developed in an English speaking country and England is also an English speaking country. While human resource management scale used in this study has been has been developed in a Non-English speaking country and same is the case with Pakistan. However, in both Pakistan and England, alpha values of all the scales used in study were found above the minimum acceptable stand of .70 suggested by Nunnally and Bernstein (1994).

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Analysis of Data from Pakistan

First, one-way analysis of variance was conducted to find out the impact of demographic variables on affective commitment and the key dependent variable organizational citizenship behavior. The purpose was to identify demographic variables that cause significant variation in these variables so that these demographic variables can be treated as control variables in the regression analysis. Second, correlations were calculated among all study variables to determine the nature of associations between them. In third and last step main effects and mediation analysis was conducted to test the hypothesis of the study.

4.1.1 ANOVA: AC and OCB by Demographics in Pakistan Data

Means of affective commitment and organizational citizenship behavior among respondents belonging to different demographic groups were compared using one-way analysis of variance. The main purpose of one-way ANOVA was to know demographic variables that affect mediating variable affective commitment and dependent variable organizational citizenship behavior significantly. The demographics identified here as causing significant variation will be treated as control variables when independent variables will be regressed on affective commitment and organizational citizenship behavior. The details of ANOVA results of each demographic variable with both AC and OCB are presented below.

AC and OCB by Nature of University in Pakistan

Results presented in table 4.1 show that there are no significant differences in the means of affective commitment among respondents by public and private nature of their universities as the p value .533 is higher than the acceptable standard of .05. On the other hand public and private nature of university caused significant variations in the means of organizational citizenship behavior with p value of .023 which is less than .05 and

F=.389. On the basis of these results nature of university will be treated as control variable for organizational citizenship behavior only and not for affective commitment when regressing independent variables in Pakistan data.

Table 4.1: One-Way ANOVA of Nature of University with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	.184	1	.184	.389	.533
	Within Groups	189.552	400	.474		
	Total	189.736	401			
OCB	Between Groups	.786	1	.786	5.216	.023
	Within Groups	60.277	400	.151		
	Total	61.063	401			

AC and OCB by Designation in Pakistan

Significant differences in the mean values of affective commitment and organizational citizenship behavior were found among lecturers, assistant professors, associate professors and professors in Pakistan data. As shown in table 4.2 below, F is 8.638 for affective commitment which is significant at $p<.001$ and F is 16.605 for organizational citizenship behavior which is also significant at $p<.001$. This implies that designation of respondents will be treated as control variable for both AC and OCB when finding the impact of independent variables on them in Pakistan data.

Table 4.2: One-Way ANOVA of Designation with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	11.599	3	3.866	8.638	.000
	Within Groups	178.137	398	.448		
	Total	189.736	401			
OCB	Between Groups	6.793	3	2.264	16.605	.000
	Within Groups	54.270	398	.136		
	Total	61.063	401			

AC and OCB by Tenure in Pakistan

When tenure was used as factor explaining variation in the means of affective commitment and organizational citizenship behavior, it was found that it explains

significant variations in the means of both variables as shown below in table 4.3. F value of 23.319 for affective commitment is significant with p value of .000 and F value of 44.274 for organizational citizenship behavior is significant with p value of .000. Thus tenure will be treated as control variable for both AC and OCB.

Table 4.3: One-Way ANOVA of Tenure with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	36.098	4	9.024	23.319	.000
	Within Groups	153.639	397	.387		
	Total	189.736	401			
OCB	Between Groups	18.836	4	4.709	44.274	.000
	Within Groups	42.226	397	.106		
	Total	61.063	401			

AC and OCB by Qualification in Pakistan

Results of one-way analysis of variance, presented below in table 4.4, explain significant differences in affective commitment and organizational citizenship behavior by qualification of respondents in Pakistan data. F value of 9.038 is significant at p<.001 for affective commitment and F value of 8.990 is also significant at p<.001 for organizational citizenship behavior. So it was decided on the basis of these results that qualification of respondents will be entered as control variable when regressing independent variables for both AC and OCB.

Table 4.4: One-Way ANOVA of Qualification with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	12.101	3	4.034	9.038	.000
	Within Groups	177.635	398	.446		
	Total	189.736	401			
OCB	Between Groups	3.875	3	1.292	8.990	.000
	Within Groups	57.187	398	.144		
	Total	61.063	401			

AC and OCB by Gender in Pakistan

With F value of 1.132 and p value .288>.05, it was found that gender did not cause any significant variation in affective commitment of respondents in Pakistan. Same is the case for organizational citizenship behavior for which F value is .547 which is also insignificant at .460 as shown below in table 4.5. Hence gender of the respondents in Pakistan data needs not to be controlled when regressing independent variables on AC and OCB.

Table 4.5: One-Way ANOVA of Gender with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	.535	1	.535	1.132	.288
	Within Groups	189.201	400	.473		
	Total	189.736	401			
OCB	Between Groups	.083	1	.083	.547	.460
	Within Groups	60.979	400	.152		
	Total	61.063	401			

AC and OCB by Marital Status in Pakistan

Marital status of respondents in Pakistan data caused significant variations in the mean value of affective commitment (F=5.907, p=.016) but not in organizational citizenship behavior (F=1.663, p=.198). As it can be seen in table 4.6 that p<.05 for affective commitment and p>.05 for organizational citizenship behavior by marital status, so it was decided to enter marital status as control variable for affective commitment only when finding the impact of independent variables. However marital status needs not to be controlled in case of OCB.

Table 4.6: One-Way ANOVA of Marital Status with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	2.761	1	2.761	5.907	.016
	Within Groups	186.975	400	.467		
	Total	189.736	401			
OCB	Between Groups	.253	1	.253	1.663	.198
	Within Groups	60.810	400	.152		
	Total	61.063	401			

AC and OCB by Age in Pakistan

One-way analysis of variance in AC and OCB by age indicated that there are significant differences in the means of both affective commitment and organizational citizenship behavior in data from Pakistan. F value of 3.051 significant at .028 and F value of 16.339 significant at .000 was found for affective commitment and organizational citizenship behavior respectively as shown below in table 4.7. So age will be entered as control variable in first step of multiple regressions when finding impact of independent variables on AC and OCB.

Table 4.7: One-Way ANOVA of Age with AC & OCB in Pakistan Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	4.266	3	1.422	3.051	.028
	Within Groups	185.470	398	.466		
	Total	189.736	401			
OCB	Between Groups	6.696	3	2.232	16.339	.000
	Within Groups	54.367	398	.137		
	Total	61.063	401			

In sum, analysis of variation in affective commitment and organizational citizenship behavior in Pakistan data was checked using seven demographic factors. It was found on the basis of above mentioned results that designation, tenure, qualification, marital status and age of respondents caused significant variations in AC and nature of university, designation, tenure, qualification and age caused significant variations in OCB. So these demographics will be treated as control variables when finding the impact of independent variables on AC and OCB.

4.1.2 Descriptive Statistics and Correlation Analysis in Pakistan Data

Descriptive Statistics of Pakistan Data

Descriptive statistics of demographics variables and four study variables are shown in table 4.8. For n=402, minimum, maximum and mean values of each variable are presented along with standard deviations. The mean value of organizational citizenship behavior is 3.75 with a standard deviation of 0.39 on a 5-point likert scale. This means

that OCB among Pakistani respondents is relatively high from their affective commitment and deviations from its mean are also low.

Table 4.8: Descriptive Statistics of Study Variables in Pakistan Data

	N	Minimum	Maximum	Mean	Std. Deviation
Nature of University	402	1.00	2.00	1.6269	.48424
Designation	402	1.00	4.00	1.9129	1.02822
Tenure	402	1.00	5.00	2.2960	1.10064
Qualification	402	1.00	4.00	2.5597	.67567
Gender	402	1.00	2.00	1.3881	.48792
Marital Status	402	1.00	2.00	1.5075	.50057
Age	402	1.00	4.00	1.5000	.79978
HRP	402	2.16	4.48	3.4998	.41209
TSF	402	2.25	4.50	3.5172	.45806
AC	402	1.50	5.00	3.7189	.68786
OCB	402	3.07	4.71	3.7516	.39023

Correlation Analysis in Pakistan Data

Pearson Product Momentum was used to find inter correlations among the study variables. Results of correlation analysis of are shown in table 4.9 and are briefly explained below, however these results will be discussed in the last part of this section of study.

HRP and AC: The coefficient of correlation between human resource practices and affective organizational commitment in Pakistan data is 0.489 for which p=.01. This means that there is significant and positive association between HRP and AC among university teachers in Pakistan. These results as appear in table 4.9 are in-line with our hypothesized relationship between these variables.

HRP and OCB: Pearson correlation coefficient between human resource management practices and organizational citizenship behavior is 0.484 it is significant with p value of .01. This means that the correlation between HRP and OCB in university teachers of Pakistan is highly significant and positive. Same was hypothesized in this study as well.

Table 4.9: Correlations in Pakistan Data

	1	2	3	4	5	6	7	8	9	10	11
1 Nature of University											
2 Designation	.175(**)										
3 Tenure	-.157(**)	.589(**)									
4 Qualification	-.145(**)	.203(**)	.186(**)								
5 Gender	-.462(**)	-.171(**)	.073	-.146(**)							
6 Marital Status	-.205(**)	-.335(**)	-.287(**)	-.245(**)	.356(**)						
7 Age	.103(*)	.754(**)	.594(**)	.150(**)	-.173(**)	-.336(**)					
8 HRP	.093	.036	.039	.082	-.016	.108(*)	-.145(**)	[.885]			
9 TSF	.275(**)	.204(**)	.192(**)	.127(*)	-.047	-.071	.051	.506(**)	[.856]		
10 AC	-.031	.204(**)	.279(**)	.250(**)	-.053	-.121(*)	.102(*)	.489(**)	.582(**)	[.737]	
11 OCB	.113(*)	.305(**)	.459(**)	.227(**)	-.037	-.064	.243(**)	.484(**)	.471(**)	.431(**)	[.713]

n=402; alpha values in square brackets;
** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

TSF and AC: Correlation between transformational leadership style and affective organizational commitment of university teachers in Pakistan was found 0.582 which is highly significant at p value of .01. The results are shown in table 4.9. Thus this result supports the hypothesis of the study that transformational leadership style is significantly and positively linked with the affective organizational commitment of university teachers in Pakistan.

TSF and OCB: Pearson coefficient of correlation between transformational leadership and organizational citizenship behavior was found 0.471 which is significant at .01 as presented in table 4.9. This implies that there is positive and significant relationship between TSF and OCB among university teachers in Pakistan. Same was hypothesized in this study as well.

AC and OCB: The relationship between affective organizational commitment and organizational citizenship behavior was found positive and significant for university teachers in Pakistan. The correlation coefficient of 0.431 is significant at .01 for these two variables as shown is table 4.9. This supports the hypothesis of the study that affective commitment is positively and significantly linked with the organizational citizenship behavior.

HRP and TSF: A high and significant correlation has been observed between independent variables of the study; human resource management practices and transformational leadership style. The coefficient of correlation for these two independent variables is 0.506 which is significant at level of .01. So there can be a chance of multicollinearity between these two predictor variables in Pakistan data.

Examination of Multicollinearity between HRP and TSF in Pakistan Data

To further examine the possible issue of multicollinearity, tolerance and VIF (variance inflation factor) of the two variables was calculated using SPSS. Tolerance is calculated as $1-R^2$ and VIF is calculated as 1/tolerance. Tolerance value should not be very low and moreover if it is insignificant with larger standard errors than there may be issue of multicollinearity. VIF value is always equal to or higher than 1. Though there is no formally specified value of VIF to decide upon the issue of multicollinearity between two variables but it is believed that if VIF value is greater than 10 then there exists

multicollinearity that is not tolerable. But if VIF value is less than 5 then, any multicollinearity between two predictor variables in considered being within tolerable limits. Though for weaker model VIF should be less than 2.5. Tolerance value for HRP and TSF in this study was found 0.744 with significance at level of $p<.01$ and small standard errors. VIF value in this case was found to be 1.344. This means that multicollinearity was not an issue in this data that has been collected from university teachers in Pakistan.

4.1.3 Stepwise Multiple Regression Analysis in Pakistan Data

Third and final step in the analysis of data after ANOVA and correlation analysis is the stepwise multiple regression analysis. The model of this study has hypothesized the mediation of affective commitment between predictor variables human resource management practices and transformational leadership style and dependent variable organizational citizenship behavior. According to Baron and Kenny (1986), test of mediation requires three assumptions to be true. First, there should be direct impact of independent variable on dependent variable. Second, there should be direct impact of independent variable on mediating variable. Third, there should be direct impact of mediating variable on dependent variable. If these three conditions are successfully met only then one can go for the test of mediation between the variables. If any of the conditions is not true mediation cannot be tested and it can be said straight away that there is no mediation effect. Baron and Kenny (1986) further said that:

> A variable functions as a mediator when it meets the following conditions:
>
> (a) variations in levels of the independent variable significantly account for variations in the presumed mediator (i.e., Path a), (b) variations in the mediator significantly account for variations in the dependent variable (i.e., Path b), and (c) when Paths a and b are controlled, a previously significant relation between the independent and dependent variables is no longer significant, with the strongest demonstration of mediation occurring when Path c is zero (p.1176).

Following the above mentioned guidelines; three regression equations were developed and tested as suggested by Baron and Kenny (1986). (1) Mediator was regressed on

independent variable; (2) dependent variable was regressed on independent variable; (3) dependent variable was regressed on both independent variable and mediator variable. There are two predictor variables in this study i.e. HRP and TSF, which were tested separately to find their effect on dependent variable OCB with mediation of AC. As it has already been proved in the above section of this study that there is no issue of multicollinearity, these two predictor variables (HRP and TSF) with mediation of AC were also test jointly to find their combined effect on dependent variable OCB. The results of three regression equations (as suggested by Baron and Kenny, 1986) for each of the above mentioned three analyses are shown in table 4.10, table 4.11 and table 4.12.

Hypothesis 1 (AC and OCB) in Pakistan Data: First hypothesis of this study was that affective organizational commitment is significantly and positively related to organizational citizenship behavior of the university teachers. In the first step of regression analysis through SPSS, demographic variables indicating significant variations in OCB were entered as control variables. In step 2, AC was entered as independent variable to find variation in the dependent variable OCB. The change is R^2 was .076 and it was significant with p value less than .001. This means that there is significant variation in dependent variable OCB by affective commitment. The beta value .168 of AC is also significant with p value less than .001. These results also shown in table 4.10 prove the first hypothesis of this study. Hence, affective commitment of university teachers in Pakistan is significantly and positively related to their organizational citizenship behavior.

Hypothesis 2 (HRP and AC) in Pakistan Data: Second hypothesis of this study was that human resource management practices are significantly and positively related to affective organizational commitment of university teachers. In the first step of regression analysis control variables (demographics causing significant variation in AC) were entered. In next step HRP was entered as independent variable to find its impact on mediating variable AC. It was found that R^2 increased from .138 to .340, thus causing a change of .202. This change in R^2 is significant with p value less than .001 also presented in table 4.10. The significant beta of HRP is .790. So it can be said that hypothesis two of

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study that HRP is positively and significantly related to affective commitment of university teachers is confirmed in Pakistan.

Hypothesis 3 (HRP and OCB) in Pakistan Data: Third hypothesis of this study was human resource management practices are positively and significantly related to organizational citizenship behavior of university teachers. In the first step of regression analysis, control variables were entered. In next step HRP was entered as independent variable to examine variation in dependent variable OCB. As shown in table 4.10, HRP caused 18.3% significant variation in OCB by increasing the R^2 from .285 to .468. The beta value of HRP in this case is .427 which is significant with p value of .000. Thus third hypothesis of this study in confirmed in Pakistan that HRP positively and significantly lead to development of organizational citizenship behavior of university teachers.

Hypothesis 4 (HRP and OCB with mediation of AC) in Pakistan Data: Fourth hypothesis of this study was that affective organizational commitment will mediate the relationship between human resource management practices and organizational citizenship behavior in university teachers. As all the three conditions of mediation as suggested by Baron and Kenny (1986) are assured that is why mediation can be tested. In first step of regression analysis, when control variables (demographics) were entered, R^2 was .285. In second step when mediating variable AC was entered, R2 increased from .285 to .360 and change R^2 of .076 was significant. In the third and final step independent variable HRP was entered. In this case R^2 increased from .360 to .474 thus showing a significant change in R^2 of .114. This means that HRP causes 11.4% variation in OCB even in the presence of AC. Though in the absence of AC, HRP explain 18.3% variation in OCB and with the mediation of AC the effect of HRP on OCB is reduced by 6.9%, still its effect is significant and reasonable enough. The beta value of HRP without mediation of AC is .427 and with mediation of AC is .384. Beta value is slightly decreased but both values are significant at level of .000 as shown in table 4.10. This means that AC partially mediates the relationship between HRP and OCB among university teachers in Pakistan. Hence fourth hypothesis is only partially supported.

Table 4.10: Main Effect & Mediated Regression Analysis of HRP, AC & OCB in Pakistan

Predictor	Mediator Variable: AC			Dependent Variable: OCB		
	β	R²	Δ R²	β	R²	Δ R²
Main Effect: HRP						
Step 1						
Control Variables		.138				
Step 2						
HRP	.790***	.340	.202***			
Main Effect: HRP						
Step 1						
Control Variables					.285	
Step 2						
HRP				.427***	.468	.183***
Mediation: AC						
Step 1						
Control Variables					.285	
Step 2						
AC				.168***	.360	.076***
Step 3						
HRP				.384***	.474	.114***

n=188, control variables for AC: designation, tenure, qualification, marital status and age
*** p<.001, control variables for OCB: nature of university, designation, tenure, qualification and age

Hypothesis 5 (TSF and AC) in Pakistan Data: Fifth hypothesis of this study was that transformational leadership style will be positively and significantly related to the affective commitment of university teachers. In the first step of regression, control variables (demographics) were entered. The control variables, as mentioned at the bottom of table 4.11, caused 13.8% variation in AC. In next step, independent variable TSF was entered. R^2 increased from .138 to .393. This change in R^2 is significant showing that TSF explains 25.6% variation in the mediating variable AC. The beta value of TSF is .797 which is also significant at level of .000. On the basis of these results it can be said that transformational leadership style positively and significantly predicts affective organizational commitment of university teachers. Thus hypothesis five is accepted for Pakistan.

Hypothesis 6 (TSF and OCB) in Pakistan Data: Sixth hypothesis of this study was that transformational leadership style is positively and significantly associated with organizational citizenship behavior of university teachers. In first step control variables were entered. In second step TSF was entered to find its impact on OCB. The R^2 change of .100 significant at .000 was found. This means that TSF caused 10% of variation in the dependent variable and its beta value is .300 significant at .000. The results are presented in table 4.11. Thus on the basis of this result it is proved that for university teachers in Pakistan transformational leadership style positively and significantly predicts organizational citizenship behavior and hypothesis six of this study is accepted for Pakistan.

Hypothesis 7 (TSF and OCB with mediation of AC) in Pakistan Data: Seventh and last hypothesis of this study was that affective organizational commitment mediates the relationship between transformational leadership style and organizational citizenship behavior of university teachers. Before proceeding to test mediation, it has been assured that all three conditions of mediation are met. In the first step, control variables were entered and R^2 was .285. In second when step mediating variable AC was entered R^2 increased to .360. In the final step when TSF was entered, R^2 increased slightly reaching to .398 as shown in table 4.11.

Table 4.11: Main Effect & Mediated Regression Analysis of TSF, AC & OCB in Pakistan

Predictor	Mediator Variable: AC			Dependent Variable: OCB		
	β	R^2	ΔR^2	β	R^2	ΔR^2
Main Effect: TSF						
Step 1						
Control Variables		.138				
Step 2						
TSF	.797***	.393	256***			
Main Effect: TSF						
Step 1						
Control Variables					.285	
Step 2						
TSF				.300***	.385	.100***
Mediation: AC						
Step 1						
Control Variables					.285	
Step 2						
AC				.168***	.360	.076***
Step 3						
TSF				.225***	.398	.038***

n=188, control variables for AC: designation, tenure, qualification, marital status and age
***p<.001, control variables for OCB: nature of university, designation, tenure, qualification and age

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This indicates that TSF causes 3.8% variation in OCB when AC mediates this relationship while in the absence of AC between TSF and OCB; TSF predicted 10% variation in OCB. Though explanatory power of TSF has been reduced by 6.2% with the introduction of AC but still R^2 is significant and direct relationship still prevails between TSF and OCB. This means that affective commitment partially mediates the relationship between transformational leadership and organizational citizenship behavior among university teachers in Pakistan. Thus this hypothesis is only partially supported in Pakistan.

Combined Direct & Indirect Effects of HRP and TSF on OCB with Mediation of AC in Pakistan

There is no multicollinearity between the two predictor variables HRP and TSF which means their combined effect (both direct and indirect) can also be examined. The results of this analysis are presented in table 4.12. First direct effects of both predictors on AC and OCB were examined. Then indirect effect of both predictors was examined through mediation of AC.

To find the impact of HRP and TSF on AC, control variables were entered in first step and R^2 was .138. Then in next step both HRP and TSF were entered as independent variables. R^2 increased to .448 indicating 33.1% change in the AC due to two predictor variables together. This change is significant and proves that both HRP and TSF together lead to development of AC positively and significantly.

To examine the direct effect of both HRP and TSF on OCB, in first step control variables were entered. Control variables caused 28.5% variation in OCB. Then in next step HRP and TSF were entered together as independent variables and R^2 increased to .485. This means that 20.1% variation is explained by these two variables together in the dependent variable OCB.

To finally test the mediation, all three conditions of mediation need to be assured. As it has already been proved that AC relates to OCB and it is also proved that both HRP and TSF together relate to AC and OCB, so mediation can be tested. As shown in table 4.12, 20.1% of combined variation by HRP and TSF in OCB is reduced to 12.6% by introduction of AC between them. Thus mediation is there but only partial in Pakistan.

Table 4.12: Combined Main Effect & Mediated Regression Analysis of HRP, TSF, AC & OCB in Pakistan

Predictor	Dependent Variable: AC			Dependent Variable: OCB		
	β	R^2	ΔR^2	β	R^2	ΔR^2
Main Effect: HRP, TSF						
Step 1						
Control Variables		.138			.285	
Step 2	HRP .470***			HRP .358***		
HRP, TSF	TSF .593***	.448	.331***	TSF .142***	.485	.201***
Mediation: AC						
Step 1						
Control Variables					.285	
Step 2						
AC				.168***	.360	.076***
Step 3				HRP .349***		
HRP, TSF				TSF .129**	.486	.126***

n=402, **p<.005, control variables for AC: designation, tenure, qualification, marital status and age
***p<.001, control variables for OCB: nature of university, designation, tenure, qualification and age

In summary, except hypotheses 4 and 7 which are partially supported, all other are fully supported for university teachers in Pakistan. The combined direct effect of both predictor variables HRP and TSF on AC is 33.1% and on OCB is 48.5%. With mediation of AC combined indirect effect of HRP and TSF on OCB is 48.6%. In individual capacity, HRP explained direct variance of 20.2% in AC and 18.3% in OCB while with mediation of AC indirect effect of HRP on OCB was 11.4%. Likewise, individually TSF explained direct variance of 25.6% in AC and 10% in OCB while with mediation of AC indirect effect of TSF on OCB was 3.8%.

4.2 Analysis of Data from England

4.2.1 ANOVA: AC and OCB by Demographics in England Data

With the purpose of finding significant variations in the development of mediating variable affecting commitment and dependent variable organizational citizenship behavior by demographic variables, one-way analysis of variance was carried out. The objective here also was to identify demographics that will be used as control variables when regressing other variables on affective commitment and organizational citizenship behavior.

AC and OCB by Nature of University in England

One-way analysis of variance in the affective commitment and organizational citizenship behavior was checked by nature of university of respondents. It was found that there are no significant differences in the means of both affective commitment and organizational citizenship behavior by public and private nature of university of respondents. Results presented in table 4.13 show that F value of 1.053 is insignificant at p=.306 for affective commitment and F value of .979 is also insignificant at p=.324 for organizational citizenship behavior. So nature of university for both AC and OCB is not required to be entered as control variable in the first step of multiple regressions in England data.

Table 4.13: One-Way ANOVA of Nature of University with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	.242	1	.242	1.053	.306
	Within Groups	42.756	186	.230		
	Total	42.998	187			
OCB	Between Groups	.153	1	.153	.979	.324
	Within Groups	29.040	186	.156		
	Total	29.193	187			

AC and OCB by Designation in England

Results presented below in table 4.14 showed that there are significant differences in the means of both affective commitment and organizational citizenship behavior by designation of respondents in England data. F value of 3.627 for affective commitment with p value of .014 and F value of 5.650 for organizational citizenship behavior with p value of .001 was found. Both p values are less than .05 which means that designation of respondents will be treated as control variable when regressing independent variables on AC and OCB in England data.

Table 4.14: One-Way ANOVA of Designation with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	2.401	3	.800	3.627	.014
	Within Groups	40.597	184	.221		
	Total	42.998	187			
OCB	Between Groups	2.463	3	.821	5.650	.001
	Within Groups	26.731	184	.145		
	Total	29.193	187			

AC and OCB by Tenure in England

Means of affective commitment and organizational citizenship behavior were compared across groups of respondents on the basis of their tenure. As shown in table 4.15, it was found that there are significant differences in the means of both affective commitment and organizational commitment by tenure in the data collected from England. For affective commitment F value is 10.727 and for organizational citizenship behavior F value is 22.931. Both values are highly significant with p value less than .001. So tenure

will be entered as control variable when finding the impact of independent variables on both AC and OCB in England data.

Table 4.15: One-Way ANOVA of Tenure with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	8.167	4	2.042	10.727	.000
	Within Groups	34.831	183	.190		
	Total	42.998	187			
OCB	Between Groups	9.747	4	2.437	22.931	.000
	Within Groups	19.446	183	.106		
	Total	29.193	187			

AC and OCB by Qualification in England

When qualification of respondents in England data was examined as factor explaining variation in the means of affective commitment and organizational citizenship behavior, it was found that there are significant differences in the means of both these variables across different groups based on qualification as shown in table 4.16 below. F value of 6.543 for affective commitment is significant at .002 and F value of 10.240 for organizational citizenship behavior is significant at .000. Hence for both AC and OCB, qualification of respondents will be treated as control variable in England data.

Table 4.16: One-Way ANOVA of Qualification with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	2.840	2	1.420	6.543	.002
	Within Groups	40.157	185	.217		
	Total	42.998	187			
OCB	Between Groups	2.910	2	1.455	10.240	.000
	Within Groups	26.284	185	.142		
	Total	29.193	187			

AC and OCB by Gender in England

Means of affective commitment and organizational citizenship behavior were checked for variance by gender of respondents using one-way ANOVA. It was found, as shown below in table 4.17 that there are significant differences in the means of both variables as F value of 17.003 for affective commitment is significant at .000 and F value of 4.747 is

significant at .031 for organizational citizenship behavior. On the basis of these results, it was decided to enter gender of respondents in England data as control variable in the first step of regression analysis.

Table 4.17: One-Way ANOVA of Gender with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	3.601	1	3.601	17.003	.000
	Within Groups	39.396	186	.212		
	Total	42.998	187			
OCB	Between Groups	.726	1	.726	4.747	.031
	Within Groups	28.467	186	.153		
	Total	29.193	187			

AC and OCB by Marital Status in England

Results of one-way analysis of variance in AC and OCB by marital status of respondents are presented below in table 4.18. It is clear that there are significant differences in means of both affective commitment and organizational citizenship behavior by marital status. The F value 12.890 for affective commitment is significant at .000 and F value 19.793 for organizational citizenship behavior is significant at .000. As a result it was decided to enter marital status as control variable in the development of affective commitment and organizational citizenship behavior in England data.

Table 4.18: One-Way ANOVA of Marital Status with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	7.467	3	2.489	12.890	.000
	Within Groups	35.530	184	.193		
	Total	42.998	187			
OCB	Between Groups	7.122	3	2.374	19.793	.000
	Within Groups	22.071	184	.120		
	Total	29.193	187			

AC and OCB by Age in England

Last demographic factor that was used to find variance in the means of affective commitment and organizational citizenship behavior in England data was age of respondents. The results are presented in table 4.19. F value of 12.915 for affective

commitment, significant at .000 and F value of 12.996 for organizational citizenship behavior, significant at .000, proved that age of respondents caused significant differences in the means of both variables. So it was decide that age will be entered as control variable when examining the impact of independent variables on both AC and OCB in data collected from England.

Table 4.19: One-Way ANOVA of Age with AC & OCB in England Data

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	7.479	3	2.493	12.915	.000
	Within Groups	35.518	184	.193		
	Total	42.998	187			
OCB	Between Groups	5.104	3	1.701	12.996	.000
	Within Groups	24.089	184	.131		
	Total	29.193	187			

In summary, seven demographic factors were examined using one-way analysis of variance for each to find differences in the means of affective commitment and organizational citizenship behavior. On the basis of results presented above, it was decided that except nature of university of respondents for which F value was not significant for both affective commitment and organizational citizenship behavior, all other demographic variables need to be entered as control variables. So designation, qualification, tenure, gender, marital status and age are the control variables for both AC and OCB in England data.

4.2.2 Descriptive Statistics and Correlation Analysis in England Data
Descriptive Statistics of England Data

The details and description of minimum, maximum and mean values and standard deviations for each variable of the study are shown in table 4.20 for England data (n=188). On a 5-point likert scale, affective commitment has the highest mean value (3.82) with standard deviation of 0.48. The mean value of organizational citizenship behavior is 3.79 with a standard deviation of 0.39. Though affective commitment among respondents is slightly higher than their organizational citizenship behavior but mean

deviations are lower for OCB than AC in this data that represents university teachers from England.

Table 4.20: Descriptive Statistics of Study Variables in England Data

	N	Minimum	Maximum	Mean	Std. Deviation
Nature of University	188	1.00	2.00	1.0426	.20239
Designation	188	1.00	4.00	1.7447	1.08402
Tenure	188	1.00	5.00	3.4043	1.28603
Qualification	188	2.00	4.00	3.2553	.81347
Gender	188	1.00	2.00	1.4894	.50122
Marital Status	188	1.00	4.00	1.4894	.77037
Age	188	1.00	4.00	2.4681	1.07178
HRP	188	2.71	4.45	3.4331	.32045
TSF	188	2.55	4.55	3.5021	.49919
AC	188	2.67	5.00	3.8298	.47951
OCB	188	3.14	4.57	3.7933	.39511

Correlation Analysis of England Data

Inter correlations among study variables in England data were calculated using Pearson Product Momentum through SPSS. Results of bivariate correlation analysis are presented in table 4.21 and are briefly explained below, however these results will be discussed in the last part of this section of study.

HRP and AC: The coefficient of correlation between human resource management practices and affective organizational commitment of university teachers in England was found highly significant at level of .01 with value of 0.598 as shown in table 4.21. This result supports the hypothesis of this study that a positive and significant association exists between HRP and AC.

HRP and OCB: The results shown in table 4.21 proved that a significant and positive relationship exists between human resource management practices and organizational citizenship behavior as hypothesized in this study. The value of correlation coefficient between these variables is 0.323 and it is significant at level of .01. Thus for the data from university teachers of England, HRP and OCB are significantly and positively associated with each other.

TSF and AC: Pearson correlation coefficient between transformational leadership style and affective organizational commitment was found 0.457 which is significant at .01. This means that high and significant positive correlation is there between TSF and AC in data from university teachers of England. These results as shown is table 4.21 are in support with the hypothesis of this study that there is a positive and significant association between TSF and AC in England.

TSF and OCB: Relationship between transformational leadership and organizational citizenship behavior of university teachers in England was examined through their Pearson correlation coefficients and it was found that coefficient of correlation between these variables is 0.509 and is significant at level of .01. On the basis of this results also presented in table 4.21 it can be said that there is positive and significant relationship between TSF and OCB of university teachers in England. Same was hypothesized in this study as well.

AC and OCB: Pearson correlation coefficient of 0.722 significant at level of .01 was found for the relationship between affective organizational commitment and organizational citizenship behavior in data from England. This is the highest correlation value among any two variables of the study in data from both Pakistan and England. This means that affective organizational commitment if possessed by university teachers in England will very highly result in exhibition of organizational citizenship behavior by them. Thus supporting our hypotheses, AC in England data is very highly, significantly and positively correlated with OCB.

HRP and TSF: Correlation coefficient of 0.263 was observed between two predictor variables of this study i.e. human resource practices and transformational leadership style as shown in table 4.21. Though correlation coefficient is not very high but as it is highly significant at .01, there could be possibility of multicollinearity.

Table 4.21: Correlations in England Data

	1	2	3	4	5	6	7	8	9	10	11
1 Nature of University											
2 Designation	.245(**)										
3 Tenure	-.231(**)	.473(**)									
4 Qualification	-.326(**)	.438(**)	.187(*)								
5 Gender	.215(**)	-.202(**)	-.508(**)	-.098							
6 Marital Status	.140	-.029	-.222(**)	-.098	.041						
7 Age	-.290(**)	.545(**)	.700(**)	.525(**)	-.389(**)	-.331(**)					
8 HRP	.182(*)	.145(*)	.288(**)	-.051	-.386(**)	-.055	-.109	[.856]			
9 TSF	.317(**)	.655(**)	.349(**)	.278(**)	-.171(*)	.203(**)	.412(**)	.263(**)	[.943]		
10 AC	.075	.231(**)	.320(**)	.185(*)	-.289(**)	-.044	.128	.598(**)	.457(**)	[.820]	
11 OCB	.072	.265(**)	.421(**)	-.020	-.158(*)	.028	.266(**)	.323(**)	.509(**)	.722(**)	[.765]

 n=188; alpha values in square brackets;
** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Examination of Multicollinearity between HRP and TSF in England Data

To decide upon the issue of multicollinearity between the two predictor variables of this study, tolerance and VIF (variance inflation factor) were used. The values for both of these were calculated using SPSS. The decision criteria for the examination of multicollinearity on the basis of tolerance and VIF have already been discussed above in this section. The tolerance value for HRP and TSF in data collected from university teachers of England is 0.931 which is significant and standard errors are also small. The VIF value is 1.074. So it can be said with high degree of confidence that there is no issue of multicollinearity between predictor variable HRP and predictor variable TSF in data from England.

4.2.3 Stepwise Multiple Regression Analysis in England Data

Stepwise multiple regression analysis was the final step in the analysis of data followed by ANOVA and correlation analysis for England data. Same procedure was used for regression analysis of data as described above in section 4.1.3 of this study. Direct effects of predictor variables HRP and TSF were examined on AC and OCB both individually and jointly. All three assumptions of Baron and Kenny (1986) were tested in this data as well before checking mediation effects of AC. Here again three regression equations were developed as recommended by Baron and Kenny (1986) and explained above in section 4.1.3 to decide about the mediation. In first phase of analysis of data from England, direct effects on HRP on AC and OCB were examined. Then indirect effect of HRP on OCB was examined with mediation of AC. In second phase, direct effects of TSF on AC and OCB were checked and then indirect effect of TSF on OCB was checked with mediation of AC. In third and final phase, combined direct effects of HRP and TSF on AC and OCB were calculated. This was followed by the examination of indirect combined effect of HRP and TSF on OCB with mediation of AC. The results of the regression analyses of all three before mentioned phases are presented in table 4.22, table 4.23 and table 4.24 and explained in the following sections of the study in the light of each hypothesis of the study.

Hypothesis 1 (AC and OCB) in England Data: H1 was tested by using a two step regression equation in SPSS. In first step control variable for OCB were entered to account for the variation caused by them. These control variables are demographic factors (mentioned at the bottom of table 4.22) which showed significant ANOVA with OCB. These control variables predicted 22% variance in OCB. In second step AC was entered as independent variable to see variation in OCB due to it. R^2 increased from .22 to .701. Thus significant change in R^2 is .481. So AC caused 48.1% variation in OCB. The beta value of AC in this case is .647 which is significant with p value less than .001. On the basis of this result H1 is supported and it is concluded that affective organizational commitment of university teachers is positively and significantly linked with their organizational citizenship behavior in England.

Hypothesis 2 (HRP and AC) in England Data: For H2, two step regression analysis was used to find the direct impact of HRP on AC. In step 1, control variables for AC were entered. The demographic factors which were entered as control variables for AC are shown at the bottom of table 4.22. R^2 was found to be .22 when these control variables were entered. In step 2, when HRP was loaded as independent variable R^2 increased to .419. This indicates that 19.9% variation in AC is explained by HRP and this change in R^2 is significant at .000. The beta value of HRP is .901 which is also significant with p<.001. Hence H2 is supported and it can be concluded that human resource management practices are positively and significantly associated with affective organizational commitment of university teachers in England.

Hypothesis 3 (HRP and OCB) in England Data: H3 was examined in two step regression analysis. In first step control variable for OCB were entered. In second step HRP was entered as independent variable and change in R^2 was noted. R^2 increased from .220 to .312 indicating 9.2% explanatory power of HRP for OCB. Beta value of HRP is .504 which is highly significant with p<.001. So it was inferred from results presented in table 4.22 that H2 is supported which means that human resource management practices are directly and positively related to organizational citizenship behavior of university teachers in England.

Hypothesis 4 (HRP and OCB with mediation of AC) in England Data: H4 of this study asks for test of mediation. It has been already proved that Baron and Kenny's (1986) three conditions of mediation are successfully met because H1, H2 and H3 have been supported. So test of mediation can be preceded. Mediation of AC between HRP and OCB was tested in a three step regression analysis. In step 1, control variables were entered. In step 2, when AC was entered R^2 increased from .220 to .701. In step 3, when HRP was entered R^2 reached to .704. Though R^2 has increased by .03% but this change is insignificant as p value is greater than .05. This showed that when AC operated between HRP and OCB then there is no significant direct association between HRP and OCB and AC fully mediates this relationship according to the criteria suggested by Baron and Kenny (1986) given in section 4.1.3 of this study in quotes. HRP explained 9.2% direct and significant variation in OCB but AC between them, the indirect impact of HRP on OCB is mere .03% and that too is insignificant. As shown in table 4.22, beta value of HRP has also become insignificant when with AC operated as mediator between HRP and OCB while its beta (.504, p<.001) was highly significant when AC was not a mediator between them. So H4 is fully supported which means affective commitment fully mediates the relationship between human resource management practices and organizational citizenship behavior for university teachers in England.

Hypothesis 5 (TSF and AC) in England Data: H5 for data from England was tested in a two step regression analysis. In first step control variables for AC in England data were entered. In second step TSF was entered as independent variable to find its direct effect on AC. It was noted that R^2 increase from .220 to .437 thus representing a 21.7% variation in AC due to TSF. This change in OCB due to TSF is significant and the beta value of TSF is .637 which is also highly significant at .000. On the basis of this result as shown in table 4.23, H5 of the study was accepted for England data which means that transformational leadership style positively and significantly predicts affective organizational commitment of university teachers in England.

Table 4.22: Main Effect & Mediated Regression Analysis of HRP, AC & OCB in England

Predictor	Mediator Variable: AC			Dependent Variable: OCB		
	β	R^2	ΔR^2	β	R^2	ΔR^2
Main Effect: HRP						
Step 1						
Control Variables		.220				
Step 2						
HRP	.901***	.419	.199***			
Main Effect: HRP						
Step 1						
Control Variables					.220	
Step 2						
HRP				.504***	.312	.092***
Mediation: AC						
Step 1						
Control Variables					.220	
Step 2						
AC				.647***	.701	.481***
Step 3						
HRP				-.106 ns	.704	.003 ns

n=188, ns=not significant, control variables for AC: designation, tenure, qualification, gender, marital status and age
***p<.001, control variables for OCB: designation, tenure, qualification, gender, marital status and age

Hypothesis 6 (TSF and OCB) in England Data: H6 was tested by again using a two step regression analysis. The results of examination of direct effect of TSF on OCB are shown in table 4.23. In step 1, control variables were entered. In second step predictor variable TSF was entered and change is R^2 was observed. It was found that TSF presented 17% highly significant variation in OCB as R^2 increased from .220 to .390. The beta value of TSF is .464 which is also significant with p value less than .001. So H6 was supported for England data. Hence transformational leadership style positively and significantly relates to citizenship behavior of university teachers in England.

Hypothesis 7 (TSF and OCB with mediation of AC) in England Data: H7 involved the test of mediation of AC between TSF and OCB. Three pre-requisite conditions of testing mediation are fulfilled as H1, H5 and H6 are supported in England data. Mediation of AC between TSF and OCB was tested in a three step regression analysis and its results are shown in table 4.23. In step 1, control variables were entered. In step 2, mediating variable AC was entered. R^2 of the model increased to .701 from the value of .220 with control variables only. In step 3, when TSF was entered R^2 changed to .704 but this change of .003 in R2 is insignificant showing that there is no effect of TSF on OCB when AC is used as mediator between the two and AC fully mediates the this relationship. Without the mediation of AC the direct effect of TSF on OCB was 17%. The significant beta value of TSF in direct effect also became insignificant when indirect effect was examined. Thus H7 is fully supported for university teachers in England.

Table 4.23: Main Effect & Mediated Regression Analysis of TSF, AC & OCB in England

Predictor	Mediator Variable: AC			Dependent Variable: OCB		
	β	R^2	ΔR^2	β	R^2	ΔR^2
Main Effect: TSF						
Step 1						
Control Variables		.220				
Step 2						
TSF	.637***	.437	.217***			
Main Effect: TSF						
Step 1						
Control Variables					.220	
Step 2						
TSF				.464***	.390	.170***
Mediation: AC						
Step 1						
Control Variables					.220	
Step 2						
AC				.647***	.701	.481***
Step 3						
TSF				.072 ns	.704	.003 ns

n=188, ns=not significant, control variables for AC: designation, tenure, qualification, gender, marital status and age
***p<.001, control variables for OCB: designation, tenure, qualification, gender, marital status and age

Combined Direct & Indirect Effects of HRP and TSF on OCB with Mediation of AC in England

Multicollinearity between two predictor variables HRP and TSF, not being an issue of concern; combined direct effect of both predictors both on AC and OCB and combined indirect effect of both predictors on OCB with mediation of AC can be examined.

In phase one combined direct effect of HRP and TSF was checked on AC. In step 1, control variables for AC were entered. In step 2, both HRP and TSF were together entered as independent variables. Change in R^2 was .289 and significant at .000. So both predictors jointly caused significant variation of 28.9% in affective organizational commitment of university teachers in England. Significant beta value for HRP was .605 and for TSF was .457.

In phase two combined direct effect of HRP and TSF on OCB was examined. Like before, in step 1, control variables for OCB were entered. In step 2, HRP and TSF both were entered. It was noted that R^2 changed from .220 to .408 showing a significant variation of 18.8% in OCB by HRP and TSF together. Significant individual beta values for HRP and TSF were .251 and .390 respectively. Hence direct combined effect of human resource management practices and transformational leadership style on organizational citizenship behavior of university teachers of England is 18.8%.

In third and final phase indirect joint effect of HRP and TSF on OCB was tested with of mediation of AC between them. As HRP and TSF together significantly related to both mediator variable AC and dependent variable OCB and it has been previously proved that AC related to OCB, so mediation can be tested. In step 1 of three step regression analysis, control variables were entered. In step 2, AC was entered as mediator variable and it was found that R^2 increased from .220 to .701. In step 3, when HRP and TSF were jointly entered as predictor variables, R^2 was .709. Though there is an extremely minor rise in R^2 value but this change is insignificant. So it is proved that AC fully mediates the relationship this relationship. The beta values and their significance are presented in table 4.24.

Table 4.24: Combined Main Effect & Mediated Regression Analysis of HRP, TSF, AC & OCB in England

Predictor	Dependent Variable: AC			Dependent Variable: OCB		
	β	R^2	ΔR^2	β	R^2	ΔR^2
Main Effect: HRP, TSF						
Step 1						
Control Variables		.220			.220	
Step 2	HRP .605***			HRP .251**		
HRP, TSF	TSF .457***	.509	.289***	TSF .390***	.408	.188***
Mediation: AC						
Step 1						
Control Variables					.220	
Step 2						
AC				.647***	.701	.481***
Step 3				HRP -.139 ns		
HRP, TSF				TSF .095 ns	.709	.008 ns

n=188, **p<.05, control variables for AC: designation, tenure, qualification, gender, marital status and age
***p<.001, ns=not significant, control variables for OCB: designation, tenure, qualification, gender, marital status and age

In summary, all seven hypotheses are fully supported for university teachers in England. The combined direct effect of both predictor variables HRP and TSF on AC is 28.9% and on OCB is 18.8%. With mediation of AC combined indirect effect of HRP and TSF on OCB was insignificant. In individual capacity, HRP explained direct variance of 19.9% in AC and 9.2% in OCB while with mediation of AC indirect effect of HRP on OCB was insignificant. Likewise, individually TSF explained direct variance of 21.7% in AC and 17% in OCB while with mediation of AC indirect effect of TSF on OCB was also insignificant. Hence AC fully mediated the relationships of HRP and TSF with OCB both when these two variables were tested individually and jointly.

4.3 Summary of Results

The summary of the decisions regarding seven hypotheses of this study for university teachers in Pakistan and England is presented below in table 4.25.

Table 4.25: Summary of Results

No	Hypothesis Statement	Results	
		Pakistan	**England**
H1	Affective organizational commitment will be positively and significantly related to organizational citizenship behavior of university teachers	Supported	Supported
H2	HR practices will be positively and significantly related to affective organizational commitment of university teachers	Supported	Supported
H3	HR practices will be positively and significantly related to organizational citizenship behavior of university teachers	Supported	Supported
H4	Affective organizational commitment will mediate the relationship between HR practices and organizational citizenship behavior	Partially Supported	Supported
H5	Transformational leadership style will be positively and significantly related to affective organizational commitment of university teachers	Supported	Supported
H6	Transformational leadership style will be positively and significantly related to organizational citizenship behavior of university teachers	Supported	Supported
H7	Affective organizational commitment will mediate the relationship between transformational leadership style and organizational citizenship behavior	Partially Supported	Supported

4.4 Discussion of Results

Research Question 1: What is the relationship between demographics and organizational commitment and organizational citizenship behavior?

In first stage of data analysis, relationship of demographic variables was examined with affective organizational commitment and organizational citizenship behavior to identify demographic variables that need to be entered as control variables when examining the impact of other variables on AC and OCB. Seven demographics factors which were checked for variance in both AC and OCB are public and private nature of university, designation, tenure, qualification, gender, marital status and age of respondents. It was found that for OCB of university teaches in Pakistan; there were significant differences in the means of different groups of respondents due to their nature of university, designation, tenure, qualification, and age and for AC of university teachers in Pakistan; there were significant differences in the means of groups of respondents based on their designation, tenure, qualification, marital status and age. For OCB and AC of university teachers in England, except nature of university all other demographics variables showed significant differences in the means of groups of teachers on the basis of their designation, tenure, qualification, gender, marital status and age. Analyzing in detail how these variables are related to AC and OCB was not in the scope of this study. These were identified just to use them as control variables. However it is important to note that demographic variables do relate to affective commitment and citizenship behaviors of university teachers in both Pakistan and England as demographics explained 13.8% variance in AC and 28.5% variance in OCB in Pakistan and 22% variance in AC and OCB each in England amongst university teachers.

Research Question 2: What is the relationship between human resource management practices, leadership style, organizational commitment and organizational citizenship behavior?

The results of correlation anlysis in table 4.9 for Pakistan and table 4.21 for England, clearly indicate that there is significant positive correlation among human resource management practices, leadership style, organizational commitment and organizational citizenship behavior of university teachers in Pakistan as well as England.

Research Question 3: To what degree organizational commitment predict organizational citizenship behavior?

First hypothesis of the study that university teachers' affective organizational commitment relates to their organizational citizenship behavior was supported in both Pakistan and England. These findings are inline with the findings of Neininger et al. (2010) and Tsoumbris and Xenikou (2010). However variance explained by affective organizational commitment in OCB was substantially higher in England (48.1%) than in Pakistan (7.6%). This shows that when teachers feel themselves emotionally attached to their organization they show helping behavior and other extra-role behaviors in their organizations. For teachers in England being emotionally attached to the organization is highly required for the exhibition of citizenship behavior as compared to their counterparts in Pakistan for whom affective commitment is important but not as much when showing extra-role behaviors.

Research Question 4: To what degree human resource management practices and leadership style predict organizational commitment and organizational citizenship behavior?

Second hypothesis of study that human resource management practices of the organization positively and significantly relate to university teachers' affective organizational commitment was confirmed in Pakistan as well as in England. Same has been confirmed by Edgar and Geare (2005) and Shahnawaz and Juyal (2006) who declared commitment as backbone of modern HRM philosophy. As the variation explained by human resource management practices in AC is almost similar in both cultures (20.2% in Pakistan and 19.9% in England), it can be concluded that human resource management practices of the organization like recruitment and selection, training and development, compensation, performance appraisals, promotion opportunities, information sharing and communication, involvement and work-life policies are equally important for university teachers of both countries in shaping their emotional attachment to the organization. Slightly higher variance in AC due to HRP in Pakistan may be due the overall economic condition of the country.

Third hypothesis of this study that organization's human resource management practices positively and significantly lead to development of citizenship behavior of university teachers was also confirmed in both countries i.e. Pakistan and England, adding to the line of literature already established by Wei et al. (2010) and Pare and Tremblay (2007). HR practices explained higher variation in OCB in Pakistan (18.3%) as compared to variation in OCB in England (9.2%). This again established the fact that extrinsic factors are more important for teachers in Pakistan as compared to teachers in England. Teachers in Pakistan place high importance to different HR practices as mentioned above while these HR practices are of relatively low importance to university teachers in England in relation to their organizational citizenship behavior.

Fifth hypothesis of this study that transformational leadership style positively and significantly influences affective commitment of university teachers was confirmed in Pakistan as well as England. Transformational leadership style is almost equally important in both countries in the development of affective commitment among employees as it predicted 25.6% variation in AC in Pakistan and 21.7% variation in AC in England. These results are also confirmed previously by Kent and Chelladurai (2001). This result can be explained in the light of suggestion by Bass (1985) that when teachers perceive that their leader cares for them and gives them autonomy and makes them feel that their contributions to the organization are highly valuable, they feel emotionally attached to the organizational resulting in their higher affective commitment to their organizations.

Sixth hypothesis of this study that transformational leadership style positively and significantly relates to citizenship behavior of university teachers was also supported in both Pakistan and England. Transformational leadership style explained 10% significant variation in affective commitment in Pakistan and 17% significant variation in affective commitment in England. Perceptions of the leader being transformational in its nature i.e. use of personal power as suggested by Bass (1985), involvement of followers in decision making as suggested by Bass and Steidlmeier (1999) and helping coworkers as suggested by Krishnan and Arora (2008), significantly relates to the exhibition of citizenship

behavior by university teachers in Pakistan as well as England. Same has been established by Shamir et al. (2010) and Ahmadi (2010).

Research Question 5: Does organizational commitment mediate the relationship of human resource management practices and leadership style with organizational citizenship behavior?

Fourth hypothesis of this study that tested mediation of affective commitment between human resource management practices and organizational citizenship behavior of university teachers was just partially supported in Pakistan but was fully supported in England. This result is due to economic conditions of Pakistan as a whole where university teachers despite of belonging to well paid segment of society, struggle for their basic needs and better standard of living. Better compensation, training and development opportunities and promotion options are important for them and these factors significantly influence their OCB because OCB is highly valued by Pakistani managers in performance evaluations which in turn affect the compensation and promotion of university teachers. In England however case is different, here as basic needs of university teachers are sufficiently met that is why human resource management practices do not affect their OCB directly when they feel emotionally attached to the organization. This means that citizenship behavior is mainly intrinsically caused amongst university teachers in England.

Seventh and last hypothesis of this study that affective commitment mediates the relationship between transformational leadership style of supervisor and university teachers' citizenship behavior has been partially supported in Pakistan and fully supported in England. This shows that transformational leadership style does not directly influence citizenship behavior of teachers in England rather it leads to the development of affective commitment among them which in turn leads to exhibition of citizenship behavior. When supervisors use transformational style, it helps employees to better cope with their perceptions of organizational politics and support (Randall et al., 1999) thus transformational leadership style increase humanity (Punj & Krishnan, 2006) and enhances citizenship behavior. On the other hand in Pakistan transformational leadership

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style affects citizenship behavior of university teachers both directly (10% variation in OCB) and indirectly (3.8% variation in OCB) through affective commitment as well.

Confirmation of Proposed Model of OCB

After review of literature, a model was proposed for this study that human resource practices of university and transformational leadership style of Dean/HOD will positively affect the development of affective commitment and organizational citizenship behavior of university teachers both in Pakistan and England. Also it was hypothesized as part of model that affective commitment of teachers will mediate the relationship of human resource practices of university and transformational leadership style of Dean/HOD with organizational citizenship behavior of university teachers.

In the light of results of this study, proposed model of development of organizational citizenship amongst university teachers has been fully confirmed in England while in Pakistan slight modification in the proposed model is that affective commitment partially mediates relationship of human resource practices and transformational leadership style with organizational citizenship beahvior of university teachers. This indicates the importance of both extrinsic and intrinsic factors for OCB of university teachers in Pakistan whereas relatively higher importance of intrinsic factors for OCB of university teachers in England as compared to extrinsic factors.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study contributes to the momentum gaining body of knowledge on organizational citizenship behavior and how it can be developed with organizational level variable (human resource management practices), group level variable (leadership style) and individual level variable (affective commitment). This study based on two samples of university teachers, one from Pakistan and second from England, confirmed that both human resource management practices of the organization and leadership style of the manager lead positively and significantly to the development of affective commitment and citizenship behavior of employees; both individually as well as jointly. In Pakistan, affective commitment only partially mediated the relationship between human resource management practices, leadership style and organizational citizenship behavior while in England; affective commitment fully mediated this relationship. The findings of the study also suggested that for university teachers in Pakistan both intrinsic and extrinsic factor are important to exhibit OCB while for university teacher in England intrinsic factor are more important to exhibit OCB.

5.2 Contributions of this Study

This study makes valuable contribution in the field of organizational behavior in general and organizational citizenship behavior in particular. Following the recommendations of Lew (2009) and Oplatka (2006), this study has examined the development of affective commitment and organizational citizenship behavior of university teachers in relation to human resource management practices of the university and leadership style of Dean/HOD.

Two samples used in this study, one from a developing country (Pakistan) and second from a developed country (England) has helped to understand to what extent variable

associations developed in western context are relevant and meaningful to mangers in non-western context.

This study also points out that demographic factors, both related to individual and related to organization, have significant associations with affective commitment and citizenship behavior of university teachers in Pakistan as well as England.

Differences found in the results of two samples clearly indicate that in a developing country like Pakistan both extrinsic as well as intrinsic factors are important while in a developed country like England intrinsic factors are much more important for the purpose of employees showing desirable attitudes and behaviors. This opens up a new research front which demands the investigation of other factors like cultural element of collectivism in sub-continent.

5.3 Implications for Managers

The results of this study make available useful insight to practitioners who by ensuring the exhibition of organizational citizenship behavior through affective organizational commitment, human resource management practice and leadership style can increase the social capital of their organizations.

Managers in Pakistan need to emphasize both on intrinsic and extrinsic factors to inculcate citizenship behavior among employees. They should improve human resource management practices like recruitment and selection, training and development, compensation, performance appraisals, promotion opportunities, information sharing and communication, involvement and work-life policies to increase the affective commitment and citizenship behavior. Also supervisors should exhibit more of transformational leadership style as it also positively and significantly influenced employee attitude of commitment and behavior of citizenship.

Managers in England need to focus more on intrinsic factors like affective commitment of employees to ensure exhibition of citizenship behavior by them. Human resource

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management practices and leadership style are important for organizational mangers in England as these affect the development of affective commitment to the organization but they do not have any direct relationship with citizenship behavior of employees. In England, employees exhibit citizenship behavior as a result of being affectively committed to their organization and their affective is developed by human resource management practices (recruitment and selection, training and development, compensation, performance appraisals, promotion opportunities, information sharing and communication, involvement and work-life policies) of the organization and transformational leadership style of their supervisors.

5.4 Implications for Future Research

Though predictor and mediator variables used in this study have exhibited high explanatory power in the development of organizational citizenship behavior, yet few other key variables have not been included in this study. Future studies relating to OCB could include following among others:

- To establish the causal relationship among these variables with high degree of confidence, longitudinal studies should be done.

- Affective commitment caused extremely high variation (48.1%) in citizenship behavior of university teachers in England, but predictor variables human resource management practices and transformational leadership style showed only 28.9% variation in affective commitment. Future studies should focus on other variables that lead to the development of affective organizational commitment for teachers in England.

- Organizational citizenship behavior is also significantly influenced by employees' perception of organizational justice and their job satisfaction which were not included in the model of this study. Future studies should focus on the inclusion of these variables to have a more comprehensive understanding of the development of citizenship behavior among university teachers.

- Variables used in this study predicted 48.6% variation in OCB in Pakistan and 70.1% in England, other factors that play their role in the development of OCB particularly in Pakistan should be explored by future studies especially the cultural orientation of collectivism.

5.5 Limitations

Following limitations for this study should be kept in mind when drawing conclusion from its findings:

- Self reported measures were used to find the associations between variables. This is believed that it may have caused the challenge of common method variance. It has also been said by Donaldson and Grant-Vallone (2002) that respondents over report the desired behaviors and under report the behavior that are not desired. This may be a great concern especially in collectivist culture like Pakistan where social acceptability is an issue of high concern.

- Organizational level variable like human resource management practices and group level variable like leadership style were measured on the basis of responses from employees alone. It might have affected the valid value of these variables because employees' personal bias and lack of information may have played role.

- Though the sample from Pakistan is a reasonable representative of population but this is not the case for sample from England. The sample size is not large enough to generalize the findings for the entire population especially for England.

- The responses used in this study were cross-sectional in its nature. It is logical to believe that situational factors on a given day and time can affect the responses of the employees. Longitudinal studies are believed to be more reliable when results of a study are to be generalized.

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APPENDIX 1

(Questionnaire)

A Two-Country Survey on

Impact of HR Practices & Leadership Style on Organizational Commitment & Citizenship Behavior of University Teachers

Dear Respondent!

I am a student of PhD (HRM) at Muhammad Ali Jinnah University, Islamabad, Pakistan, and am conducting a research on above topic. The data collected through this questionnaire will be used for research which is a part of my PhD. It should not take more than 20 minutes to fill the questionnaire as all of questions just require you to tick appropriate answer.

This questionnaire is being filled from university teachers of Two countries (Pakistan & England). These questions pertain to your experiences in your current job and university. Your answer will be kept strictly confidential and will only be used for research purposes. <u>Your name will not be mentioned any where on the document</u> so kindly give an impartial opinion to make research successful.

You are requested to take 20 minutes out of your busy schedule to fill this questionnaire. Your cooperation is highly appreciated. If you need findings of this research please send a request to <u>kshahzad78@yahoo.com</u>

Thanks once again for your time and cooperation.

Khurram Shahzad
PhD Scholar

Please describe your personal views of the following statements as objectively as you can, by encircling number against each statement from the rating scale given below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

1. I willingly give of my time to help others out who have work-related problems   1 2 3 4 5

2. I am willing to take time out of my busy schedule to help with recruiting or training new employees   1 2 3 4 5

3. I usually "touch base" with other before initiating actions that might affect them.   1 2 3 4 5

4. I take steps to try to prevent problems with others and/or other personnel in the university   1 2 3 4 5

5. I attend functions that are not required but help the university's image   1 2 3 4 5

6. I attend training/information sessions that I am encouraged to, but not required to attend   1 2 3 4 5

7. I attend and actively participate in university meetings   1 2 3 4 5

8. I consume a lot of time complaining about trivial matters (R)   1 2 3 4 5

9 I always find fault with what the university is doing (R)   1 2 3 4 5

10. I tend to make "mountains out of molehills" or make problems worse that they are (R)   1 2 3 4 5

11. I usually focus on what is wrong with my situation rather than the positive side of it (R)   1 2 3 4 5

12. I rarely takes long lunches or breaks   1 2 3 4 5

13. I do not take unnecessary time off work   1 2 3 4 5

14. I do not take extra breaks   1 2 3 4 5

15. My attendance at work is above the norm   1 2 3 4 5

16. I obey university rules and regulations even when no one is watching   1 2 3 4 5

Section: 2
Organizational Commitment

Please describe your personal views of the following statements as objectively as you can, by encircling number against each statement from the rating scale given below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	**2**	**3**	**4**	**5**

1. This university has a great deal of personal meaning for me   1 2 3 4 5

2. I do not feel emotionally attached with this university (R)   1 2 3 4 5

3. I really feel as if this university's problems are my own?   1 2 3 4 5

4. I do not feel part of family in my university (R)   1 2 3 4 5

5. I do not feel strong sense of belongingness to my university (R)   1 2 3 4 5

6. I would be very happy to spend rest of my career with this university   1 2 3 4 5

Section: 3
HR Practices in your university

Please describe your personal views of the following statements related to your current university as objectively as you can, by encircling number against each statement from the rating scale given below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	**2**	**3**	**4**	**5**

Recruitment and selection practices

1. Presence of written and operational recruitment and selection policy   1 2 3 4 5

2. Presence of clear job description and specification   1 2 3 4 5

3. High role of merit in recruitment and selection exercise   1 2 3 4 5

Training practices

1. Presence of clearly written and operational training policy   1 2 3 4 5

2. Presence of continuous training needs assessment   1 2 3 4 5

3. Presence of written & operational trainee-selection procedure   1 2 3 4 5

4. Continuity of monitoring and evaluation of training programmes   1 2 3 4 5

Compensation management practices

1. Presence of attractive compensation system   1 2 3 4 5

2. Presence of equitable internal salary   1 2 3 4 5

3. Presence of equitable external salary   1 2 3 4 5

4. Presence of salary that reflects performance   1 2 3 4 5

5. Presence of salary that encourages better performance 1 2 3 4 5

6. Presence of salary that reflects the standard of living 1 2 3 4 5

Employee performance evaluation (EPE) practices

1. Presence of written and operational EPE   1 2 3 4 5

2. EPE results has a lot to do with salary   1 2 3 4 5

3. EPE results has a lot to do with personnel decisions   1 2 3 4 5

4. Provision of feedback of EPE results   1 2 3 4 5

5. EPE is considered as important task by superiors   1 2 3 4 5

6. Performance evaluators are knowledgeable   1 2 3 4 5

Promotion practices

1. Presence of written and operational promotion policy   1 2 3 4 5

2. Provision of priority to merit in promotion decision   1 2 3 4 5

3. Provision of priority to seniority in promotion decision 1 2 3 4 5

Involvement practices

1. I am satisfied with the amount of influence I have over my job   1 2 3 4 5

2. I am satisfied with the influence I have in university decisions that   1 2 3 4 5
affect my job or work

Communication / Information sharing practices

1. I feel satisfied with the amount of information I receive about how my   1 2 3 4 5
university is performing

2. I am fully aware of how I contribute to the university achieving its   1 2 3 4 5
business objectives

3. Everyone here is well aware of the long-term plans and goals of the   1 2 3 4 5
university

Work-life policies

1. My university provides work conditions (e.g., flexible schedules, child care facilities, and telecommuting programs) which take into account the emergent needs of employees   1 2 3 4 5

2. My work schedule in often in conflict with my personal life   1 2 3 4 5

3. My job affects my role as a spouse and/or a parent   1 2 3 4 5

4. My work has negative effects on my personal life   1 2 3 4 5

Section: 4
Leadership Style of your HOD/Dean

DIRECTIONS: Following questions are to describe the leadership style of your Head of department HOD / Dean. Describe the leadership style as you perceive it. Please answer all items below by encircling a number against each item from the rating scale that best reflects your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously. Judge how frequently each statement fits the person you are describing.

Please use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly Often	Very Often
1	**2**	**3**	**4**	**5**

My HOD / Dean

1. Re-examines critical assumptions to question whether they are appropriate   1 2 3 4 5

2. Talks about their most important values and beliefs   1 2 3 4 5

3. Seeks differing perspectives when solving problems   1 2 3 4 5

4. Talks optimistically about the future   1 2 3 4 5

5. Instills pride in me for being associated with him/her   1 2 3 4 5

6. Talks enthusiastically about what needs to be accomplished   1 2 3 4 5

7. Specifies the importance of having a strong sense of purpose   1 2 3 4 5

8. Spends time teaching and coaching   1 2 3 4 5

9. Goes beyond self-interest for the good of the group   1 2 3 4 5

10. Treats me as an individual rather than just as a member of a group   1 2 3 4 5

11. Acts in ways that builds my respect   1 2 3 4 5

12. Considers the moral and ethical consequences of decisions   1 2 3 4 5

13. Displays a sense of power and confidence   1 2 3 4 5

14. Articulates a compelling vision of the future   1 2 3 4 5

15. Considers me as having different needs, abilities, and aspirations 1 2 3 4 5

from others

16. Gets me to look at problems from many different angles   1 2 3 4 5

17. Helps me to develop my strengths   1 2 3 4 5

18. Suggests new ways of looking at how to complete assignments   1 2 3 4 5

19. Emphasizes the importance of having a collective sense of mission   1 2 3 4 5

20. Expresses confidence that goals will be achieved   1 2 3 4 5

Section: 5
Demographics

Please tick or encircle the option for each question that is relevant to you.

Name of country where you are currently working? _____

1. What is the nature of the university you represent?

A. Public   B. Private

2. What is your designation?

A. Lecturer   B. Assistant Professor   C. Associate Professor   D. Professor

3. How long you have been employed in this university (Years)?

A. Less than 1   B. 1-3   C. 3-5   D. 5-10   E. More than 10

4. What is your highest qualification?

A. Bachelors   B. Masters   C. M.Phil/MS   D. Doctoral

5. What is your Gender?

A. Male   B. Female

8. What is your marital status?

A. Married   B. Single   C. Divorced   D. Living together

7. What is your age (Years)?

A. 25-35   B. 36-45   C. 46-55   D. 56 and above

Thank you so much for sparing your precious time!