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RESEARCH ARTICLE

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Assessing the Effect and Relationship of Organizational Citizenship Behavior on Employee Job Performance in Academic Settings: An Empirical Study from Rural Pakistan

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Abstract: The contemporary study examined the correlation of OCB and job performance of the teaching staff of Wari Campus of Shaheed Benazir Bhutto University (SBBU), Sheringal, Upper Dir of Khyber Pakhtunkhwa, Pakistan and its affiliated colleges. A quantitative research tool (survey) has been used in the study. A total population of 60 faculty were sampled randomly, keeping the sample size according to Krejcie and Morgan (1970) table. While data were gathered using a validated questionnaire that measures OCB and job performance. The obtained data were analyzed by SPSS version 27 and descriptive statistics were performed as well as Pearson correlation Test and linear regression tests (Inferential statistics) were carried out. The results showed strong ($r > .70$) and statistically significant ($p < .05$) relationships between the overall OCB and all five OCB subscales (altruism, courtesy, conscientiousness, civic virtue, and sportsmanship). By comparison, OCB and job performance were almost unrelated, with an almost statistically insignificant correlation ($r = .002$, $p = .991$). Likewise, regression results revealed that OCB was not a significant predictor of employee engagement ($\beta = -.076$, $p = .593$). Generally, the results advocate that faculty showed comparatively high levels of organizational citizenship behaviors but these behaviors were not related to observable improvements in job performance for the context studied. Thus, the study suggests the need for further research with larger and more diverse samples, more valid and reliable indicators of OCB, and more varied organizational factors.

Keywords: Organizational Citizenship Behavior (OCB), Job Satisfaction, Employee Engagement, Workplace Dynamics, Job Performance

Introduction

Knowledge, commitment, motivation and performance of an academic staff are crucial for the success of higher education institutions. Thus, role of the faculty member includes not only instruction, evaluation, research and student counseling but also involves a number of informal aspects in relation to his or her institutions. They can choose to participate in institutional activities, support colleagues, work collaboratively or complete activities beyond their job role. This is referred to in the literature as Organizational Citizenship Behavior (OCB) (Organ, 1988, 1997).

The term Organizational Citizenship Behavior typically describes employee behaviours that they may decide to undertake when they are not formally mandated by their job requirements. These activities are discretionary, but can have a significant impact on the effective operation of an organisation. Organ (1988,

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1997) came up with five factors of OCB: altruism, courtesy, conscientiousness, civic virtue and sportsmanship. These behaviours can foster cooperation between coworkers, reduce interpersonal issues, boost employee involvement in organizational activities, and lead to a more positive work atmosphere.

The main focus of the studies has been on the connection between OCB and respective individuals and institutional performance outcomes. For instance, a large-scale meta-analysis carried out by Podsakoff et al. (2009) noted that OCB is associated to various important outcomes such as employee performance, productivity, efficiency, and turnover related outcomes. In addition, a positive association between OCB and group performance was found by Nielsen et al. (2009), indicating that employees' commitment to go the extra mile can enhance teamwork and coordination among team members.

Many factors are involved in the performance of workers in higher education, and therefore it cannot be judged by a single indicator. It has multiple facets: engagement, motivation, job satisfaction, relationship with colleagues and communication. Employee engagement, for instance, is a positive state at work, expressed as robustness, dedication and captivation (Schaufeli et al., 2002). Meanwhile, institutional factors like leadership, workload, institutional support, communication, professional autonomy, and workplace culture can all affect faculty performance. The link between OCB and employee performance is therefore not necessarily the same in every institution/organization context.

Recent research also suggests that the context of employee work has an effect on the connection between OCB and performance. For instance, Ludwikowska et al. (2025) discovered that OCB is a mediator linking academic leadership to teachers' job performance in higher education. Upaparayitam et al. (2025) found that EM can perform as a mediator in this association, and EE can moderate the relationship. In addition, Barokah et al. (2025) were also indicative of the importance of contextual conditions in the context of understanding the association between OCB and playing a role in the field of higher education in Indonesia. These studies suggest that the same results may not be obtained from OCB in all organizational settings. Instead, factors within the institution need to be considered when examining its relationship with employee performance.

The association between OCB and its performance to great extent has been studied extensively in overseas studies but there is a lack of knowledge regarding this correlation in the context of Higher Education in Pakistan. The evidence is even more scant in less-studied regions like Upper Dir in KPK. At this time, there is not even sufficient empirical evidence to conclude whether there is a noteworthy association between the voluntary citizenship behaviors of faculty members with their job performance at work in this context. In this regard, the present study having the aims at investigating the association between OCB and job performance of teaching faculty of Shaheed Benazir Bhutto University, Wari, Sheringal Campus and affiliated colleges of Upper Dir. The study also explores the possibility of significant prediction of selected aspects of employee job performance by OCB.

Problem Statement

The proper operation of higher education institutions relies on more than just formal responsibilities given to their staff members. Faculty members also contribute to the institution voluntarily, and this contributes towards supporting and productive institutional environment. Some of the actions associated with OCB include helping coworkers, treating others well, going above and beyond the call of duty, participating in the institution, and handling challenges well in the workplace (Organ, 1988, 1997). Past research typically has shown a positive and significant association between notable OCB and outcomes related to the organization or to job performance (Nielsen et al., 2009; Podsakoff et al., 2009). The nature and intensity of this connection, however, can vary based on factors such as the organizational context, leadership, workload, institutional support, and the definition and measurement of employee performance.

Although the number of related articles about OCB, both national and international, has been increasing, but limited evidence is available about its relationship with faculty job performance in Pakistan, particularly in Higher Education Institutions in Upper Dir. Employee engagement, motivation, satisfaction, workplace

relationships, and communication are all possibly part of faculty performance. Thus, if there is a direct and uniform influence of OCB on job performance, it might not adequately capture the reality of various institutional contexts. This relationship must be explored on an empirical basis, taking into account the particular working environment of the faculty members.

The study in hands aims to work on this gap through the research study by examining the relationship between OCB and organizational expected performance and how much OCB explains the organizational performance of teachers at Shaheed Benazir Bhutto University, Wari Campus, Sheringal, Wari campus and their affiliated colleges in Upper Dir, KPK. The study seeks to contribute to the literature on OCB in higher education by studying this context, which has acknowledged comparatively little research, and to equip academic leaders with a richer understanding of the relationship between OCB of their employees and institutional and individual performance.

Research Objectives

The present study has the determinations to attain the listed objectives.

1. To assess the relationship between Organizational Citizenship Behavior (OCB) and job performance in academic settings.
2. To measure the effect of Organizational Citizenship Behavior (OCB) on job performance in academic settings.

Research Questions

Keeping in view the listed objectives, this study try to find out answers of the listed research questions.

1. Is there any significant relationship between Organizational Citizenship Behavior and Job Performance in academic settings?
2. Does organizational citizenship behavior affect job performance in academic settings?

Hypotheses

H₀₁: There is no significant relationship between Organizational Citizenship Behavior (OCB) and job performance.

H₁₁: There is a significant relationship between Organizational Citizenship Behavior (OCB) and job performance.

H₀₂: Organizational Citizenship Behavior (OCB) has no significant effect on job performance.

H₁₂: Organizational Citizenship Behavior (OCB) has a significant effect on job performance.

Theoretical Framework

This contemporary study is based on the theory of Organizational Citizenship Behavior (OCB) theory proposed by Organ (1988). OCB is behaviour by employees that is not properly required for the job but which still helps the organization to work. There are five dimensions of this behavior that the theory identifies: altruism, courtesy, conscientiousness, civic virtue and sportsmanship (Organ, 1988, 1997).

The independent variable is OCB observed with these five dimensions and the dependent variable is employee job performance by employee engagement, employee motivation/satisfaction, workplace dynamics, and communication design. The framework builds on the premise that behaviour can be voluntary, and that behaviours like helping colleagues, positive relationship skills, showing responsibility, involvement in institutional matters and tolerating workplace problems can help staff to achieve effective working.

The study does not, however, presume causal relationship. On the contrary, it empirically explores the relationship between OCB and the job performance of employees in selected academic institutions of Upper Dir, Khyber Pakhtunkhwa, and to see whether OCB shows any significant relationship with and predictive of job performance of employees in the scenario of the present study. The relationship is analyzed through

Pearson's correlation and the predictive characteristics are evaluated through linear regression (Podsakoff et al., 2009; Organ, 2018).

Literature Review

Literature review sets the groundwork for the understanding of the previously established information on a research topic. It includes a discussion of relevant theories, previous empirical research, and methodologies to gain an understanding on how a specific topic has been studied. It also aids in determining areas of consensus and disagreement among the researchers and most importantly, it shows questions that have not yet been answered. Therefore, a literature review should not just be a summary of past research; it should relate past knowledge to the research problem, purpose and hypotheses of the current research.

The current study examines the OCB-job performance relationship in an academic context. Thus, the review includes the concept and scale of OCB, meaning and nature of employee job performance, and theoretical and empirical evidence related to the connection between OCB and employee job performance. They are also examined specifically with regard to their role in HE and whether this relationship may be mediated by the organizational and contextual factors. As such, the study is not premised on the notion that OCB is a major cause for job performance. Instead, this relationship is explored empirically to see whether the relationship between OCB and job performance is significant and whether OCB can predict employee performance in the selected setting.

Organizational Citizenship Behavior

Organizational Citizenship Behavior ultimately is vital concept in the field of organizational behavior and human resources research. The early foundations of it lie in the writings about cooperation and employees' contributions to organizations on a voluntary basis (Barnard, 1938; Katz, 1964). This idea has been expanded empirically by Smith et al (1983) who demonstrated that there are aspects of employee behavior which could not be accounted for simply in terms of formal job responsibilities or organizational rewards. They reported two major types of citizenship behaviours, altruism and generalized compliance, which served as a foundation for subsequent studies on OCB.

Organ (1988) provided a more formal and theoretical basis for the concept of OCB by defining it as discretionary behaviour for which reward is neither formally required as part of an employee's job description nor formally recognised by the explicit reward system. This definition has never been out of focus for the study of OCB. Org's framework highlights five study areas: Altruism, Courtesy, Conscientiousness, Civic Virtue and Sportsmanship. Such dimensions include the various ways in which employees go above and beyond the call of duty, including assisting colleagues, relationships with others in the workplace, attitude to responsibility, involvement in matters of the organization and attitude to difficulties at work.

In recent years, however, the division between the formal responsibilities of the job and extra-role conduct has become less clear-cut. Organ (1997) acknowledged that sometimes it is not easy to distinguish between the two, and that OCB was more closely related to the concept of contextual performance. This is especially important in today's academic world where faculty duties are frequently overlapping and flexible. The activities may not be easily classified as either formal or voluntary. Some activities can fall into more than one of the formal or voluntary categories.

OCB continues to be a subject of scholarly interest. Organ (2018) reviewed the years of research on its relationship to employee attitudes, organizational culture, organizational personality, stress, and organizational performance. He also explained that employee satisfaction can be more closely related to citizenship behavior than to traditional measures of employee task productivity. More recently, Worku and Debela (2024), in a systematic review of 53 studies that were selected from an initial pool of 2,367, performed an analysis of the existing OCB literature, which identified that much of the existing OCB literature still relies

on Organ's original framework. Concurrently, their review revealed an area for further investigation of the mechanisms through which OCB is linked to different factors.

All these advances underscore the continuing relevance and significance of OCB. Simultaneously, the literature indicates that the relationship between its job performance should be explored with caution and not taken for granted as being positive.

Job Performance

Organizations rely on their employees to do their jobs, hence one of the main concerns of organizing psychology is job performance. Job performance, in general terms, can be defined as the behaviors and results with which employees fulfil their job duties and contribute to organizational goals. New studies, however, show that performance is more than just about completing tasks and assignments. Staff also work to the social and psychological environment of the working place.

The situation is more complicated in higher education since there are many components of faculty responsibilities. They can be employed to teach, assess, research, provide academic advising, support students, work in administration, perform institutional services, and collaborate with fellow colleagues. However, the performance of faculty members cannot be fully captured by a single measure for this reason. Additional factors in job performance include the ethical motivation of the faculty member, his or her engagement with the job, his or her satisfaction with the job, interactions with colleagues, and how well the faculty member feels connected to his or her institution.

A key difference related with job performance is closely linked with task performance and contextual performance. Task performance has been defined as activities that are directly related to the work product or products, and contextual performance as behaviors that contribute to the broader social and psychological context of work (Borman & Motowidlo, 1993). This is especially important for OCB because citizenship behaviors are not necessarily directly related to the completion of core tasks; they are often more in the nature of an organization's contribution.

The bond between employee attitudes and employee performance has been discussed for many years. Organ (2018) noted that little empirical support exists for the link between satisfied employees and individual task productivity. The latter, however, seems to be more closely linked with citizenship behavior and other types of contextual contribution. This is significant for the current research because it suggests that employees can exhibit good OCB and not good individual job performance, as measured by traditional individual job performance indicators.

Organizational Citizenship Behavior and Job Performance

Much research has examined the link between OCB and organizational and employee performance. The core of the argument is simple: a working environment could be improved if employees genuinely help one another; they cooperate with colleagues; they do not engage in unwarranted conflict; they engage in corporate activities; and they use corporate resources responsibly. These behaviours can enhance the coordination and cooperation of the group and can indirectly make it easier for the employees to carry out their official responsibilities.

The most compelling evidence is from the meta-analysis performed by Podsakoff et al. (2009). They analyzed 168 independent samples with 51,235 participants and determined that OCB was connected to various outcomes at the individual level—such as managerial evaluations of employee performance. From the organizational perspective, OCB was also related to productivity, efficiency, satisfaction with the organization, and organizational turnover outcomes. They also found that the link between OCB and unit-level performance was slightly stronger in longitudinal studies than in cross-sectional, lending support to the role of citizenship behavior in organizational performance.

Nielsen et al. (2009) studied 38 independent samples with 3097 people at the group level. In their meta-analysis, they found an overall positive correlation between OCB and group performance which was around the mean value of $\rho = .29$. Importantly, they also found that other factors might affect the strength of this relationship. This indicates that OCB is not always related to performance and that the results of OCB might be contingent upon the context in which it happens.

The argument that OCB can be a contributor to work-group performance and organizational effectiveness was also supported by earlier research (Podsakoff et al., 1997). However, more recent studies have painted a more complex picture. Higher scores of OCB doesn't guarantee higher scores of job performance in terms of formal job tasks.

The issue is an important one, explained by Organ (2018) who is concerned with the distinction between contextual contributions and conventional measures of task performance. OCB could be a factor that affects the way an organization operates without directly increasing or decreasing the output of the individual's tasks. This is especially relevant in the current study since a traditional assessment of job performance might not reflect the social and psychological rewards of citizenship behavior.

Recent scholarship has also shifted its perspectives from the OCB as a wholly positive type of employee behavior. Bolino et al. (2024) reviewed the evolution of OCB research and reported that the previous predominant positive conception of citizenship behavior has been replaced by a more balanced view that acknowledges and considers the potential costs of citizenship behavior. Their research emphasizes the need to take into account both positive and negative outcomes of employees doing more than their job requires.

In general, the relationship between OCB and performance found in the previous study is good and has significant evidence. Yet, this relationship seems to be contingent on various factors such as how performance is measured, the organizational context, and the context of where employees perform citizenship behaviors.

Organizational Citizenship Behavior in Higher Education

The implications of OCB are especially significant for higher education, where such dimensions of collaboration, cooperation, and collegial relationships are key to the functioning of academic institutions. Faculty members have other activities in the life of the institution besides their official duties. They can offer support to colleagues with academic or administrative tasks, serve on committees, offer extra support to students, exchange knowledge and resources, or do other work that is essential for the proper functioning of their department and institution.

These activities are explained in terms of the 5 dimensions which Organ has suggested. Helping a fellow with academic or administrative duties, or being respectful and considerate towards a peer, are examples of altruism, courtesy. Conscientiousness can mean having higher than standard levels of responsibility. Civic virtue can be shown by taking an active role in institutional affairs, and sportsmanship in dealing with problems that occur in an organization without undue negativity or complaint.

Research in the field of OCB in higher education is relatively scarce, but recent research has started to examine the connection between OCB and faculty performance. Sharma et al. (2025) for instance, looked at the academic leadership and job performance of professors in higher education institutions in India and found OCB to be a key factor in this relationship. Their research also shows that OCB is applicable at the academic level of work.

Some studies were also conducted in Pakistan about the related issues. Abdullah and Akhtar studied the link between OCB and job satisfaction in the context of university teachers of Pakistan; thus, they offered evidence with regard to discretionary workplace behavior and teachers' experience in the university context. This is significant since conclusions drawn in one cultural or institutional context cannot be assumed to be true in another. Institutional structures, culture, resources and socioeconomic conditions may have effects on organizational behavior.

Even with this growing body of evidence, research on organizational citizenship behavior in higher education is still quite limited when compared to the literature on organizational behavior. Much of the previous research has taken place in business or service organizations, and not in universities or colleges. Further studies are therefore required in academic research institutions, particularly in unexplored areas and institutions in less-studied countries.

Employee Engagement and Job Performance

Another factor that's linked to job performance is employee engagement. Highly engaged employees tend to be psychologically engaged in their work, bring more energy and persistence to their work, and bring more of themselves to their work. Kahn (1990) defined personal engagement as how far people go in their jobs. More recently, Schaufeli et al. (2002) defined work engagement as a positive and satisfying state of work defined by vigor, dedication, and absorption.

Prior studies provide support for engagement's value to organizational outcomes. In a meta-analysis of business-unit-level studies, Harter et al. (2002) discovered significant correlations for employee satisfaction and engagement and a number of organizational outcomes. Similarly, Christian et al. (2011) conducted their quantitative review of work engagement research and found positive relationships between work engagement and task and contextual performance. Their conclusions indicate that workers who have more psychological commitment to their work may also have greater opportunity to exhibit effective performance and discretionary behaviors.

In addition, an underlying theory exists that suggests the association between engagement and OCB. Highly engaged employees might be more willing to assist their co-workers, be involved in institutional activities, and go the extra mile in their careers. However, the two ideas need not be confused with each other. An employee's psychological state and degree of involvement in work is called engagement, while OCBs are voluntary behaviors performed by an employee to benefit coworkers and/or the organization.

Employee Motivation and Job Satisfaction

OCB can therefore be taken into account when evaluating job performance, as well as other facets of institutional performance to assess if voluntary employee contributions are actually captured in measurable areas of organizational performance in academic institutions. The satisfaction of employees at their workplaces and the factors that motivate them.

In addition to this, other factors to take into account when evaluating employee job performance include motivation and job satisfaction. Job satisfaction is concerned with factors which motivate and influence employees to put forth their efforts for their job while job satisfaction is concerned with the evaluation and feelings of employees about their jobs. Both may impact on workplace behaviors, but neither should be equated with OCB and job performance.

Since the early development of job satisfaction, employment and organizational behavior concepts have been related to each other. Early evidence of the relationship between Job Satisfaction and Citizenship Behaviour was provided by Smith et al, 1983. Sometime later, Organ and Ryan (1995) conducted a meta-analysis and concluded that employee attitudes were significant factors in predicting OCB. The results of this research help support the argument that employees who have more positive attitudes towards their work may be more willing to make voluntary contributions to their organizations.

Organ (2018) raised the question again and said that job satisfaction might be more related to OCB than traditional measures of individual productivity at tasks. This is especially applicable to the current investigation. It provides one potential answer to a problem where workers may exhibit a high level of citizenship behavior and not an obvious increase in formal job behavior.

The correlation between OCB and job satisfaction has also been studied with university teachers in Pakistan. These kinds of studies will be helpful in the context of these constructs in Pakistani Higher Education. So the motivation and satisfaction factors are still important background variables when looking at whether or not there is a link between OCB and general faculty job performance.

Workplace Dynamics and Organizational Functioning

Workplace dynamics refers to how employees interact, communicate, cooperate and relate with each other as they perform their duties. The dynamics are particularly relevant in the academic environment, as the universities and colleges depend on communication, teamwork, supporting each other, and faculty participation.

OCB can impact on these working relationships in various ways. Altruism can help develop team spirit among the employees, courtesy can help avoid conflicts between employees and others, civic virtue can help build the staff's institutional involvement, and sportsmanship can help the employees maintain positive relationships when they encounter problems. In this respect, OCB is closely related to the social and psychological context within which formal work is carried out.

The correlation does not necessarily imply causation, however. Bolino et al., (2015) demonstrated that over-involvement in some forms of citizenship behavior has its downside and can lead to what they termed "citizenship fatigue. This implies that in some cases, you should not always go for more OCB. These effects could be a function of the trade-off between the added work required of employees and the value that they derive from their added contribution.

In higher education, faculty members may simultaneously have multiple roles that require them to have multiple perspectives on how to tackle complex problems. Committee service, institutional service, additional student support and informal support for colleagues may be helpful and beneficial to the institution, but if such duties are added to faculty members' usual teaching, research and administrative obligations, they can also become a source of stress.

The Empirical Evidence and Research Gap

The literature reviewed in this part confirms that OCB is an important concept in organization behavior and that there are theoretical reasons to anticipate that OCB will be related to employee and organizational performance. Meta-analysis of Podsakoff et al. (2009) provides strong evidence of the linkage between OCB and individual- and organization-level outcomes. Davis's (1981) OCB has also been found to be positively related to group performance, as reported by Nielsen et al. (2009). The importance of OCB is still being emphasized in more recent studies, but the multidimensional and contextual nature of OCB is being emphasized more.

However, there is one question that continues to remain: Does increased OCB correlate to increased personal job performance? The literature suggests that there is a positive correlation, but the data do not indicate the strength of this correlation will be the same in all organizations and among all performance measures. In particular, Organ (2018) argued that OCB might not be directly associated with the performance of individual tasks but impact individual task performance via other organizational or contextual factors.

In addition, there is unequal research emphasis on higher education. There have been a few studies that focused on OCB in the university setting among teachers and faculty members, but the majority of the literature related to OCB-performance has been conducted in corporate and business environment. There is useful research available from the context of higher education in India, which provides useful evidence for another developing country context; however, comparable research is limited in many other developing contexts.

Another distinction is in terms of smaller and under-studied higher education institutions. Small regional campuses and affiliated colleges may have very different situations from large universities in the major cities.

The organizational climate and working conditions can impact both their organizational culture and working conditions, including geographic location, socioeconomic factors, resources available, leadership practices, workload, institutional support, and relationships between faculty members. These factors can also impact the extent of discretionary actions undertaken by employees and whether they are associated with their job performance.

In this context, the present study is mainly concerned with the faculty members of Wari Campus and affiliated colleges of Shaheed Benazir Bhutto University, Sheringal, Upper Dir, Khyber Pakhtunkhwa, Pakistan. An empirical question that has not been comprehensively studied in the context of this study is whether OCB has significant relationship with job performance of faculty and whether OCB can predict job performance significantly. The study aims to expand the knowledge of OCB and performance, and to check if the correlation found in previous research also applies to the context of this research in a higher education institution.

Research Methodology

Research Design

The study was designed quantitatively, descriptive-correlational survey to study the relationship between Organizational Citizenship Behavior (OCB) and Job Performance of the employees in an academic institution. With an intention of measuring both constructs and determining the direction, strength and statistical significance of the relationship between them, a quantitative approach was appropriate. The correlational design was employed to analyze the relationship between the variation of OCB and the variation in job performance and regression analysis was used to test the predictive power of OCB on job performance and selected dimensions. The study adopted descriptive, cross-sectional design where data was drawn from the respondents at one point of time. A survey design was deemed more appropriate because the information being sought was limited to a particular group of respondents and could be analysed quantitatively, which fits with the research objectives and hypotheses of the study (Creswell, 2013).

Population and Sample Size

The study population was the teaching staff of Shaheed Benazir Bhutto University (SBBU), Sheringal (Wari campus) and its affiliated colleges of District Upper Dir, KPK, Pakistan totaling 60 faculty. Required sample size for this study was taken through the schedule developed by Krejcie and Morgan (1970) to get an appropriate sample size for a target population. A total of 60 faculty members were then taken from the targeted population by using simple random sampling technique with the aim of ensuring equal probability of selecting the members from the population, that is, there was no selection bias. The respondents were asked to be lecturers, assistant professors or others. 75.0% of the 52 respondents were lecturers, 21.2% were assistant professors, 3.8% were others. The study sample consisted of these 52 respondents.

Research Instrument

Structured questionnaires consisting of 40 items were used to collect the data for Organizational Citizenship Behavior and staff related specific job performance. Therefore, the instrument was conceptually broken down to two parts: independent variable (OCB) and dependent variable (job performance). The first section consisted of 20 OCB items that were adapted from other instruments, most of which were from Organ, D. W., & Ryan, K. (1995) and Niqab (2015). The items measured the five OCB dimensions, with four items measuring each dimension. Altruism was captured by willingness to assist other employees with work-related issues, courtesy was captured by a lack of workplace conflict and a desire to maintain positive work relationships, conscientiousness captured an awareness regarding specific responsibility and having a desire to go beyond what was generally expected to do a good job, civic virtue captured a sense of positive

contributions to organizational functioning, and sportsmanship captured a tolerance of minor inconveniences that did not lead to complaints.

The second section included 20 self-developed items by the researchers to evaluate the concerned job performance of employees with four items in each sub-dimension derived from the purpose of the study and literature review. Employee engagement covered the psychological component of involvement, enthusiasm, and commitment to work, employee motivation/satisfaction examined employees' motivation toward, and their satisfaction with, their work-related role, workplace dynamics covered interpersonal and organizational factors that impact employee effectiveness, and communication design covered how interpersonal, intrapersonal, and organizational communication processes impact academic and organizational effectiveness. They were all self-developed, reviewed for relevance, clarity and consistency with the study's conceptual framework and scored quantitatively and analysed statistically by using the same response format.

The research instrument was systematically validated to provide the representation of the constructs under study adequately. The OCB items used were adopted and adapted from the previously validated instruments, which provided theoretical support for their use in the present study. The job performance items developed by the self-developed items were evaluated by experts in education and the social sciences on relevance, clarity, wording, comprehensiveness, and relevance to the intended constructs and dimensions of the items. The responses they gave were fed into the questionnaire before finalization and distribution. Preliminary analyses were further carried out to better determine instrument quality, while the construct validity related with instrument was determined by the criterion of Average Variance Extracted (AVE) ≥ 0.50 , which means that the instrument has sufficient convergent validity (Hair et al., 2009).

Data Collection Procedure

After validation and refinement, the selected faculty members were given the questionnaire. The respondents were informed about the objective of the study, its academic dimension and were asked to respond with their real experiences and perceptions. Ambiguities in the survey items were clarified as they emerged from the survey, thereby aiding in accurate responding without influencing responding. Those questionnaires that were returned were completed, checked, coded and entered into SPSS Version 27 for statistical analysis. The anonymity and confidentiality of the respondents was respected during all stages and data were employed solely for academic research.

Ethical Considerations

The conduct of research was found to be in line with ethics. Participation of the respondents was wholly voluntary, similarly, the concerned respondents were informed about the purpose of the present study before they began the completion of the questionnaire. Participants' confidentiality and anonymity were ensured and responses were only utilised for research. Neither the researchers nor the respondents were obligated to reveal information beyond what they wished to share and the researchers did take realistic measurements to make sure that information in the process of collection, processing, analysis and reporting was kept anonymous and confidential.

Data Analysis and Results

The collected data through the questionnaire were assigned the codes and then properly analysed by using the statistical software namely: SPSS version-27. There are two kinds of statistics and inferential statistics. The descriptive statistical data (frequencies, percentages, means and standard deviations) has been used to describe and summarize the demographic features and distributions of the variables comprises in this study. Pearson product-moment correlation was used to analyze the association between Organizational Citizenship Behavior (OCB) and employee job performances, while linear regression was used to determine the predictive power of OCB for employee job performances. The .05 level of statistical significance was used. The assumptions of parametric analyses were also explored: Skewness and kurtosis statistics were used to

examine the distributions of the variables, and some variables were not strictly normal, but this was interpreted with caution, taking into consideration the overall distribution and the purpose of the study. Other evidence of the suitability of the correlation structure was also explored, namely the KMO measure and Bartlett's test, but not in the context of evidence of sample-size sufficiency. Table 1 Describes the Demographic Characteristics of the Respondents

Table 1

Demographic Characteristics of the Respondents (N = 52)

Designation	Frequency	Percentage
Lecturer	39	75.0
Assistant Professor	11	21.2
Other	2	3.8

As indicated in Table 1, 52 faculty members took part in the study. Most of them were lecturers (39, 75.0%), 11 (21.2%) were assistant professors and 2 (3.8%) had other academic qualifications.

Table 2

Gender and Age of the Respondents (N = 52)

Age	Frequency	Percentage
25–30 years	11	21.2
31–35 years	11	21.2
36–40 years	20	38.5
Above 40 years	10	19.2

There were no females among the 52 respondents. With regard to age, 11 respondents (21.2%) were ranging between 25.0 and 30 years, 11 (21.2%) were between 31 and 35 years, 20 (38.5%) were between 36 and 40 years, and 10 respondents (19.2%) were probably above 40 years. Table 3 is a reliability rating for the research instrument.

Reliability of the Research Instrument

Table 3

Reliability of the Research Instrument (N = 52)

S. No.	Variable	Internal Reliability	Number of Items
1	ALT	0.65	4
2	COURTS	0.71	4
3	SMS	0.78	4
4	CON	0.63	4
5	CV	0.62	4
6	JB	0.62	4
7	EE	0.53	4
8	EM	0.73	4
9	WD	0.59	4
10	CD	0.66	4

Note. ALT = Altruism; COURTS = Courtesy; SMS = Sportsmanship; CON = Conscientiousness; CV = Civic Virtue; JB = Job Performance; EE = Employee Engagement/Satisfaction; EM = Employee Motivation/Satisfaction; WD = Workplace Dynamics; CD = Communication Design. Consistency of the variables used in this study is presented in Table 3. The Cronbach's alpha values for the different scales ranged from .53 to .78. The variables with the highest internal consistency were sportsmanship ($\alpha = .78$), employee motivation/satisfaction ($\alpha = .73$) and courtesy ($\alpha = .71$). Employee engagement ($\alpha = .53$) and

workplace dynamics ($\alpha = .59$) were, in comparison, relatively low reliability scores. Thus, the results for these two dimensions should be interpreted with these low internal consistencies and reliability in mind.

Descriptive Statistics

Table 4

Descriptive Statistics of Study Variables and their Sub-dimensions (N = 52)

Variables/sub-dimensions	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ALT	1.00	4.75	3.6779	.72141	-1.777	.330	4.544	.650
COURST	1.50	4.75	3.5048	.68508	-.841	.330	.801	.650
SMS	1.00	5.00	3.7644	.82607	-1.359	.330	1.755	.650
CON	1.00	5.00	3.9712	.81898	-1.912	.330	4.453	.650
CV	1.50	4.75	3.6683	.65813	-1.313	.330	2.976	.650
JB	3.00	5.00	4.1683	.43925	-.289	.330	.113	.650
EE	3.25	5.00	4.1202	.45507	-.130	.330	.299	.650
EM	3.25	5.00	4.3365	.45072	-.105	.330	-.358	.650
WD	3.00	5.00	4.3173	.46735	-.596	.330	.279	.650
CD	3.25	5.00	4.3413	.46450	-.351	.330	-.345	.650

Communication Design had shown the maximum mean score ($M = 4.34$, $SD = 0.46$) as specified in Table 4. The mean score for Employee Motivation/Satisfaction was also a relatively high score ($M = 4.34$, $SD = 0.45$), and for Workplace Dynamics, the mean score was also relatively high ($M = 4.32$, $SD = 0.47$). Overall, Job Performance and Employee Engagement had a mean of 4.17 ($SD = 0.44$) and 4.12 ($SD = 0.46$) correspondingly. The mean score of the various dimensions of OCB was the highest for Conscientiousness ($M = 3.97$, $SD = 0.82$). This was followed by Sportsmanship ($M = 3.76$, $SD = 0.83$), Altruism ($M = 3.68$, $SD = 0.72$), Civic Virtue ($M = 3.67$, $SD = 0.66$), and Courtesy, which had the lowest mean score ($M = 3.50$, $SD = 0.69$). A few of the OCB dimensions also show some deviations from normality in the distributional statistics, mainly in terms of their kurtosis. Thus, the findings of the inferences were interpreted with caution.

Adequacy of the Correlation Structure

Table 5

Kaiser–Meyer–Olkin Measure and Bartlett's Test of Sphericity (N=52)

Test	Value
Kaiser-Meyer-Olkin Measure -of -Sampling Adequacy	.71
Bartlett's Test- of -Sphericity – Approx. Chi-Square	1.614E3
df	780
Sig.	< .001

The KMO(Kaiser, H. F. (1974)). An for this study is .71, which is considered an acceptable level of sampling adequacy (as shown in the Table 5). There was a significant Bartlett's test of sphericity ($p < .001$) Bartlett, M. S. (1950), telling that these variables were sufficiently intercorrelated. The results obtained are additional evidence that the correlation structure was adequate for further statistical analysis.

Relationship Between OBC and Job Performance

Research Question 1. Is there a significant relationship between Organizational Citizenship Behavior and job performance?

Table 6

Correlation Between Organizational Citizenship Behavior and Job Performance (N = 52)

Variables	OCB	JB
OCB	1	.002
JB	.002	1
Sig. (2-tailed)	—	.991

Note. JB = Job Performance.

The results showed the relationship between Organizational Citizenship Behavior (OCB) and Job Performance was very weak and statistically insignificant ($r = .002$, $p = .991$) as shown in Table 7. The correlation coefficient is nearly zero indicating that there was not a meaningful difference in overall job performance of the respondents explained by their differences in OCB. As the p -value > 0.05 , the null hypothesis cannot be rejected. Hence, the null hypothesis which says that there is no significant relationship between OCB and job performance was not rejected.

Table 7

Correlations Between OCB and Its Sub-Dimensions (N = 52)

	ALT	COUST	SMS	CON	CV	OCB
ALT	1	.566**	.645**	.716**	.707**	.866**
COURTS	.566**	1	.621**	.496**	.512**	.756**
SMS	.645**	.621**	1	.723**	.586**	.867**
CON	.716**	.496**	.723**	1	.659**	.870**
CV	.707**	.512**	.586**	.659**	1	.818**
OCB	.866**	.756**	.867**	.870**	.818**	1

Note. $p < .01$, two-tailed. ALT = Altruism; COURTS = Courtesy; SMS = Sportsmanship; CON = Conscientiousness; CV = Civic Virtue.

Table 6 shows that all measures of OCB were positively and significantly related with each other. Overall OCB score was significantly correlated with all dimensions at the .01 level, ranging from $r = .756$ to $r = .870$. These high correlations should be read carefully, and should reflect mainly a high level of common variance between the OCB dimensions, since the overall OCB score was calculated from this set of dimensions. The organizational citizenship behavior confirms a positive predictive effect. Thus, organizational citizenship behavior is positively predictive.

Predictive Effect of Organizational Citizenship Behavior

RQ2: Does Organizational Citizenship Behavior affect Job Performance?

To find the answer of the second research question, this was decided that the study will use simple linear regression analysis, which is used to check if there is a noteworthy predictive association between the variables: Organizational Citizenship Behavior (OCB) & Job Performance (JB).

Table 10

Regression Analysis of Organizational Citizenship Behavior on Job Performance (N = 52)

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	F	df1	df2	p
1	.076	.006	-.014	.45827	.290	1	50	.593

Note. Predictor = Organizational Citizenship Behavior (OCB); Dependent variable = Job Performance (JB). Organizational Citizenship Behavior (OCB) has a very weak relationship with Job Performance ($R = .076$) as indicated in the regression analysis, as presented in Table 4. The R^2 value of .006 shows that OCB accounts for only 0.6% of the variance in Job Performance, with the remaining variance being due to other factors not

measured in this model. The overall regression model was not statistically significant, $F(1, 50) = 0.290$, $p = .593$. Because the significance value is more than the .05 level, there is not enough evidence to determine that OCB significantly predicts Job Performance. Thus, the null hypothesis is accepted and it shows that the OCB have not shown noteworthy effect on the Job Performance among the respondents. This finding also aligns with the Pearson correlation result which demonstrated that there was an extremely weak and statistically insignificant relationship between OCB and Job Performance ($r = .002$, $p = .991$).

Discussion of Findings

The first one was to examine the relationship between Organizational Citizenship Behavior (OCB) and Job Performance of employees. Findings of this study depicted the existence of a very weak correlation ($r = .002$) and not a significant one ($p = .991$) between the two variables and thus the null hypothesis was fail to reject at this stage. This is in contrast to past research which has been associated with positive relationships between performance and OCB (e.g., Nielsen et al. 2009, who established a positive link between OCB and group performance; Podsakoff et al. 2009, who found a positive link between OCB and a range of individual and organizational outcomes). This difference could be attributed to the academic setting analysed in the current study which is part of the formal duties, institutional support, working load, leadership, autonomy of the profession and possibility of assessing the performance of the faculty. Second, the current study included more indicators of job performance (e.g., engagement, motivation/satisfaction, work dynamics, and communication design) that might not be comparable with other more traditional indicators of task performance found in previous research.

The second goal was to explore the relationship between OCB and employee engagement. The regression analysis result, which showed a negative effect but was not statistically significant ($\beta = -.076$, $p = .593$), thus the null hypothesis is accepted. In this sample, OCB was not a significant predictor of employee engagement. This effect may be due to a conceptual distinction between the two constructs, in that OCB is an after-work effect while engagement is a psychological involvement and commitment to work. It is, therefore, possible for an employee to demonstrate citizenship behavior, but not to have an equivalent level of psychological involvement.

The correlation of OCB with work environment was also positive but insignificant ($\beta = .037$, $p = .790$). While it is assumed that OCB will impact the work climate, there are a number of other factors at play that may impact the work climate more than OCB, such as: leadership, communication, workload, institutional policy, resources available, and organizational culture. Therefore, OCB adaptation alone is unlikely to be a solution to workplace climate change.

A significant and notable was the high correlation among the 5 OCB dimensions with the r value from .756 to .870, $p < .01$ for the five dimensions among the involved teachers. This is in line with Organ's multidimensional definition of OCB (1988, 1997). Concurrently, the relatively high intercorrelations could suggest conceptual overlap in the dimensions, which could be explored further with confirmatory factor analysis in future research.

Overall, the results suggest that OCB-performance relationship is not one-to-one and not always present. The overall findings in the literature still support positive relationships between OCB and organizational outcomes: (Podsakoff et al., 2009; Nielsen et al., 2009; Whitman et al., 2010) but contextual factors seem to influence the nature and magnitude of these links. In higher education, for example, the link between discrete behaviours and outcomes of behaviour, if such a link can be substantiated, might be highly dependent on the context in which it is exercised – leadership, institutional support, recognition, professional development, workload, organisational climate, etc.

Conclusion

The study in hand was conducted to analyse the association and the effect of Organizational Citizenship Behavior on job performance of teaching staff of Shaheed Benazir Bhutto University (SBBU), Wari Campus,

Sheringal and affiliated colleges. Processing data from the 52 faculty members was done using descriptive and inferential statistics.

Results showed that OCB was not related to job performance ($r = .002$, $p = .991$) or employee engagement ($\beta = -.076$, $p = .593$) or workplace dynamics ($\beta = .037$, $p = .790$). The five dimensions of OCB were found to be strongly and significantly interrelated and thus there was a consistency of the citizenship behavior of the respondents.

The findings suggest that the approach of job performance improvement via OCB is not sufficient to increase job performance of faculty members. Instead, its role seems to be dependent on the larger institutional climate — such as leadership, organizational climate, communication, workload, motivation, professional support and recognition. OCB is rather more of a facet of a bigger framework of organizations than an independent predictor of OCB.

The results must be interpreted with some reservations because of the small number of cases and the specificity of the findings and the cross-sectional design of the data collection. Larger and more diverse samples, objective measures of job performance, and longitudinal or combined methods designs would be of benefit for future studies. The association between OCB and work performance related outcome such as job satisfaction and organizational support should be investigated as there are other factors that could mediate or moderate the relationship.

Overall, the study contributes a context-specific message to the existing body of OCB literature, and demonstrates that citizenship behavior–job performance relationships in the academic setting are not always straightforward. The study of faculty performance, then, must take into account what takes place in an institution as well as the faculty's performance.

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