



Organizational citizen behaviour and commitment: A study on public universities' employees in Ghana

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Abstract

This study explored the effects of Organizational Citizenship Behaviour (OCB) and organizational commitment (OC) on selected Public Universities Employees in Ghana. Participants were sampled from Five (5) public universities out of the ten (10) Public Universities in Ghana. The study contacted a total of one hundred (100) participants, i.e. twenty (20) participants per the five selected public universities in Ghana. In each of the public universities five (5) interviews were conducted with a focus group discussion of about fifteen (15) members. The key themes were that employees of the Universities in Ghana exhibit various levels of commitment, which include Affective commitment, Normative commitment and Continuance commitment. In addition, the majority of them exhibited Affective commitment traits and then Normative commitment traits. The study established that OCB is related to Continuance commitment traits.

Keywords: organizational citizenship behaviour, organizational commitment, affective commitment, continuance commitment, normative commitment

1. Introduction

The recent policy direction of the National Accreditation Board, Ghana (NAB) and the National Council for Tertiary Education (NCTE), has triggered a lot of anxiety and discomfort in the Ghanaian Public Universities. This has made the leadership and management of these public universities develop policies to meet the policy direction of these regulatory bodies in the country (Bosco & Abdul-Samad, 2017) ^[10]. Faculty members in the various universities in Ghana, per the policy direction, must hold a doctorate degree as a terminal qualification for lectureship. This policy has influenced the non-faculty staff to also pursue higher degrees, with or without study leave with pay (Bosco & Abdul-Samad, 2017) ^[10]. Consequently, there seems to exist some pressure among employees of the Public Universities, which affects their Organizational Citizenship Behavior (OCB) and Commitment (Bosco & Abdul-Samad, 2017) ^[10].

According to Bosco and Abdul-Samad (2017) ^[10] productivity in universities in Ghana depends on the systems in place. They indicated that employees are influenced by the systems management put in place; in the sense that the system is either going to serve as a motivation to the employees to be productive or it discourages them to be committed to the university.

Most organizations focus on how to deal with the problem of productivity and performance by formulating policies and strategies, sometimes adopting numerous theories to ensure organizational success. University employees play imperative roles in the educational system. Their work life and development can lead the organization to success (Cheasakul & Varma, 2016; Suifan 2015) ^[11, 43]. Over the years management scholars have made efforts to solve problems of productivity and performance by presenting different theories to organizations. However, the adoption of

any theory has been established to be closely related to management's perception of their employees. For example, if a manager is influenced by theory X, the manager is likely to rely on force to motivate the employees (Miller, 2011; Scott, 2013; Tahir, 2015) ^[28, 37, 45].

This type of situation is likely to influence employees' commitment (affective, normative or continuance) and their OCB (Wallace, de Chematony & Buil, 2013) ^[43]. This implies that, the achievement of a solid OCB (altruism) relies on the overlap of OC (affective commitment), and OCB. For example, a self-motivated employee (affective Commitment) within an organization will consider it normal to take discretionary decisions and go beyond his or her usual duties in the work place (Bosco & Abdul-Samad, 2017) ^[10]. It seems management of public universities in Ghana are not able to trigger OCB and OC among their employees because of their inability to ascertain this interplay (Top, Akdere, & Tarcan, 2015) ^[46]. Indeed, several studies have been carried out over the years and established that a positive relationship exists between OCB and commitment. Scholars such as; Ibrahim and Aslinda (2013, 2014) ^[18], Meyer and Allen (1997) ^[27]; Morrison (1994) ^[29]; and Organ and Ryan (1995) ^[33] have all established this relationship. There is, however, a dearth in knowledge on the relationship of management theories and OCB through organizational commitment (Bosco & Abdul-Samad, 2017) ^[10]. Employees' attitude in an organization can influence their productivity. Mullins & Schoar (2016) ^[30] posited that the main aim of management control is to motivate employees to carry out organizations' activities, geared towards achieving organizations' objectives.

Generally, organizational systems are geared towards positively impacting the behavior of employees in order to achieve the goals of the organization. Systems serve as a platform for the interaction of employees' behavior and

management processes. This implies that it is important that management institute policies that promote appropriate employees' OC (Duan, Liu Xu & Wu 2017) ^[16].

According to McGregor's Theory X, employees naturally do not like to work, hence they avoid responsibilities unless they are directed (Shim & Faeman 2017) ^[38]. Under Theory X, without supervision, employees do not carry out their duties. On the other hand, Follet (2013) ^[17], another behavioral theorist, indicated that employees' self-control result in better organizational output than organizational controls. This claim is closely related to McGregor's Theory Y, where employees are perceived to regard work as a normal activity of life, hence they do not need others to force them to work (Stoner, Freeman & Gilbert, 1995) ^[42]. This principle also holds true where employees exhibit OCB and OC (Barbuto, Wilhite & Wheeler, 2001) ^[1].

Furthermore, OCB which is another behavioral theory, is regarded to be integral to an organization's success. Scholars have indicated however, that it includes work-related behavior that is above and beyond the dictated instituted by organizational policies and employees' job description (Meyer & Allen, 1997) ^[27]. Thus, an employee exhibits OCB by doing more than what is expected of him or her within the organization

Finally, the concept of commitment describes the strength of an employee's identification with an organization (Ibrahim & Aslinda 2013, 2014; Nelson & Quick, 2008) ^[18]. It is the extent to which an employee has a feeling of involvement and is emotionally attached to the organization, leading to a sense of belongingness (Allen & Meyer, 1990; Wombacher & Varma, 2017) ^[15, 49]. This concept is illustrated in one of the major models of organizational commitment developed by Meyer and Allen (1997) ^[27] and later adopted by Cheasaku and Varma (2016) ^[11]; Podsakoff, Podsakoff, Mackenzie, Maynes, and Spoelma (2014), Wombacher and Felle (2017) ^[49], in terms of three distinct dimensions: affective, continuance, and normative.

The recent general policy direction across public Universities in Ghana is for all faculty members to have obtained doctoral degrees as their terminal qualification for lectureship (NAB, 2015). This has made management of public universities to also develop policies to allow staff to go on study leave abroad with pay or to enroll on to PhD programs within Ghana, while on the job. The idea is to put these Universities in a better position to meet the requirements of the National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE) in Ghana. Additionally, the policy has influenced non-faculty staff to also pursue higher degrees, with or without study leave with pay. Consequently, there seems to exist some pressure among staff which affects their OCB and Commitment in the Ghanaian Public Universities, which is as a result of policies instituted by management of universities in Ghana (Bosco & Abdul-Samad, 2017) ^[10]. Bosco and Abdul-Samad (2017) ^[10] indicated from their study that certain university policies have the tendency to influence university staff's productivity and their OCB and ultimately their OC. This indicates that the existence of employees in an institution that has a management system is likely to have a phenomenon where OCB and OC. This study therefore seek to explore the effect of OCB and OC among staff of selected Public Universities in Ghana, by considering individuals perspectives. This study is timely

since OCB and OC are recently gaining the attention of researchers in Ghana.

The study shall add to studies on OCB and its effects on commitment and management theories, and how they together impact the performance of Public Universities Employees in Ghana. Indeed, it has the capacity to trigger more research studies into OCB and its related constructs in organizations outside the academic world in Ghana.

2. Literature review

The concept of organizational citizenship behaviour

Organizational citizenship behavior (OCB) has undergone several phases of refinement (Chekole, 2016 Ibrahim & Aslinda 2014; Wombacher & Felfe, 2017) ^[12, 18, 49]. OCB is a developing phenomenon that is centered on how and why individuals contribute positively to their organizations outside contractual work roles. Studies on OCB engage central questions analyzing the situations in which individuals "go the extra mile" in their organizations without extra reward, pay or promotion. It is, however, believed that OCBs may be rewarded directly or indirectly by management through salary increases, promotions and sometimes satisfactory assessments (Ahmed & Khan, 2016; Alkahtani, 2015; Cheasaku & Varma 2016) ^[4, 11]. The writers point out that when positive OCB goes unrewarded it diminishes with time and could reflect on an employee's output in the organization. From both micro and macro organizational perspectives (Christensen & Corneslissen, 2013) ^[13] organizational citizenship behaviors (OCBs) are essential to/for job retention (Kurtessin, Eisenberger, Buffardi, Ford, Stewart & Adis, 2017) in the organization. As organizations evolve in terms of their working conditions (Lee, Dendrick, & Smith, 1991) ^[22], their long-term success depends on employees with positive organizational citizenship behaviors (OCBs) who serve the organization with their best, regardless of their contractual obligations (Somech & Drach-Zahavy, 2004) ^[40].

Scholars over the years such as; Ahmed and Khan (2016); Aslinda (2013) and Organ, 1994 agree that measuring OCB and its impact on an employee's performance in the organization has been a daunting task since time immemorial. Nevertheless, the factors that bring about OCB are yet to be appreciated and noticed globally (Ahmed & Khan, 2016; Ibrahim & Aslinda. 2013) ^[18]. This is because more voluntary work behaviors contribute to a group's or an organization's efficiency (Alabi, 2012; Bolman, & Deal, 2017) ^[3, 9]. Hence, it can be expected that more satisfied employees will be more proactive, hence engaging in activities that supervisors and management value, but that are not enforceable by job requirements and that are not contractually rewarded by the organization (Alabi, 2012) ^[3]. A recent study by Cheasakul and Varma (2016) ^[11] concludes that there is linkage between the passion for teaching, teachers' empowerment and organizational commitment on the OCB of university teachers. The study adds that teachers have high levels of OCB that encourage the effective functioning of the university (Cheasakul & Varma 2016) ^[11]. It is clear that motivation is a driving force that arouses positive behavior at work place and the zeal to remain committed to the organization (Ahmed & Khan 2016). Motivated employees will therefore produce an OCB that yields better citizenship behavior in the organization.

Dimensionality of organizational citizenship behaviour (OCB)

A review of the literature reveals that two main employee behaviours constitute OCB (Podsakoff *et al.*, 2014; Smith *et al.*, 1983) ^[36, 39]. The two behaviours were: – general compliance (doing what a good employee should do) and altruism (helping specific others). When individuals have challenges or need help, altruistic individuals go out of their way to help them (Pinder 2014; Scott 2013) ^[37]. The other class of citizenship behaviour is generalized compliance, which is a more impersonal conscientiousness: this involves people doing the right thing mainly because of their personal benefit instead of the benefit of others. Organizational participants' behaviour far surpasses any enforceable minimum standards; workers willingly go far beyond stated expectations (Pinder 2014; Scott 2013) ^[37].

Although the organizational citizenship behaviour scholarly work in non-educational environments is extensive, limited accounts of connective association amid job satisfaction, organizational commitment, and organizational citizenship behaviour of university employees exist. Some academics believe that OCB relies on a particular framework in the sense that it varies with different organisations (Ahmed & Zafar, 2018; Alkahtani, 2015; Podsakoff *et al.*, 2014) ^[4, 36]. Attributes or behaviours in the universities differ from those in non-educational surroundings (Bosco & Abdul-Samad, 2017) ^[10]. Indeed, universities are service organizations with employees who are lecturers and professionals who are typically committed to doing what is best for their clients-students and external stakeholders (Bosco & Abdul-Samad, 2017) ^[10].

Clearly, the nature of job behaviour influences lecturers' OCB, perhaps because it is different from those obtained in other universities. According to the study carried out by Bosco and Abdul-Samad (2017) ^[10] OCB evidently shows job satisfaction and organizational commitment have a positive influence on OCB. Yet few studies exist on the effects of some dimensions on OCB and organizational commitment, especially on OCB of university of employees.

The Concept of Commitment

Organizational commitment (OC) generally relates to a person's feeling of connection to an organization. Scholars have looked at the concept from diverse perspectives. Cohen (2014) ^[14] describes OC in terms of the attitude of an employee and the intentions to hold on to the organization. Cohen (2014) ^[14] argues that employees will show greater commitment if there is goal consensus between them and the organization within which they work. Leite, Rodrigues & Albuquerque (2014) ^[23] and, Eleswed and Mohamed (2013) view OC purely from the angle of job satisfaction, arguing that satisfaction is antecedent to OC. However, others such as McMahon (2007) ^[25] and, Meyer and Allen (1997) ^[27] have previously viewed OC as a state of a person that binds the person to an organization making it difficult to live. It is a state of mind that binds the person (worker) to an organization without any contemplating of living.

Over time different approaches have been developed to characterize and explain OC. Early theorist of organizational commitment in their three component model described OC in three forms namely; (1) *the calculative approach* where employees hold to an organization because of evolved benefits such as seniority or friendships, (2) *the attitudinal approach* which looks at how an employee

accepts the standards, norms, morals and aims of an organization by virtue of which they have high commitment and (3) *the multidimensional approach* which views OC as a multidimensional concept encompassing three key commitment levels namely affective, continuance and normative forms of commitments (Cohen & Morse, 2014; Meyer & Allen, 1991) ^[14, 27].

Affective commitment (AC)

Meyer and Allen (1997) ^[27], who in their explanation conceptualize affective commitment (AC) as the feeling of attachment of an employee, involvement in and linkage with an institution they find themselves. This explanation of affective commitment is maintained by Cheasakul and Varma (2016) ^[11] and has also been refined by Wombacher and Felfe (2017) ^[49]. Employees who score higher on affective commitment have the heart to continue to work with the organization for a foreseeable future. (Ibrahim & Aslinda 2013) ^[19]. As opined by Cohen and Morse (2014) ^[14], employees with higher commitment levels will exhibit greater performance in their role and extra role performance. This argument is based on an earlier research conducted by Liu and Cohen (2010) ^[24].

Normative commitment (NC)

Meyer and Allen (1997) ^[27] conceptualize normative commitment (NC) as the feeling or the obligation or duty to stay with an organization. It means feeling obliged to stay with an organization. - It is succinct to expound that employees perceived to possess or have a stronger NC have the propensity of remaining with their organization. This is based on the perceived believe that it is right or morally upright to stay with the organization (Ahmad & Zafar, 2018; Weiner, 1982) ^[1].

Ahmad and Zafar (2018) ^[1] like Weiner (1982), argues that NC evolve in an organization through the pressures experienced by individuals during their early form of socialization as well as their period of socialization in the organization. The model of socialization, whether in early life or from one's employer, are tremendously rich and diverse and convey critical information about appropriate behaviors and attitudes. With regards to NC, what is generally suppressed is the belief about the correctness of being loyal to one's firm or organization.

Continuance commitment (CC)

Continuance commitment is conceptualize by Meyer and Allen (1997) ^[27], as a form of commitment that is related to costs perceived by an employee on his or her act of departing the organization or moving out of the organization. An individual has the goodwill to stay with the organization when the cost of moving out of the organization goes beyond the cost of staying in the organization. Despite this, if one is unhappy in an organization the person has no onus to move out.

Continuance commitment has been found to influence employee perceptions regarding skill transfer (Allen & Meyer, 1990; Lee *et al.*, 1991) ^[27, 22] as well as their education (Lee, Dedrick & Smith, 1991) ^[22] to the organization. In an organization, employees who have the perception that their education or training will be difficult to transfer to other places or organizations have stronger CC in their current job as compared to their counterparts who are not.

The study by Meyer and Allen (1997) [27] reported a positive association between CC and extrinsic investments as well as CC and intrinsic investments for instance job status. Mixed finding has been reported on age and tenure as critical CC indicators that influence extrinsic and intrinsic investments. The variable such as age, tenure and cost were indicated to be situational variables. Another antecedent of continuance commitment is the employees’ perceptions of job choices (Meyer & Allen, 1997) [27]. It was expounded by the authors that employees perceived to have several job choices will possess weak CC than those perceived to possess few job alternatives or choices.

Conceptual framework of the study

According to Somech and Drach-Zahavy (2004) [40], university employees’ OCB is likely to show in the three areas such as: taking part in novel activities and initiate activities, assisting colleagues on the job and enlightening them or even helping the students, also, teaching them with good conduct like ensuring that they are meeting targets (Somech & Oplatka 2016). Seemingly, behaviors in universities’ working environment are unlike non-educational settings (DiPaola & Hoy, 2005) [15]. Consequently, the type of job behaviours impacts on employees’ organizational citizenship behavior (OCB) may be different from those in other set ups. Indeed, the essence of knowing and understanding behaviors of university employees goes a long way to facilitate performance. Also, committed employees tend to work hard and as a result exhibit organizational citizenship behavior (Alkahtani, 2015; Chekole, 2016; Park, Sohn, Ha, 2016) [12, 4]. This explanation is founded in the social-exchange theory which assures that an employee contributes more efforts in an existing relationship they considered as healthy, and that drawbacks produce negative or unproductive relationship (Chekole, 2016) [12].

University employees’ behaviors as the focus of this study is the behaviors that are not a part of the formal employees’ role and are not formally rewarded as such (Atalah, 2013). Below is a graphical representation of the conceptual framework of the study.

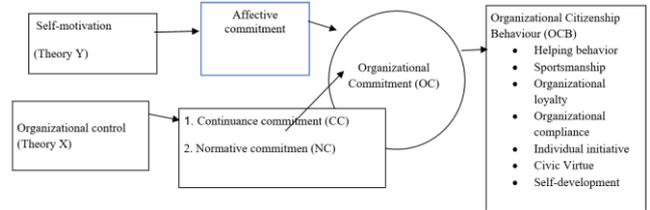


Fig 1: Conceptualized Framework of the Study

3. Methodology

Considering the purpose of the study, the qualitative method was adopted and utilized by the researcher. Its suitability lies in its ability to help observe the social world from the perspective of an actor and tries to gain in-depth understanding regarding the topic under investigation. Qualitative approach mostly uses inductive approach to basically understand a given phenomenon from the perspective of individuals who have in-depth knowledge on the phenomenon under study. Further, another reason why qualitative method was adopted is to help critically understand how OCB and OC issue among employees of public universities in Ghana. In order to decrease challenges of all the typical qualitative method, the study adopted case study research design. This was adopted on the fact that it provides the ground needed to obtain results that echo the views and opinions of the study participants (Sun, 2009), and provided the platform which cannot be achieved using quantitative tools or where using quantitative method cannot yield any useful results (Antwi & Hamza, 2015).

Further, population of the study comprises of all employees of public universities in Ghana. However, in order to obtain more in-depth information regarding the topic under investigation, the target population was made up of top level employees such as senior lecturers, heads of departments and administrators who represent 10% of the total public university employees in Ghana (NAB, 2019). One hundred (100) participants were sampled of which 25 participants were interviewed and 75 participants formed the focus group discussion. All the participants were selected from five (5) public universities in Ghana. The result of sample selection is shown in Table 1.

Table 1: List of Universities and Sample Size

Public Universities	Coded Names	Interviews (Sample Size)	Focus Groups (Sample Size)	Total (sample Size)
University of Ghana	UG	5	3 groups* 5 respondents = 15	20
Kwame Nkrumah University of Science and Technology	KNUST	5	3 groups* 5 respondents = 15	20
University of Cape Coast	UCC	5	3 groups* 5 respondents = 15	20
University of Development Studies	UDS	5	3 groups* 5 respondents = 15	20
University of Education-Winneba	UEW	5	3 groups* 5 respondents = 15	20
Total		25	75	100

In light of this, participants were selected through the multistage sampling technique made up of purposive and convenience sampling techniques. Primary information of the study through a principal investigation was done by the use of semi-structured interview guide. In order to understand the phenomenon and issue surrounding OCB and OC issues in public universities in Ghana, qualitative information involving open-ended questions in the form of interview guide was presented to participants. Similarly, a focus group discussion was also conducted using the same interview guide.

The study employed the thematic analysis where significant

number of codes was developed from the transcribed information obtained from participants. The researcher adopted both Nvivo software word frequency and selective coding method to code transcribed data. The selective coding technique ensures that data was coded in relation to slated research questions. Each data on each research question was grouped using the Nvivo software and selective coding done.

4-Results/Findings

Research Question 1: OCB in Public Universities

The first research question was “Which organizational

citizenship behaviours exist among employees of Ghanaian Public Universities". The study discovered two major themes and nine sub-themes. These are presented as follows;

Theme 1: OCB Existence in Public Universities

The result shows that majority of participants indicated existence of OCB in their respective universities. Almost the entire 25 interviewees admitted that they exhibit OCB behaviours and this has ensured diverse improvement and motivation for other workers in their respective offices. Similarly, 70 participants from the focus group discussion indicated a high existence of OCB exhibited by diverse workforce in the respective institutions. More than half of the entire participants indicated that OCB cannot be ignored in any work setting since it has the propensity of ensuring rise in performance. This was found in an expression of a participant;

"I must say that with regards to OCB most of us in UEW do. It existence is really high. Currently the vehicle I'm using is my personal property the university does not give me fuel for it but if there is a need for me to run any errands for the university that's when I move it. I do this without expecting anything in return" (R21, 2018)

Theme 2: OCB Categories (Altruism and Compliance Behaviours)

The result shows that the prevalent of OCB was projected by participants in two aspect namely (1) Altruism and (2) Compliance Behaviours.

(A) Theme 2a: Altruism as OCB Dimension

Firstly, the result reveals that employees have been able to help students financially in one way another. Employees revealed limitless number of times they had helped pay students' fees in various ways, such as school fees and hostel fees. The research further indicates that employees helped colleagues to perform tasks in two ways that is both prosocial and institutional.

Secondly, the result shows that out of the 25 participants interviewed, 24 admitted having provided significant number of support to colleagues and financial assistance to students. Similarly, on the focus group discussions, 62 respondents (83%), indicated the extent of financial support extended to their co-workers as well as significant number of students. It is clear that most respondents especially lecturers physically pay students school fees on diverse occasions and also guarantee for students to defer payment of school fees and hostel fees when students are in financial challenges. This was captured in an expressed view of a participant;

"I have been supporting colleague lecturers most often, but I must tell you that as for hospital bills for students, the least said about them the better. I must often pay students fees and sometimes their accommodation" (R1, 2018)

Moreover, it was revealed that co-workers have been helped in various ways to complete a task at some points in time. More than half of the interviewees unveil that they have given support or have helped colleagues in diverse ways to

support their work or families. From the interviews, some participants provided information on how they offered various forms of assistances to colleagues in dichotomous manner: help colleagues on personal matter and the other is on the job issue. Generally, with regards to the focus group discussion, many as 86% of respondents explained how they help their co-workers with their personal problems both after work and even during working periods. This was captured in an expressed view of a respondents

"I most often provide help to colleagues on the job and outside the work. Some of the problems are work related and others family issues" (R11, 2018)

(B) Theme 2b: Compliance Behaviour as OCB Dimension

The result of the study informs that all participants adhere to their institutional rules and regulations. The result again unwraps that employees' creativity with honesty that maximizes their institution's resources. To this extent, they work strictly by the rules of engagement and hence accept such tasks from their organization. The results of this piece unveil that this particular OCB behaviour has significant level of influence on employees and their level of commitment.

With regards to the interview, significant majority of the participants (24 employees) admitted their effective use of resources provided by their institutions. It was clear that out of the 75 respondents for the focus group discussion, 72 of the participants admitted institutional resources utilized for the purpose upon which it was provided. Despite this, 3 of the participants indicated that although the resources are utilized creatively and honestly, few of the resources are sometimes used for personal gains. Generally, most of the respondents demonstrated from their narratives how they have been able to apply resources according to the purpose for which they were acquired in the first place and achieved the set target slated for the resources obtained. This was found in the words of a participant;

"Since I know will account for resources used, utilize resources given to me judiciously. I make sure that I use the institutional and departmental resources creatively and honestly" (R4, 2018).

The result from the interviews informs that the entire participants adhere to their institutional rules and regulations. This adherence to rules and regulations helps them to comply with the outlined laws within their respective institutions. Similarly, significant majority (92%) of the respondents during the focus group discussion indicated that, they work strictly by the rules of engagement and hence accept such tasks from their organization. This clearly shows that respondents provide respect to the institutional rules and regulations. This was captured as;

"Every institution has rules and regulations. However, as a lecturer I have to abide by those rules. I respect institutional rules and regulations. Sometimes we advise our colleagues to desist from act that breaks the rules of our department and the institution" (R23, 2018).

Research Question 2: Organizational Commitment in Public Universities

The second research question was to investigate level of organizational commitments exhibited by employees in the Ghanaian Public Universities. The result shows four themes and eight sub-themes discovered in answering the question. The result shows that significant majority of the interviewees admitted they are highly committed to their work and most importantly the institution in which they work. Similarly, almost all the members or participants of the focus group discussion indicated higher form of commitment to their institution. The commitment level of employees was linked to their ability to work overtime without compensation, their love for the institution, institution being their Alma Mata and their defence for the institution at all times. These indications as indicated by almost the entire respondents’ show the higher form of commitments levels on the part of these employees of public universities in Ghana. This was found in an expressed view of a participant;

“I love working for this institution; therefore, I am highly committed to the work, welfare and improvement of this institution. If you ask me the rate, is over eighty five percent” (R17, 2018).

The result shows that some significant level of participants shows signs of affective commitment to their institutions. With regards to the interview, 16 participants indicated their likes for their institution, their willingness to stay with the organization, and typically identify with the goals of the organization. Similarly, during the focus group discussion 44 participants provided similarly views to this effect. This shows strong level of affective commitment exhibited by majority of the participants. This was captured in a view of a participant;

“I really like this institution and want to stay and work for the institution. I have identify myself with the organisational goals, and feel that I fit into the institutional rules and am satisfied to work here” (R74, 2018)

The result shows that significant majority of the participants expressed a clear likes, feeling of belonging and very happy working in their respective institutions. The desire and feeling to work explains the strong level of affective commitment on the part of these participants. This was found in an expressed view of a participant;

“I feel being part of the institution. Therefore, any decision that fails to go in favour of the institution affect me considerably. Sometimes it difficult to do anything when such situations happy. Am very happy working in this institution” (R1, 2018).

R3: Organizational Citizenship Behaviour (OCB) and Commitments (C)

The third research question was to investigate how Organizational Citizenship Behaviour (OCB) affects commitment (C) among employees of Ghanaian Public Universities. The result is presented as follows;

The result shows that most participants indicated strong effect or consequence of OCB on affective commitment. It was clear that employees will instinctively go beyond the circumference of their job description to perform extra-role activities without reward to improve productivity. Such characteristics are of OCB circumscription. The result reveals that the majority of respondent present strong affective commitment levels to their organizations which come as result of the greater effect of OCB on employees. Such persons have indicated that they have performed several extra-roles such as using personal vehicle to run errands for their institutions among others. Further, the research shows that employees who exhibit affective commitments have helped their colleagues in one way or another, thus in both personal problems (prosocial) and in occupational problems. This was captured as;

“As I earlier indicated that extra-roles such as using personal vehicle to run errands for my institutions, I do this without any form of payment. However, I am highly committed in doing these errands” (R22, 2018).

The study further reveals that significant number of employees who are emotionally attached to their institution want to serve in that particular institution and to this extent, they diligently perform extra-roles assign them. In view of this, when asked how these affect their commitment levels, respondents indicated that it influence them on moderate levels or fairly. This clearly shows that OCB exert moderate influence on continuance commitment. This was found in an expressed view of a participant;

“I feel to stay with this institution because I want to despite I have not seen any salary increment or other fringe benefits introduced. However, based on what you asked, it influences my commitment levels fairly. The influence I think is not too much” (R17, 2018).

The study reveals that the significant number of the employees who feel part of their institution strongly feel obliged to serve in that particular institution and to this extent, they diligently perform extra-roles assign them. These people also reveal how they financially and psychological help students and this is a clear case of normative commitment despite some level of affective commitment. The result shows that participants who are of normative commitment traits exhibited strong extra-roles performances. Therefore, when asked how OCB influence this behaviour, it was revealed that OCB influence this form of commitment on weak levels. Despite this, it was indicated by participants as positive. This was captured in an expressed view of a participant;

“There are times our allowance and some payments are delayed, and I have to suffer pay cuts or deferred pay, but I stay on, because I do not want to leave the institution or the departments during bad times. So if you ask be if OCB influence this, I will say somehow. In terms of rate I will say weak level” (R21, 2018)

Table 2: Summary of Themes and Sub-Themes

Research Questions	Themes	Sub-themes
1. Which organizational citizenship behaviours exist among employees of Ghanaian Public Universities	Theme 1: OCB Existence in Public Universities Theme 2: OCB Categories (Altruism and Compliance Behaviours) Theme 2a: Altruism as OCB Dimension Theme 2b: Compliance Behaviour as OCB Dimension	Sub-Theme 1: Support colleagues and students financially Sub-Theme 2: Help colleagues with tasks or problems Sub-Theme 3: Arrange tutorial programs on one's own initiative Sub-Theme 4: Spend personal resources on activities of the organization Sub-Theme 5: Volunteer to work outside of school's environment Sub-Theme 6: Use resources creatively and honestly Sub-Theme 7: Respect Rules Sub-Theme 8: Defend the best interest and work for the organization Sub-Theme 9: Cope with challenges directed on themselves and the organization
2. What organizational commitments are exhibited by employees in the Ghanaian Public Universities	Theme 3: Organizational Commitment Levels Exhibited by Employees Theme 4: Affective Commitment as OC Level Dimension Theme 5: Continuance Commitment as OC Level Dimension Theme 6: Normative Commitment as OC Level Dimension	Sub-Theme 10: Feeling belonging and happy working for the institution Sub-Theme 11: Staying with the institution at all times Sub-Theme 12: Interest and Sense of Pride Sub-Theme 13: Staying with the institution despite salary and fringe benefits improvement Sub-Theme 14: Supporting nature of the institutions Sub-Theme 15: High Rate of Employee Retention Sub-Theme 16: Sense of Obligation Sub-Theme 17: High Indebtedness to Institutions
3. How does Organizational Citizenship Behaviour affect commitment among employees of Ghanaian Public Universities	Theme 7: Strong Consequences of OCB on Affective Commitment Theme 8: Fair or Moderate Consequences of OCB on Continuance Commitment Theme 9: Weak Consequences of OCB on Normative Commitment Theme 10: Positive influence of OCB on OC	

5. Conclusions

The finding from the study established that employees perform activities that are not part of their job requirement and these are usually channelled to students and their colleagues. The activities carried out are usually to help people and there were no expectation of reward. From the finding, these activities are usually performed as a result of the employees feeling part of the organisation. It also leads to a high level of compliance by the employees. As they ensure that they carry out activities that the universities require them to do in order to promote productivity. This implies that employees make efforts to utilize universities' resources effectively.

The finding from the study shows that loyalty exists in public universities. This loyalty is based on the feeling of being part of the university family, which comes as a result of employees being part of decision making processes. It also engenders from various welfare activities and project that the university has instituted for employees. In a sense, these make the employees feel that the university has their wellbeing at heart. All these results in commitments from the employees in one way or the other.

The study established that three (3) main organizational commitments are exhibited by the employees of the Ghanaian public universities. The commitments are; affective, continuance and normative commitments. The study established that the affective commitment that employees exhibit in public universities is as a result of the attachment that they have with the universities. The attachment was established as a result of the so called home feeling the employees feel in their universities. The

implication here is that the feeling of being functional in the university environment propels them to show commitment to the university. The study established that the employees might not be comfortable with every situation in the university environment, but they are content and it results in loyalty.

The normative commitment established was as a result of a sense of obligation that employees have towards the universities. This is more of a moral obligation where the employees feel indebted to the universities. Usually because of supports that have been received from the university. In essence this type of commitment was established to exist in public universities in Ghana to show gratitude.

The study also established that employees exhibit continuance commitment as a result of the cost associated with them leaving their current universities. The study revealed that employees felt it would be difficult to leave an institution they have been part of for years. Factors such as the time it would take to adjust in a new organisation, and also the factor that their time of retirement might be near, makes it difficult for them to make a decision to leave the university. However, it was established that the feeling of genuinely supporting the university was also a reason for employees to remain in the organisation, this coupled with a high rate of employees' retention in the university also accounted for continuance commitment. This implies that the sense of security in the current public university makes it difficult for the employees to take the risk of leaving for another job.

The study generally established that the three (3) main organizational commitment exhibited by the employees of

the Ghanaian public universities; affective, continuance and normative commitment all have a positive link to OCB. In essence employees in public universities who are committed to the university are likely to exhibit OCB, as the employees are likely to exhibit attitudes that are geared towards making the university better. Hence when employees are committed, they do not necessarily need financial reward or payments as motivation before they embark on certain activities to promote the image of the university or to improve productivity.

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