CHAPTER 7

MAJOR FINDINGS AND STRATEGIC ACTIONS

Comparative analysis of the two universities UOJ and GNDU construct-wise as well as from overall perspective are discussed in this chapter. The major findings and strategic actions are also presented in this chapter.

7.1 MAJOR FINDINGS

7.1.1 OCB AND SDL

The summarised findings of different stakeholders of UOHJ and GNDU for OCB and SDL are given as under:

7.1.1.1 OCB

(i) Higher Authorities / Officers - OCB is evolved as a four dimensional model comprising altruism, sportsmanship, civic virtue and conscientiousness for higher authorities / officers. Altruism is found to contribute maximally followed by, sportsmanship civic virtue and conscientiousness towards OCB of controlling officers in both UOJ and GNDU. The mean values for OCB is scored above average for the university senior officers at the consolidated level (M= 3.60, % = 93%) as well as at the individual levels for UOJ (M= 3.76) and GNDU (M= 3.55). The t-test reveals that there exists no significant difference in the opinion of higher authorities / officers of GNDU and UOJ with respect to OCB (p=.525). Dimension-wise also all senior officers of both universities reflected similar perception regarding dimensions altruism, sportsmanship, civic virtue and conscientiousness.

(ii) Faculty Members - OCB and its dimensions have recorded above average mean values both at the overall (M=3.72, %=89.2) and at the individual (UOJ M=3.68, GNDU M= 3.76) level. The results also reflect that civic virtue is predicting OCB more robustly followed by conscientiousness, sportsmanship and altruism for the universities teachers of UOJ and GNDU. The results of t-test reveal that there
exists no significant difference in the opinion of faculty members of GNDU and UOJ with respect to OCB (p=.148).

(iii) Supporting Members – Similar to senior officers and faculty members, supporting members, of UOJ and GNDU exhibit OCB in terms of altruism, sportsmanship, conscientiousness and civic virtue with above average mean value at the overall level (M= 3.54, % =87.7) and at the individual level (UOJ M 3.50, GNDU M= 3.49). Among the four dimensions sportsmanship is most contributing towards OCB followed by civic virtue, altruism and conscientiousness. In addition, t-test result reveals no significant difference in the thinking of the supporting members of the two institutes (p=.833) for all the four dimensions of OCB.

(iv) Research Scholars- Akin to previous results OCB of research scholars is also evolved as a four dimensional construct with conscientiousness maximally contributing followed by civic virtue, altruism and sportsmanship. The results reflect more than average perception of scholars towards OCB at the overall (MV=3.45, %=82.5) and also at the individual that is, UOJ (M=3.52) and GNDU (M= 3.47) levels. Further there exists no significant difference in the opinion of research scholars of two different universities (p=.389).

7.1.1.2 SDL

(i) Higher Authorities / Officers- SDL comprising two competencies that is, absorptive competencies and collaborative competencies recorded more than average mean value for senior universities authorities of both the universities at the individual level (UOJ M = 3.60, GNDU, M = 3.51) as well as at the overall level (M= 3.55, %=81.7). However collaborative competencies are found to be more contributing towards SDL. The higher authorities / officers exhibit similar perception towards SDL both dimension- wise (p=.519) as well as from overall perception.

(ii) Faculty Members- The faculty members possess both SDL competencies with above average recorded mean (M=3.67, %= 84.2). However collaborative
competencies are predicting more to SDL than absorptive competencies- I and absorptive competencies- II. Individually also faculty of both the universities pursue SDL competencies at more than average level (UOJ M= 3.68, GNDU M= 3.66). The results also reveal that UOJ and GNDU faculty members have similar perception regarding SDL (p= .772).

(iii) Supporting Members- Supporting members recorded above average mean value (M= 3.61, %= 94.6) for absorptive competencies and collaborative competencies with similar perception at the overall level. Among the two, collaborative competencies is found to be more contributing than absorptive competencies - I and absorptive competencies - II. Their mean value for both the universities are also recorded above average at the individual level (UOJ M= 3.63, GNDU M=3.59).

(iv) Research Scholars- The mean value attained by research scholars with respect to SDL and its two competencies absorptive competencies and collaborative competencies is more than average level (M=3.48, %=76.1). UOJ scholars (M=3.42) and GNDU scholars (M=3.46) individually also attained more than average mean values. The t-test result shows insignificant difference in the opinion of scholars overall as well as dimension – wise (p= .086).

7.1.2 ANTECEDENTS OF OCB AND SDL

The findings of the study with respect to selected stakeholders of UOJ and GNDU for OCB and SDL antecedents in brief are discussed as under:

7.1.2.1 Organisational Justice

(i) Higher Authorities / Officers- Organisational justice has recorded more than average mean value that is, M= 3.50, %= 83.7 at the overall level by the senior officers of the two universities. Individually also the mean values scored by UOJ (M= 3.48) and GNDU (M= 3.52) are above average exhibit similar level of perception of the senior officers of UOJ and GNDU (p= .794). However among the three dimensions of organisational justice, distributive justice and procedural justice contributes more as compared to interactional justice.
(ii) Faculty Members- The mean value scored by faculty members of two universities with regard to organisational justice is at average level from both overall (M=3.11, % = 47) and individually UOJ faculty (M= 3.37) and GNDU faculty (M= 3.33). Although faculty members of both universities have similar opinion regarding organisational justice and its dimensions (p= .726). However distributive justice and procedural justice are more contributing as compared to interactional justice.

(iii) Supporting Members- Organisational justice for supporting members reveals similar results, that is, supporting members of UOJ and GNDU have similar perception for OCB and SDL and its antecedents (p=.259) like above. Distributive justice and procedural justice predict organisational justice more in contrast to interactional justice. Further mean values recorded by supporting members with regard to organisational justice is more than average at both levels- overall and individual.

(iv) Research Scholars- The mean values scored by research scholars with regard to organisational justice and its three dimensions is above the average (M=3.20, %=59). Similarly the two universities individually also scored more than average mean value (UOJ M=3.22, GNDU M=3.19). Further distributive justice and procedural justice contribute more as compared to interactional justice for the research scholar. However they have similar perception regarding organisational justice and distributive, procedural, and interactional justice.

7.1.2.2 Organisational Commitment

(i) Higher Authorities / Officers- Organisational commitment is evolved as a three dimensional construct comprising of affective commitment, continuance commitment and normative commitment with more than average mean value (M= 3.34, % = 62.8) for higher authorities / officers at the overall level for the senior officers of two universities. Among the three, affective and normative dimensions are contributing more in contrast to continuance commitment. At the individual level also UOJ (M= 3.14) and GNDU (M= 3.20) officers have scored above
average mean denoting similar perception towards organisational commitment (p=.301) both overall as well as dimension-wise.

(ii) Faculty Members- Continuance commitment followed by affective commitment and normative commitment are exhibited more than average level at the overall level that is, M= 3.42 (%=73.7) by teachers of both the universities. Individually also UOJ faculty (M= 3.51) and GNDU faculty (M=3.56) reflect average commitment level. The result of t-test (p=.580) support that faculty members of the two universities have similar insights of organisational commitment.

(iii) Supporting Members- Supporting members of UOJ (M=3.63) and GNDU (M=3.61) gained above average mean value both individually as well as overall (M=3.56, %=70.8) with respect to organisational commitment. Among the three dimensions, only affective and continuance commitment are contributing to organisational commitment. The t-test results reveal similar perception of supporting members (p=.273, t=.175) for organisational commitment.

(iv) Research Scholars- Three dimensions of organisational commitment viz, affective contributing more, followed by continuance and normative scored above average mean value (M= 3.38, %= 75.7) for research scholars. Individually also, UOJ Mphil and Phd scholars (M=3.42) and GNDU (M= 3.43) recorded above average mean value. Further scholars of both the universities have shown similar perception regarding organisational commitment (p=.438), for overall as well as dimension-wise.

7.1.2.3 Motivation

(i) Higher Authorities / Officers- Motivation as bi-dimensional construct reflects that extrinsic motivation more to motivation of higher authorities / officers than intrinsic motivation. The mean value scored by higher authorities / officers in context to motivation is more than average with mean value scored as 3.56 (% = 74.4) for overall and individual level (UOJ M=3.60, GNDU M= 3.53). Further the t-test result reflects that higher/ senior authorities of the two universities have similar perception regarding motivation (p= .159).
(ii) **Faculty Members**- Motivation comprising *extrinsic* and *intrinsic* dimensions reflect more than average mean value for faculty members that is, M= 3.29 (%=65.7). Individually also UOJ (M=3.18) and GNDU (M= 3.46) faculty members recorded above average mean value. Between the two dimensions *intrinsic motivation* is found to contribute more to motivation than *extrinsic motivation*. However unlike other results, significant difference (p=.036, t=2.055) exists in the perception of faculty members of UOJ and GNDU with regard to motivation and its dimensions.

(iii) **Supporting Members**- Overall supporting members are found to be more motivated in terms of *intrinsic motivation* than *extrinsic motivation* and scored more than above average mean value (M= 3.66, %= 84). At individual level also, supporting members of both UOJ and GNDU scored more than average mean value (UOJ M= 3.63, GNDU M=3.70) and have similar opinion for motivation and its two dimensions.

(iv) **Research Scholars**- *Intrinsic motivation* and *extrinsic motivation* scored more than average mean value (M=3.56, %= 80.5) at the overall level for research scholars of the two universities. Similarly at the individual level UOJ scholars (M=3.69) and GNDU scholars (M=3.64) have similar perception with motivation. Further the results reflect that between the two dimensions research scholars of UOJ and GNDU are more motivated by the *extrinsic* factor than *intrinsic* motivational factors.

7.1.2.4 Personality Traits

(i) **Higher Authorities / Officers**- Openness, agreeableness, conscientiousness and extraversion dimensions of personality traits are contributing from high to moderate level. The result reflect senior officers to possess all traits (M= 3.42, %=79.1). Individually also the UOJ (M=3.42) and GNDU (M=3.43) exhibit similar personality traits.

(ii) **Faculty Members**- Four dimensions of personality traits are recognised for faculty members with *agreeableness* contributing maximally, followed by
conscientiousness, extraversion and openness. Further the mean value attained is more than average at the overall (M=3.22, %=65.7) as well as at the individual level (UOJ M=3.49, GNDU M=3.53). Lastly, the t-test result reveal similar possession of personality traits (p=.461) of faculty members of the two universities.

(iii) Supporting Members- The mean value recorded by supporting members are more than average at overall (M = 3.89, %=91.6) and at individual level (UOJ M= 3.92, GNDU M = 3.95). The t-test result in context to personality traits of supporting members reflect no significant difference in the possession of personality traits of supporting members of two universities at overall and individual levels.

(iv) Research Scholars- The mean value scored are more than average (M= 3.28, %=81.7) at overall and also at the individual level (UOJ M=3.32, GNDU M= 3.34). The t-test revealed insignificant results indicating similar possession among the research scholars of the two institutes (p=.155) with regard to personality traits.

7.1.2.5 Employee Participation

(i) Higher Authorities / Officers- Job engagement and organisation engagement contribute the employee participation significantly with more than average mean value for higher authorities / officers at the overall (M= 3.68, %= 95.3) and at the individual levels (UOJ M=3.93, GNDU M=3.85). Further t-test result reveal that higher authorities of both the universities have similar perception (p=.264) and perceive employees to be averagely participating in the organisational activities.

(ii) Faculty Members- Employee participation comprising job engagement and organisation engagement is actively followed by faculty members of UOJ (M=4.25) as well as GNDU (M=4.00). The mean value scored at overall level is also more than average (M= 4.08, %= 98.2).Similar perception with respect to employee participation is found for the teachers of the two universities.

(iii) Supporting Members- Both dimensions of employee participation that is, job engagement and organisation engagement are predicting employee participation
robustly. The mean value scored by supporting members is average (M= 3.60, %≈ 85.5) at the overall as well as at the individual level (UOJ M=3.57, GNDU M=3.64) levels with similar perception. The level of participation of supportive members in the organisational activities is average.

7.1.2.6 Customer Participation

(i) Research Scholars- Organisation participation and individual participation dimensions of customer participation of research scholars are recorded at an average level (M=3.26, %≈76.9). Individually also, scholars of both the universities are found to be regularly participating in their activities (UOJ M= 3.12, GNDU M= 3.40). The t-test result reveals significant difference in the perception of research scholars towards customer participation. Further, between the two universities customer participation is the only antecedent that is perceived differently by the research scholars of UOJ and GNDU (p=.027, t=3.082).

7.1.3 CONSEQUENCES OF OCB AND SDL

7.1.3.1 Employee Productivity

(i) Higher Authorities / Officers- Higher authorities / officers of both the universities have perceived average employee productivity, both overall as well as with respect to department environment and organisation environment. The mean value seen at the overall level (M= 3.68, %≈88.4) and at the individual level (UOJ M=3.69, GNDU M=3.66) are above average recorded. The t-test result reveals no significant difference among the higher authorities / officers of two universities (p=.841). it reflects that both UOJ and GNDU senior officers are satisfied with the employee productivity.

(ii) Faculty Members- Employee productivity of faculty members is recorded at the average level for overall (M=3.52, %≈96.2) and as well as at the individual UOJ (M=3.43) and GNDU (M=3.61) with insignificant difference in their perception.
(iii) Supporting Members- Both the dimensions of employee productivity that are, *department environment* and *organisation environment* predict employee productivity averagely and significantly. The mean value recorded by supporting members is average at the overall level (M=3.71, %= 96.4) and also at the individual level (UOJ M= 3.67, GNDU M = 3.74). Further the t-test result shows insignificant difference among supporting members of both the universities with respect to employee productivity (p=.145) that is, supporting members are satisfied with the respective employee productivity of the organisation.

7.1.3.2 Customer satisfaction

(i) Research Scholars- Customer satisfaction is evolved as four dimensional construct comprising *learning environment, procedural environment, teaching environment* as contributing maximally and *university environment* at the least. Further the mean value scored is at average level (M= 3.21, %=73.5) for overall and UOJ (M=3.23) and GNDU (M= 3.38). Insignificant perception is recorded for research scholars of two universities

7.1.3.3 Value Creation

(i) Higher Authorities / Officers- Higher officers perception for value creation with respect to its four dimensions reflected *teaching*, to be the most significant predictor followed by *research, coordinated services and administrative services*. Value creation dimension scored average mean value (M =3.79, %=97.3) at the overall level. Similarly at the individual level also UOJ (M=3.75) and GNDU (M= 3.81) higher officers gained average mean value. The result of t-test reveals that members of both the universities have similar perception with regard to value creation and its dimension-wise (p=.513).

(ii) Faculty Members- All the four dimensions of value creation are highly contributing towards values creation. Mean value regarding value creation of faculty members reflect average perception at overall (M=3.65, %= 78.5) as well as at individual (UOJ M=3.92, GNDU M = 3.82) levels. The t-test result reveals
that the faculty members of UOJ and GNDU have similar opinion relating to value creation, both overall and dimension-wise.

**(iii) Supporting Members**- Likewise faculty members, supporting members are found to create value through their varied activities averagely (M=3.55, %=81) at the overall level. The mean value attained by supporting members is recorded averagely at the individual level (UOJ M= 3.52, GNDU M = 3.59). Based on t-test result supporting members are found to have same perception with regard to value creation.

**(iv) Research Scholars**- Research scholars of both the universities (UOJ M=3.40, GNDU M=3.36) are engaged averagely in creating value. The mean value attained by research scholars at overall level is also average (M=3.65, %= 86.2) with insignificant perceptual gap for overall and dimension-wise in context to teaching, research, coordinated services and administrative services dimensions of value creation.

### 7.2 Relationship of OCB and SDL with Antecedents and Consequences at Various Levels

#### 7.2.1 Individual Level

Individual level relationship of OCB with antecedents and consequences are significantly attained for all stakeholders vis-a-vis higher officers, faculty members, supporting members and research scholars for the combined dataset of UOJ and GNDU. Further faculty members, supporting members and research scholars are significantly related to all antecedents and consequences, while higher authorities / officers exhibited all significant relationships (antecedents and consequences) except for organisational commitment.

#### 7.2.2 Consolidated Level

At the consolidated level mixed results are attained for the combined dataset of two universities that are, UOJ and GNDU. Higher authorities / officers result reflects that OCB is significantly related to all antecedents and consequences.
excluding organisational commitment while SDL is significantly related to all antecedents and consequences. Further faculty members reflect significant association between OCB and all antecedents and consequences excluding motivation whereas all relationships of SDL are significantly attained for faculty members. Supporting members result reflects that relationships of OCB and SDL with all antecedents and consequences are significantly attained except for organisational justice. Lastly, results of research scholars exhibited all antecedents and consequences to be significantly related to OCB and SDL.

7.2.3 Integrated Level

At the integrated level all relationships related to OCB and SDL are significant for higher authorities / officers of both the universities. However faculty members results reveal that all relationships of OCB are significantly (excluding motivation) while all relationships of SDL with their antecedents and consequences are significant for UOJ and GNDU. Further OCB and SDL relationships at the integrated level exhibited significant association for supporting members as well as for research scholars.

7.3 STRATEGIC ACTIONS AND IMPLICATIONS

7.3.1 Theoretical implications

7.3.1.1 OCB

OCB is a multi-dimensional concept based on five factors namely, altruism, sportsmanship, civic virtue, conscientiousness and courtesy as remarked by scholars such as, Mackenzie et al., (1993), Walz and Niehoff (2000) Oplatka (2006), Jung and Hong (2008), Somech and Ron (2007) and Chuin and Ramayah (2009). However the study results identify the significance of only four OCB factors namely, altruism sportsmanship, conscientiousness and civic virtue and completely excluded courtesy dimension from the scope of OCB for higher authorities / officers, faculty members, supporting members and research scholars. This is also supported by scholars such as Mackenzie et al., (1993), Podsakoff et al., (2000) Walz and Niehoff (2000) and Oplatka (2006) in another sector and
Somech and Ron (2007) and Chahal and Mahajan (2014a) in education sector. **Altruism** dimension of OCB comprises of items like providing voluntary suggestions, effective knowledge exchange, sharing heavy workload and working extra hours. **Sportsmanship** dimension of OCB includes items like avoiding hurting others, avoiding resentment, optimistic and tolerating behaviour. **Conscientiousness** is composed of items like punctuality, enthusiastic behaviour, adequate supervision and taking frequent breaks. The last dimension that is, **civic virtue** includes items like working norms, working environment, new challenges and organising informal meetings. The scale possess good reliability and validity for all the stakeholders.

### 7.3.1.2 SDL

Lusch and Vargo (2008) emphasised on the adoption of absorptive and collaborative competencies to understand SDL. Enhanced collaborative competencies coupled with absorptive competencies are required to enhance the relative value proposition in the organisation as proposed by Lusch et al. (2007). Out of ten foundational premises discussed by the Lusch and Vargo (2006) only four foundational premises related to these competencies that is, ‘operant resource’, ‘all economies are service economies’, ‘customer is always a co-creator of value’ and ‘value proposition’ are evaluated to comprehend the theoretical understanding of SDL in education sector. SDL is evolved as a three dimensional construct namely, collaborative competencies, absorptive competencies - I and absorptive competencies - II (that is, absorptive competencies is bi-furcated into two) for faculty members and supporting members. However two factor solution is attained for higher / senior officers and research scholars. The items included in absorptive competencies relates to free flow of communication, regular feedback, providing adequate information and flexibility to departmental changes. The other dimension that is, collaborative competencies includes items like participative management, unbiased behaviour, recognition and collaborative behaviour. Hence the conceptualisation of SDL either as bi-
dimensional or three-dimensional concept need to be further explored and validated in the future studies.

### 7.3.1.3 Value Creation

Empirical validation of value creation involving interaction and collaboration of all stakeholders has been given a thin attention in the literature. As stated by Vargo and Lusch (2004), Prahalad and Ramaswamy (2004), Vargo and Lusch (2008), Lin and Lin (2006) the present study examines the concept of value, created by multiple parties (senior / higher officers, faculty members, supporting members and research scholars) The study underscores the concept of value creation in the education sector to be four-dimensional comprising teaching, research, coordinated services and administrative services for higher authorities / officers, faculty members and research scholars while three-dimensional for supporting members including teaching, coordinated services and administrative services. Teaching dimension includes programmes and courses offered, specialised programmes and courses and faculty as a brand. Research dimension includes items relating to researchers as an image builder, updated software and research equipments, ethical contribution of researchers. Coordinated services involves items like universities effort to control the quality, conducting refreshers courses, updating libraries. Further positive word of mouth, conduct of refreshers courses and performance appraisal of various stakeholders are some of the items of included in administrative services dimension of value creation. Thus value creation concept requires further examination and validation in future in other service sectors.

### 7.3.2 Practical Implication

#### 7.3.2.1 Higher Authorities/ Officers.

(i) OCB- OCB construct comprises altruism, sportsmanship, civic virtue and conscientiousness for higher authorities of UOJ and GNDU. The findings of the study reveal that are altruistic in nature as they are always involved in giving suggestions, and regular interactions on policy issues relating to strategic matters
for betterment of system. The sporting nature of senior/higher officers focuses on accepting changes related to procedures and policies, while working as per norms and standards under the supervision of advisory and decision-making bodies like university council reflect their civic virtue behaviour. Similarly, conscientiousness possessed is reflected through effective administrative work accomplishment within the stipulated time. Overall, the level of OCB exhibition is average with respect to all four dimensions for the higher / senior officers of the two universities. Scholars such as MacKenzie et al., (1993), Podsakoff and MacKenzie (1997), Somech and Ron (2007) and Chahal and Mahajan (2014a) also remark about altruism, sportsmanship, conscientiousness and civic virtue. However to boost higher level of OCB of controlling officers, more informal discussions, apart from their fixed timely schedule of discussion on planned matters should also be periodically conducted. It is well established that enhanced informal relations make employees more productive and efficient in their work. Senior authorities should conduct especial informal meetings at officers level once or twice a year so that routine-administrative functioning does not get affected. Such an initiative can go a long way in improving the functioning of the system. It is established that individuals with high level of OCB require less supervision, are more responsible and go beyond their specified job requirements to meet organisational objectives.

(ii) SDL- The SDL based behaviour of higher officers of UOJ and GNDU is established through collaborative and absorptive competencies. Collaborative competencies reflected through organisational characteristics like, participative approach, coordination in goal achievement while absorptive competencies reflected through free dialog and interaction among officers, acceptability and easy applicability of new ideas related to administrative matters, officers approval to environmental (working and physical) changes. Lusch and Vargo (2008), Maglio and Spohrer (2008), Chahal and Mahajan (2015) emphasise on the adoption of both competencies to enhance value creation. However the averagely attained level of SDL of UOJ and GNDU officers can be enhanced by organising regular and periodical events like seminars, conferences, workshops, training courses, in various functional areas viz, finance, examination, administration etc. for
controlling officers. The ultimate aim of holding such administrative congregations is to acquaint officers about the latest software, developments and techniques prevailing in the sector. Such practices when implemented appropriately will widen the knowledge horizon of the higher officers in various sections and make them more innovative and productive (Robson et al. 2004 and Helen and Rubery 2005).

(iii) OCB and SDL Antecedents- Both OCB and SDL- based behaviour are significant and require constant attention for enhancing reputation of the two universities. To make OCB/ and SDL approach effective, variables namely organisational justice, organisational commitment, motivation, personality traits and employee participation can be given focus by the regulatory bodies of UOJ and GNDU at the faculty level and also at the university level. In this context, senior officers remark that among three dimensions of organisational justice interactional justice is contributing less in comparison to distributive justice and procedural justice. Both universities should give more focus on interactional justice by providing equal chance to the concerned officials on the policy matters with focus on objective and transparent decision making. Further between the two motivational drivers extrinsic motivation is more significantly reflected in comparison to intrinsic motivation in the behaviour of higher / senior officers. Appropriate measures to increase the level of intrinsic motivation among higher / senior officers authorities may include creating conducive and friendly environment to accomplish work effectively and efficiently. Besides, proper planning and coordination should also be done to avoid repetition of work and meetings. Further being at senior officer positions autonomy of power should be given to boost up their morale. Four dimensions of personality traits openness, agreeableness, conscientiousness and extraversion reflect controlling officers to be kind-hearted towards peers, innovative and inventive planners and efficiency seekers in administrative matters. Further two dimensions of employee participation (job engagement and organisation engagement) reflect dedicated participation of officers in various organisational activities at various levels. Further senior officers are found to be productive in their performance as reflected
by two dimensions of employee productivity namely, department environment and organisational environment. The study results reveal that value creation for the organisation is reflected more in teaching than in research, coordinated services and administrative services. To enhance overall value creation in totality, all other aspects viz, research, coordinated services and administrative services should also be considered by the university officials. This reflects that though senior officers administer the overall functioning of the university but it needs be done more effectively. Regularly engaging in research activities and ethically administering the system can be adopted by officers to create value. The study results further indicate that UOJ and GNDU officers have similar perception regarding relationship of all antecedents with OCB and SDL except organisational commitment, with continuance commitment as least contributing among the three dimensions. This level of organisational commitment can be increased by ensuring that legal norms and procedures are adequately followed by all officers, recruitments are made ethically as per the qualification, tenure based promotions, job orientation and refresher courses to acquaint the officers with latest knowledge All these will ensure organisational support to officers and consequently enhance their commitment level. By implementing policies efficiently and effectively, fair reward systems and valuing contribution of officers may improve universities image. As a result, individual’s self-esteem as well as their level of organisational commitment may also be enhanced (Ucar & Otken, 2010; Ahmadi, Ahmadi & Taverh, 2011). Angle and Perry (1981), states that to compete in the dynamic network environment, organisation should guarantee commitment for improving organisational performance.

Since the working approach followed by the controlling officers percolate to the other levels of university and hence it is important to give focus on the aforesaid suggestions. OCB and SDL based environment in the UOJ and GNDU should encourage exchange and information sharing with peers, updating and encouraging innovative and competitive initiatives for sustainable development in the higher education sector.
7.3.2.2 Faculty Members

(i) OCB- Altruism, sportsmanship, civic virtue and conscientiousness dimensions of OCB are evolved for faculty members of UOJ and GNDU. The result reflects that faculty members of both the universities exhibit altruistic activities that include effective knowledge exchange, working extra hours, anticipating situations related to academic work and taking actions if required. Sporting dimension is explained through optimistic behaviour and tolerating trifling issues and accepting departmental changes related to academics and procedures without hesitation. Further enthusiastic behaviour of teaching members to complete their work within the stipulated time with complete devotion signifies their conscientiousness behaviour whereas, civic virtue is explicated by faculty of UOJ and GNDU by following working norms and policies and accepting new academic challenges easily. OCB as a four component model is also supported by many researchers like MacKenzie et al., (1993), Podsakoff and MacKenzie (1997), Somech and Ron (2007) and Chahal and Mahajan (2014a). However all the four dimensions are averagely recorded for both UOJ and GNDU and appropriate measures are needed to increase their level of OCB. Faculty members voluntary need to share their workloads, indulge and update themselves on contemporary topics in order to examine the level of OCB. Moreover regularity and punctuality of faculty members should be observed by departmental authorities. Further timely and periodical group discussions can play significant role in this regard. These discussions among faculty members may be conducted at the departmental level once or twice a year. Since the key role of teacher is to develop young generation to be civicly responsible, helping, sporting and conscientious for a better society (Oplatka 2006). This all can be attained easily if healthy informal relations are encouraged and maintained in the department. Although most of faculty members are unknowingly reflecting such behaviours but it is difficult to assess how well citizenship behaviour contributes to the development of individuals and to the institution. Therefore there is a need to educate teachers about OCB.
(ii) SDL- The findings of the study reveal that UOJ and GNDU faculty members demonstrate averagely SDL based behaviour with regard to collaborative competencies and absorptive competencies. Regular participation in various seminars, workshops, conferences to enhance their knowledge and to attain excellency in their teaching skills reflect collaborative competencies among the faculty members. Findings regarding absorptive competencies I reveal that faculty members are considered while taking decision regarding them in different formal committees and regulatory bodies and optimally utilizing their interactive skills with peers to ensure knowledge exchange. Further, absorptive competencies II is ruminated by ensuring high level of objective and balanced interaction among various faculty members in the department. Similar to study findings of researchers such as Lusch and Vargo (2008), Maglio and Spohrer (2008) and Chahal and Mahajan (2015) study findings reflect that these three competencies should be encourage to improve organisational performance. Study results reflect that all faculty members are not involved in activities. Hence, to enhance SDL based behaviour of faculty members organisations should focus on ensuring equal participation of all faculty members in departmental activities. This knowledge interaction is reflected in the form of good number of publications in reputed journals, participation in seminars, workshops, training courses etc. Ford and Bowen (2008) and Payne et al. (2008) state that interactions can pave way for qualitative teaching. Through effective faculty interactions (both with peer and students) SDL based environment can inspire faculty to give their best. Besides regular routine interactions faculty members can plan special schedules with students for interacting on various topics of academic relevance and contemporary issues once in a month that will definitely contribute in the effective knowledge sharing, dissemination and generation. All this will help in increasing the level of commitment of faculty members in both universities. Further adequacy of information sharing along with regular feedback of performance of faculty members should be done to stimulate SDL based behaviour among faculty members of both universities.
(iii) OCB and SDL Antecedents - To strengthen the OCB and SDL network focus of UOJ and GNDU faculty members for their adequate faculty development is required to attain organisational goals efficiently. The results suggest that among three dimensions of organisational justice, interactional justice needs to be given more attention by providing fair, ethical, equal and impartial behaviour to faculty members along with effective interactive communication. For creating organisational commitment among UOJ and GNDU faculty normative commitment is found to be more encouraging for faculty members to enable them to deliver their academic duties ethically and sincerely. Personality traits particularly, extraversion, agreeableness and conscientiousness reflect that faculty members are energetic and assertive in taking academic decisions and are cooperative and consistent in delivering their duties. However to enthuse openness in the faculty members efforts to motivate faculty members to be innovative and enthusiastic towards their teaching and research assignments are suggested. Further with respect to employee participation faculty members of both the universities are found to be actively involved in departmental activities such as regularly participating in departmental meetings both academic and non-academic, regular interaction with peer groups and accomplishing organisational objective of value creation. Faculty members are found to be highly productive in their departmental and organisational activities reflecting their high employee productivity caliber. Overall faculty members of both the universities are found to be robustly involved in creating value through their contribution in areas of teaching and research. However with regard to administrative services and coordinated services faculty need to be more focused. Regular updating the syllabi of various courses offered to students, accepting changes in the organisation development positively, initiatives to enhance the quality of academic and research performance, considering accreditation as a matter of improving performance and not merely for gaining points by UGC etc. effectively can help in creating value. In contrast to above findings of UOJ and GNDU only motivation variable is found to be insignificantly related to OCB and SDL based behaviour of faculty members of UOJ. The study findings also indicate perceptual gap between the faculty members of the
universities with regard to motivation. By appraising the performance of employees, collecting regular feedback about faculty from students and timely and objective implementation of promontional schemes (CAS/ Open), job enrichment, monetary, non-monetary compensation etc. should be considered to improve the level of motivation of the faculty members of the two universities. Further the faculty should be motivated to discuss relevant and new updates to enhance the quality of the syllabi and other academic matters in the formal and informal meetings (Katz and Kahn 1966 and Helen and Rubery 2005). In this context Buciuniene and Skudiene (2009) state that if all the employees receive same level of motivation it would reduce inequality and stress among them and result in better performance Thus organisations need to create an environment to motivate employees to extract optimal performance from them (Tyagi 1985, Miao, Lund and Evans 2009 and Mundhra 2010). It will consequently enable faculty to pay more attention to learning and academic accomplishment to create value in the form of enhance organisation image and working environment (Oplatka 2009).

7.3.2.3 Supporting Members

(i) OCB- Tolerating, patient and encouraging positive behaviour and optimistically accepting changes related to working norms and standards reflect sportive OCB behaviour of supporting members of UOJ and GNDU. Supporting associates are also civically aware as they regularly participate in meetings and perform their administrative tasks efficiently with less supervision. Sharing workload and regular informal interactions with peer groups associates reflect their altruistic behaviour while conscientiousness behaviour is exhibited through timely completion of the work assigned without taking frequent breaks during the working hours. The results of OCB are consistent with the findings of previous researchers (MacKenzie et al., 1993; Podsakoff & MacKenzie, 1997; Somech & Ron; 2007; Chahal & Mahajan, 2014a). However, overall level of OCB is recorded averagely for all the four dimensions which can be improved by implementing suggestions relating to motivating sharing of workload, discussing personal grievances (if possible) and providing voluntary suggestions to improve departmental
performance. This can be done by implementing informal group meetings, as informal interactions help to ease out the official and personal matters stress besides improving good relations. These interactions can be conducted after every three months, keeping in view the administrative functioning of these associates in the department. All these can enhance level of OCB among supporting members and consequently lead to value creation by making employees satisfied and productive in the organisation.

(ii) SDL- SDL and its two competencies collaborative and absorptive (comprising absorptive- I and absorptive- II) are averagely exhibited by supporting members of UOJ and GNDU. The results indicate that supporting members are adequately competent with these competencies in delivering their duties in a network-based university system. Collaborative competencies of supporting associates for instance are reflected through recognizing their individual and group work performance and taking objective decisions in an unbiased manner. Absorptive competencies-I are reflected through adequate and effective two-way communication among the colleagues along with consideration of their individual needs (personal and official) while absorptive competencies II is reflected through conduct of regular training programms for career enhancement accepting new changes and providing feedback for the work accomplished for better organisational performance. All the three competencies are equally important to improve organisational performance (Lusch & Vargo, 2008; Chahal & Mahajan, 2015). To further augment SDL among members of UOJ and GNDU, activities such as participative management, work coordination and work excellence should be reckoned to accomplish goals collaboratively. This eventually will result in encouraging team spirit among the supporting members and contribute to the value creation (Helen & Rubery 2005).

(iii) OCB and SDL Antecedents- Supporting members of UOJ and GNDU reflect similar perception and significant relationship of OCB and SDL with all antecedents excluding organisational justice. Unlike other stakeholders organisational commitment emerged as a two dimensional construct including
affective and continuance commitment for supporting members. Affective commitment is reflected through emotional attachment of supporting associates while continuance commitment is exhibited through their strong desire to continue in the organisation. To enhance the level of organisational commitment organisation should make efforts to orient staff to work objectively and sincerely and consequently reward employees for following norms and standards ethically. Further to make supporting members motivated more focus on external motivators such as, extra incentives, balanced opportunity to avail add-on rewards, along with career advancement schemes for promotions should be provided apart from internal motivators. Among the four dimensions of personality traits openness dimension is least contributing. It is suggested that supporting members should be friendly with their peers and ensure to inculcate creativity skills for making routine task interesting and enthusiastic. Further the employees should also reflect emotional stability while dealing with peer groups. Participation of UOJ and GNDU supporting members is highly reflected at individual and organisation levels. Furthermore employee productivity of supporting members with respect to department environment and organisational environment are highly attained for supporting members. Three-dimensional value creation comprising teaching, coordinated services and administrative services are highly contributed by supporting members. The findings of the study reveal that only organisational justice is insignificantly associated with OCB and SDL. This indicates that supporting members are not attaining justice within organisation with respect to distribution strategies, procedural implications and interactional approach. Thus to ensure the level of justice organisational support should be provided to them in all aspects including equality in rewards and workload by avoiding discrimination and biasness and conducting regular and periodical appraisal. Further periodical performance appraisal can also motivate the employees in achieving organisational objectives efficiently and effectively. It is also suggested that fairness of reward allocations and procedures received in the organisation need to be improved to ensure higher level of organisational justice for maintaining healthy relations. As it is believed that individuals who receive justice tend to improve and maintain
relationships within the organisation and ensure employee satisfaction and productivity (Najafi et al., 2011; Radzi et al., 2011).

7.4.4 Research Scholars

(i) OCB- OCB comprising of altruism, sportsmanship, conscientiousness and civic virtue is recorded averagely for research scholars of UOJ and GNDU. The helping nature, providing voluntary suggestions, involving in regular interactions with supervisor and other scholars indicate altruistic qualities of research scholars, while accepting procedural changes related to research, scholarships, etc. optimally using departmental resources (computers, books, furniture etc) and committed behaviour reflect their sporting behaviour. Conscientiousness dimension highlights on their regularity along with passion and dedication towards the research work, whereas civic virtue is reflected through quality research work with publications in reputed journals. However OCB level among research scholars of both the universities in respect of all the four dimensions can further be enhanced by making them aware and encouraging them to exhibit OCB (MacKenzie et al., 1993; Podsakoff & MacKenzie, 1997; Somech & Ron, 2007; Chahal & Mahajan, 2014a). Enables researchers to create a healthy culture that involve in knowledge interactions with peer groups to voluntarily perform academic and non-academic activities for the department. To ensure punctuality and optimistic environment, easy acceptance of new challenges related to research, academics or department etc. can pave way for research scholars of UOJ and GNDU in developing OCB behaviour.

(ii) SDL- SDL competencies are averagely recorded for research scholars of UOJ and GNDU. Collaborative competencies of scholars is exhibited in the form of commitment towards research, recognition of performance by getting research work published and participating in seminars, conferences and workshops regularly for knowledge enhancement and participating in departmental activities like taking classes, etc. Further knowledge exchange among researchers and other stakeholders regarding non-research issues like providing new ideas to ensure improved departmental performance, easy acceptability of new changes regarding policies and procedures in the department such as, UGC guidelines related to
publications, PhD / MPhil statues, scholarships etc. reflect scholars absorptive competencies. To further improve the level of SDL based behaviour of researchers, impartial and equitable working environment with equal chance of participation to each scholar should be created and developed by encouraging scholars to collaborate and interact in departmental activities to make them feel to be attached to the department can be significant strategy.

(iii) OCB and SDL Antecedents- All antecedents resulted in significant relationship with OCB and SDL for research scholars of UOJ and GNDU. The study findings indicate that scholars recognise organisational justice in terms of just and equal implementation of various research related norms and standards and fair interactions with peer groups and various stakeholders and also with regard to research scholarships both departmental as well as UGC. However they show dissatisfaction with regard to the amount of departmental scholarship received. The implication for enhancement in the scholarship amount need to be considered and discussed in the relevant bodies. Further the results also suggest the need to enhance the level of organisational commitment of researchers. Ethical application of procedural norms and standards without any biasness are suggested to ensure their affective attachment and desire to continue in the organisation in future course of time. Extrinsic motivators are recognised more by researchers than intrinsic motivators. To enhance level of intrinsic motivation of researchers, efforts should be made to improve the working and the physical environment as it provides conducive environment for research and in good academic and research output. This subsequently develops a sense of satisfaction among the scholars by providing well-furnished libraries, uninterrupted access to internet, subscription to good scholarly online subscriptions, availability of good journals, etc. are suggested for universities to motivate scholars to achieve academic and research excellence. Personality traits result ruminates that scholars with higher extroversion, openness, agreeableness, and conscientiousness qualities tend to exhibit high levels of sociability, dutifulness, cooperation, broadmindedness, which tend to increase coordination of personal needs of scholars with the organisational needs in a positive working environment. Customer participation
through its two dimensions that are, organisation participation and individual participation reflect that scholars are performing all tasks and responsibilities effectively. Research work competencies, friendly attitude towards scholars and providing suggestions to others reflect the supportive nature of the scholars in general. However it is less contributing for research scholars of UOJ as compared to GNDU scholars towards OCB and SDL. There also exists a perceptual gap between scholars of two universities regarding it. To overcome this, it is suggested that research scholars related policies such as fair administration system, teaching and learning facilities, participation of scholars in curricular and research activities should be followed to make them interactive with their departmental members both informally and formally. All this will ultimately helps in creating value. Research scholars of both the universities add value to their respective universities in teaching through organizing inter and intra university programmes, adequate academic environment and considering faculty as asset towards organisation and in research through getting their research work published in reputed journals, collecting and disseminating right information, using updated softwares etc. with regard to value creation for coordinated services and administrative services it is suggested that university officials should focus on updating college related norms and procedures and also to administer the overall functioning of the university with more efficiency. It will ultimately provide satisfaction to researchers regarding performance of the universities and hence lead to value creation.

Conclusion

The study has made significant suggestions and implications for all stakeholders of UOJ and GNDU regarding OCB, SDL and value creation. The regular informal meetings, implementation of voluntary appraisal system and awareness about OCB can help the stakeholders in developing their self and social image. By imbibing the OCB values in their behaviour, the individuals will not only be satisfied at their work place but also in their family and social life. This subsequently may expand the individuals horizons to include more concern about the overall community development. Similarly, SDL based on networking concept
helps in creating and improving interaction-based activities, strengthening competencies of the stakeholders that ultimately lead to value creation. SDL helps in improving effective stakeholders interaction, good organisational environment, adoption of networking system, offering additional services and providing training sessions to different stakeholders.

To enhance value creation effective networking among various university core stakeholders such as higher authorities faculty members, students, non-teaching staff, librarians etc. can be achieved through integration of all stakeholders leading to strengthen the exchange of knowledge generation and linking of this knowledge to development goals. Both the universities viz, UOJ and GNDU should come forward to ensure value creation by their varied stakeholders, by providing coordination, autonomy, periodical performance assessment, balanced workload, role clarity and biased recruitments. All this will definitely create value in the form of versatile image for other universities operating at other levels state, central and private or public.

The service providers in the education sector needs to focus on the market needs and requirements of different users such as, regarding recruitment, rewards, add-on compensation, distribution of workload, academics matters like syllabi, papers, lectures, publications, research statues, administrative services and other coordinated services. University should also focus in designing new products for existing and prospective students like journalism, fashion designing and other relevant courses vis-a-vis to venture into collaborative academic programmes with the private universities as well as universities at international level to bring the institute on a global map. Though the policies and procedural norms are regularly revised by the concerned regulatory bodies and committees such as, CAS, BORS, BOS, DRC, DAC etc, but the revised policies remains devoid of latest academic inputs, which otherwise would have been more productive. As such it is suggested that university being a fragile sector needs to be proactive and innovative while framing and designing its policies and strategies.
Table 7.1: Overall Construct Wise and Respondent –Wise Mean Values and t-test Values

<table>
<thead>
<tr>
<th>Dimension</th>
<th>HA</th>
<th>P-value</th>
<th>FM</th>
<th>P-value</th>
<th>SS</th>
<th>P-value</th>
<th>RS</th>
<th>P-value</th>
<th>Overall Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UOJ</td>
<td>GNDU</td>
<td></td>
<td>UOJ</td>
<td>GNDU</td>
<td></td>
<td>UOJ</td>
<td>GNDU</td>
<td></td>
</tr>
<tr>
<td>OCB</td>
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<td>.525</td>
<td>3.68</td>
<td>3.76</td>
<td>.148</td>
<td>3.50</td>
<td>3.49</td>
<td>.833</td>
</tr>
<tr>
<td>MT</td>
<td>3.60</td>
<td>3.53</td>
<td>.159</td>
<td>3.18</td>
<td>3.46</td>
<td>.036</td>
<td>3.63</td>
<td>3.70</td>
<td>.265</td>
</tr>
<tr>
<td>PT</td>
<td>3.42</td>
<td>3.43</td>
<td>.922</td>
<td>3.49</td>
<td>3.53</td>
<td>.461</td>
<td>3.92</td>
<td>3.95</td>
<td>.181</td>
</tr>
<tr>
<td>EPT/CP</td>
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<td>3.85</td>
<td>.264</td>
<td>4.25</td>
<td>4.00</td>
<td>.890</td>
<td>3.57</td>
<td>3.64</td>
<td>.382</td>
</tr>
<tr>
<td>EPD/CS</td>
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<td>3.66</td>
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<td>3.43</td>
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<td>3.82</td>
<td>.701</td>
<td>3.52</td>
<td>3.59</td>
<td>.178</td>
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