

Human Resource Management Practices and their Potential Relationship with Organizational Citizenship Behavior in Educational Institutes

Mubarak Zaib Khan* Muhammad Niqab** Janet Hanson***

Abstract

The current trends in technology and globalization have encouraged Human Resource Management Practices (HRMP) to adopt optimized strategies in dealing with challenges faced by educational institutions. To achieve the desired results and outcomes in educational institutions in a definite time frame, valuable policies, capabilities and values need to be implemented. For creating a sustainable organizational environment, Organizational Citizenship Behavior (OCB) has been developed for supportive and cooperative interactions and improving the relationship between the employer and employee, by cooperating for the effective running of the school organization. The current study is aimed to investigate the relationship between HRMP and OCB in higher secondary schools in Dir Lower and Upper. This study is quantitative and data was collected through a closed-ended questionnaire. The collected data was analyzed with Pearson correlation techniques. It was found that HRMP had a notable relationship with OCB in higher secondary schools in Pakistan. Results further suggested that the factor Performance Appraisal (PA) had a high relationship with OCB, while the rest of the practices had a low relationship with OCB. After discussion, in light of the available literature, recommendations have been framed for educational institutions and policy makers. Another research study is recommended for other components of HRMP with school culture, principal leadership style, etc. This study was conducted in public sector schools and a similar study is to be conducted in private sector schools. The proposed study will make a comparison between public and private sector schools to check which schools have adopted the HRMP.

Keywords: Human resource management practices; organizational citizenship behavior; educational institutions; performance appraisal.

JEL Classification: D23, I 20, O15

*MPhil Scholar Education Department Shaheed Benazir Bhutto University, Sheringal Dir (U), Khyber Pakhtunkhwa, Pakistan Email: mubarakzaib.dir@gmail.com

**Assistant Professor Education Department Shaheed Benazir Bhutto University, Sheringal Dir (U), Khyber Pakhtunkhwa, Pakistan Email: niqab@sbbu.edu.pk

***Associate Professor, Department of Educational, Leadership, Division of Teacher Education Azusa Pacific University, Azusa, CA, USA Email: jhanson@apu.edu

1. Introduction

Organizational citizenship behavior (OCB) means voluntary actions that go beyond the agreed responsibilities and hence, encourage the professionals for the effective operations of the organizations (Jain & Rizvi, 2020). OCB is an important factor that improves the performance of employees (Rahman & Chowdhuri, 2018). OCB influences policy-making, decision-making, teamwork, duty and accountability (Polat, 2009). Whenever a high level of OCB practices exists in an organization, then the best performance and delivery of services can be observed, and less absenteeism of the employees in the organization occurs. The results of the study conducted by Natarajan and Gong (2011) concluded that OCB and an employee's working performance have close links with each other. An institution's ability to develop and manage OCB among its staff can be a key advantage for the organization (Bolino & Turnley, 2003). These key advantages can efficiently and effectively become the source of the institution's competitive advantage.

Ahmad (2016) stated that creating motivations for volunteer behavior through the implementation of effective HRMP in organizations encourages the employees to go beyond the agreed responsibilities, called OCB. HRMP in the schools has been shown to empower teachers, which improves OCB and the result is teachers perform their responsibilities for the school's performance and effectiveness with zeal and fervor (Runhaar et al., 2013). Institutions need to execute a scope of HRMP to induce OCB among their workforce (Bolino & Turnley, 2003). HRMP builds up a domain, which advances OCB culture. Understanding OCB is thus advantageous for the intellectual capital development of schools and in this way teachers and administrators cooperate to make schools favorable for learning (DiPaola et al., 2004). Effective HRMP brings high engagement of employees through OCB activities outside a formal job description and this behavior may result in increased performance of the organization (Podsakoff et al., 2000).

This study focuses on the relationship of HRMP including Recruitment & Selection (RS), Training & Development (TD), Performance Appraisal (PA), and Compensation & Rewards (CR) system with OCB in the educational setting (in higher secondary schools of Dir Lower and Upper) in Pakistan.

1.1 *Statement of the problem*

The role of OCB is an emerging dimension for organizations, but it is highly effective for organizational success and promotes positive attitude and behavior in an organization's environment. This results in effective operation and performance of the organization. In the context of Pakistan, very little research has been done on the relationship between HRMP and OCB. A large number of educational institutions are yet to work with HRMP in Pakistan. A very low portion of the Pakistan overall budget is allocated to the education sector (2% in

FY 2021-2022). Under these circumstances, a recommendation for educational institutions in Pakistan would be to participate in activities leading to self-development within the range of their available resources.

The main purpose of this study is to investigate the relationship between HRMP and OCB in higher secondary schools of Dir Lower & Upper Khyber Pakhtunkhwa, Pakistan.

1.2 Objective

- To analyze the relationship between HRMP and OCB.
- To analyze which HRMP dimension has a statistically significant relationship with OCB.

1.3 Research Questions

- Is there any remarkable relationship between HRMP and OCB?
- Which HRMP dimension has a remarkable relationship with OCB?

2. Literature review

In the business world, every organization wants to achieve specific, measurable, time-based and targeted objectives using their resources productively. In order to accomplish this objective in an organization, the establishment of OCB has been shown to be an important component. The term OCB was introduced by Organ and Bateman (1983). At that time, most managers and leaders did not anticipate that research studies on OCB would find such statistical significance for OCB in the private and public sector institutions studied. In his research reporting, Organ (1988) established the theory of OCB in which he expressed that the freewill behavior of the individuals in the organization, though not directly rewarded or explicitly stated in the job description, are what overall and collectively enable the organization to function effectively.

2.1 Organizational Citizenship Behavior (OCB)

OCB is the behavior of a person, which is flexible and not directly identified and recognized by a formal system of rewards that collectively encourages the operation of the organization. OCB reflects voluntary actions that go beyond the agreed responsibilities (Jain & Rizvi, 2020; Mallick, et al., 2014). The behavior of OCB encourages the professional as well as effective operations of the organization and its employees (Gripe & Vantilborgh, 2018; Jain & Rizvi, 2020). An organization's effective performance greatly depends upon the working environment which includes the volunteer behavior of its employees (Birzri, 2018). The researcher further shared that companies and institutions are eagerly searching for

methods for improving performance and regularly consider OCB to be an important means of increasing efficiency in an organization's productivity.

OCB is an essential factor that improves the performance of employees (Rahman & Chowdhuri, 2018). OCB has been studied to discover the behavioral reason for the performance of an individual in his work environment. The relevance of OCB stems from the fact that success and survival of an institution greatly depends upon the positive action from the worker that eventually has an impact on the organization and their working environment (Ong et al., 2018).

A greater level of OCB in an organization yields improved organizational performance, efficiency, worker satisfaction, and increases in the productivity of the organization (Miao et al., 2018; Ong et al., 2018). As OCB increases the performance of the employees, the organization then more easily achieves its desired goals (Chattopadhyay, 2017).

2.2 Human Resource Management (HRM)

Managing institutional employees through proper supervision of strategic resources, gaining competitive benefits, and creating more value than other organizations is termed HRM (Ahmadpour Dariani, 2017). HRM includes rules and regulations, procedures, processes and practices that have an effect and impact on workers' behavior, attitude, skills and work performance (Madanat & Khasawneh, 2018). Furthermore, Cesário and Magalhães (2017) and Snell and Bohlander (2013) define HRM as a practice of managing human aptitudes to accomplish an organization's objectives, which allocate the greatest utilization of employees in an institution to achieve the goals of the institution (Fong et al., 2011; Gope et al., 2018).

2.3 Human Resource Management Practices (HRMP)

HRMP is for managing human resources in an organization, which is commonly practiced by human resource professionals (Ulrich, 1997). Another research study, conducted by Quresh et al. (2010), concluded that HRMP is the course of action, procedures, and practices that need to be transmitted to the employee. These HRMP consist of the following dimensions; Selection, Recruitment, Training & Development, Performance Appraisal, Reimbursement, Motivating Workers, and Involvement of Employees in Decision Making (p. 1282). HRMP seeks to improve employees' performance and competitiveness for the improved progress of the organization (Aryanto et al., 2015; Noe et al., 2017).

Shahnawaz and Juyal (2006) highlighted that HRMP are those practices that are utilized for general management in an organization which includes decision-making and other practices that openly influence the employees, who work diligently for an organization (p.

171). Donate et al. (2016) expressed that HRMP consists of the following dimensions; Careful Recruitment, Selection, Training & Development, Performance Appraisal, and Rewards & Recompense. Teclmichael et al. (2006) described eight HRMP and their associations with worker performance including; Recruitment & Selection, Performance Appraisal, Training & Development, Compensations & Rewards, Promotions, Placement, Grievance Procedure, and lastly, the Retirement Fund & Social Security.

A variety of HRMP are discussed in the reviewed literature, but this current study is limited to four HRMP including Recruitment & Selection (RS), Training & Development (TD), Performance Appraisal (PA), and Compensation & Rewards (CR). Pakistan is considered as a developing country with a very low budget i.e. 2.4% spent annually on education (Report, 2019). Therefore, this research focuses on these HRMP that have an impact on OCB, which may increase the interest of employees in the education sector and improve and help in the quality of education in higher secondary schools. The following section discusses these four practices.

2.4 Recruitment & Selection (RS)

RS includes two connected forms; “recruitment” is the way toward making a collection of capable individuals apply for work to an organization, while “selection” is the method by which particular procedures are utilized to choose the most reasonable applicant for the job (Bratton & Gold, 2017). RS is the process of scanning potential employees and pushing and motivating them to apply for occupations in an organization (Eusebio et al., 2017). RS are categorized into three steps including defining requirements, attracting candidates, and selecting candidates (Armstrong & Baron, 2002). A more impartial RS policy in the organization results in a healthier outcome in the form of satisfied and dedicated employees (Rioux & Bernthal, 1999).

2.5 Training & Development (TD)

TD is mainly concerned with the achievement of understanding how strategies, techniques and practice are observed in the organization. TD is the main practice of HRM, as it improves the working environment more effectively and increases the performance of the individuals, resulting in mutual respect and improvements in the organization’s outcomes (Ahmad & Asghar, 2014). TD not only increases and enhances the knowledge of employees, but also offers the additional benefits of networking and learning from different experiences (Choo & Bowley, 2007; Imran & Tanveer, 2015). Khan et al. (2016) highlighted that “training” is specific in scope and mostly arranged for the current job. “Development” is wider in scope and prepares the employee for future jobs in the organization. He further added that TD aims to improve employees’ professional skills and their ability to achieve extraordinary outcomes that effectively gain the goal of the organization.

Similarly, Rowden (2005) pointed out that training not only improves the capabilities of employees, but also developed the potential of employees to be able to meet the organization's goals and objectives, to gain new skills, experience, and knowledge that enabled them to perform their jobs at higher levels. They further explained that employees who received training through HRMP were found to have improved job performance, were more satisfied performing the same duties, were willing to work in the same organization, and performed better than those employees who received no training.

2.6 Performance Appraisal (PA)

PA is a formal procedure through which employees are evaluated by organizations and supervisors. The evaluation process uses a predetermined set of objectives and goals to score the performance (DeNisi & Murphy, 2017). PA measures how well and how much employees achieve job-relevant activities and tasks and helps in identifying the more competent employees (Ishizaka & Pereira, 2016). Researchers and employers are gradually considering the PA process as a valuable tool to manage and improve employees' performance (Buchner, 2007; Selvarajan et al., 2018).

The most important aim of PA is to encourage human resources, ultimately improving and developing their performance in the workplace (DeNisi & Pritchard, 2006; Selvarajan et al., 2018). The PA system is a key device for measuring and ensuring individual employee responsibilities at any public and private sector institution and non-profit organization (Rubin & Edwards, 2020).

PA is particularly significant for the motivation, encouragement, and development of highly-skilled and knowledgeable employees, who are required for operating effective and competitive educational sector institutions (Gu & Nolan, 2017). PA encourages employees to develop and improve their skills as well as to achieve their target goals and objectives when CR are conditionally based upon performance (Memon et al., 2019).

2.7 Compensation and Rewards (CR)

CR is one of the components of HRMP. The organization provides incentives to the employee for their extraordinary work, timely completion of activities, long-term performance, and for achieving the desired objective in due course of time (Jimenez-Jimenez & Sanz-Valle, 2013). Drucker and White (2000) defined the system of remuneration management as the process of applying a strategic plan and advancing the system to achieve the organization's goals. Furthermore, it is the process of attracting, coordinating, inspiring and acknowledging employees in terms of their performance (DeGieter et al., 2011). CR benefits consist of all types of additional payments, appreciation programs, flexible employment hours, and health care protection (Sherman & Snell, 1998). Examples of extrinsic and

intrinsic rewards provided by the organization include the view of one's occupation as valued, the level of worker commitments, devotions, endeavors, and performance (Holston & Kleiner, 2017).

Tahir (2019) investigated the intrinsic and extrinsic payment instrument in the education sector of Pakistan and characterized that Compensation had a positive connection with motivation, enhanced worker spirit and persistence, and was representative of commitment and profitability.

2.8 Relationship between HRMP and OCB

Ahmad (2016) investigated the collective effect of HRMP on OCB among employees. Results of the study highlighted that the HRMP dimension, RS, held momentous connections with OCB. Similarly, TD showed a moderate association with OCB, CR had a low but positive association with OCB, and PA showed a low statistically significant association with OCB. Another study conducted by Khan (2018) concluded that HRMP dimension, PA systems in the organization, had a significant association with OCB, followed by RS practices. While TD and CR systems had a low effect and association with OCB. Another study, by Harsasi and Muzamil (2017), explored the effect of HRMP on OCB with the arbitrating role of Organizational Commitment. It was found that HRMP in the school has an affirmative connection with OCB, with the mediating role of Organizational Commitment.

Jain and Jain (2014) investigated HRMP and OCB and their subdimensions. The results of the study confirmed that all HRMP have a positive relationship with OCB. They also concluded that the HRMP dimension, PA, had a high and statistically significant correlation with OCB, as compared to the other practices.

A research study conducted by Begum et al. (2014) explained that the HRMP dimension, RS, had a close relationship with OCB. RS was shown to affect OCB and its subdimensions. During the RS process of employees, organizations should not support negative factors such as discrimination. Such negative behaviors may cause a reduction in employee motivation and increase in disheartenment, resulting in lower OCB. Khan, Safwan and Ahmad (2011) expressed that through the HRMP dimension, TD, organizations encouraged and motivated employees to bring more OCB to the workplace. Furthermore, they highlighted that TD was the main practice to motivate employees for OCB. Using the five OCB measuring tools is the key strategy to identify areas for improvement that will produce high-level returns to human resources and organizations.

According to Werner et al. (1994), the challenging task for an organization is to hire a staff that naturally possesses OCB. Importantly and similarly, Cloninger et al. (2011) stated that TD improved employees' self-ownership, commitment, encouragement and

motivation. Furthermore, an impartial system of rewards encouraged cooperation among employees instead of competition, which increased OCB among employees. Further, Organ (1990) expressed that PA plays a central contribution in enlightening OCB. The benchmarks for PA improved staff behavior, the organization’s value, and directly influenced employees’ attitudes and manners.

Podsakoff et al. (2009) expressed that an organization has the option to decide to incorporate OCB and improve organizational effectiveness by setting clear PA mechanisms for the evaluation of employees in the organization. Tufail et al. (2017) highlighted that employees, who are satisfied with CR, work with passion, cooperate with co-workers, and are more committed to the organization. Similarly, Shaw and Gupta (2015) and Sung et al. (2017) expressed that CR produced a high drive and positive attitude and behaviors in a working environment, which increased organizational effectiveness. They further shared that CR increases employee competence and commitment resulting in the effective operational function of the organization.

Additionally, Nguyen (2016) scrutinized the correlation between HRMP and OCB at primary schools in Taiwan. The results of the study concluded that not all HRMP contributed to developing OCB among school teachers. However, the positive perception of teachers, proper placement and educational career contributed more to establishing OCB among teachers as compared to Communication, Retention, and PA.

2.9 Conceptual framework of the study

In light of the aforementioned literature review, the researchers of this current study developed a conceptual model to conduct a study on HRMP and the potential relationship with OCB in the Pakistani educational context. This study chose four HRMP dimensions including RS, TD, PA, and CR. The other variable, OCB, is composed of five dimensions: Altruism, Civic Virtue, Consciousness, Courtesy, and Sportsmanship.

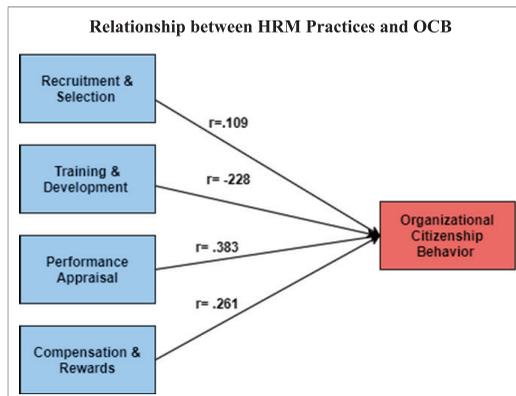


Figure 1: Conceptual framework of the study

3. Methodology

3.1 *Research design of the study*

Research design is a specific sketch of procedures which are carried out for data collection, data analysis and reporting Creswell (2017). The current study is quantitative. The design of this study is correlational in which two variables namely HRMP and OCB are used. The reason for choosing a quantitative approach for this research was to generalize findings of the study for the whole population. Furthermore, Creswell and Creswel (2017) expressed that quantitative research is reasonably appropriate and fitting for the recognizable proof of elements that influence an outcome.

3.2 *Population and sample of the study*

The targeted respondents of the current study were school principals and subject specialists of higher secondary school Dir Lower and Upper. The total population for this research study was 410 where 334 were subject specialists and 76 were school principals. Furthermore, the sample size was taken from the total population to ensure the timely completion of this research study. Since the 1960s, Dir has been affiliated with Pakistan. However, for the sake of managerial ease, Dir was divided into two districts called Dir Upper and Dir Lower. Therefore, the stratified sampling procedure (Dir state divided into Districts Upper and Lower Dir) was used, followed by random sampling techniques (Random number function (RAND) in Microsoft Excel to generate random numbers) for this study, and because variation existed in the numbers of respondents. i.e., principals and subject specialists in male and female schools. To select an equal number of respondents from each stratum in the population, stratified random sampling is considered the best procedure (Chua, 2011). A total of 214 Subject Specialists and 69 school principals were approached for data collection but only 205 male and 43 female respondents participated in the survey and submitted a filled questionnaire. Data was collected in the month of March, 2021.

3.3 *Instrumentation*

A closed-ended questionnaire was used for data collection. The instrument consisted of two portions. The initial portion consisted of basic demographic information about the participants, while the second portion comprised HRMP and OCB. The HRMP was operationalized through 19 items. Five Likert-style scale measures were used: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Similarly, OCB consisted of 20 items, measured on a Likert-style scale, Not True, Somewhat True, Quite True, True and Very True. Items of the questionnaire related to OCB were adopted from Niqab (2015) with permission, while the part related to HRMP was self-developed in light of available literature and validated through face validity. Scale reliability was checked through the test-retest procedure.

4. Data analysis

Data was analyzed using SPSS V-25 software. The relationship between HRMP and OCB was analyzed by using Pearson correlation techniques, while the effect of HRMP was checked through linear regression.

4.1 Demography

A total of 248 participants took part in this study. Among these respondents, 205 were male (82.7%) and 43 were female (17.3%). Regarding the age of the participants, 1.2 % of the sample were 25-30 years old, 6.5 % were 31-35 years old, 38.7% were 36 to 40 years old and 53.6% were more than 40 years old. Furthermore, in terms of professional qualification 9.3% of the respondents held bachelor of education degrees, 83.9% possessed a master of education degree, and 6.9% held other professional qualifications such as a diploma in education etc. Similarly, with regards to experience, 3.2% of the respondents had 1-5 years' experience, while 35.1% had teaching experience of 6-10 years. Most of the respondents (35.5 %) possessed teaching experience of 11-15 years; while 18.5% of the respondents possessed 16-20 years of teaching experience. The remaining 7.7% of the respondents possessed more than 20 years teaching experience. Furthermore, in terms of academic qualification it was noted that 92.3% respondents had a Master (MA) qualification, while 7.7 % had an advanced degree in Master of Philosophy (M.Phil.).

4.2 Reliability and validity of instruments

Table 4.2 indicates internal reliability of the variables, HRMP and OCB. The value of items in the above validity and reliability index are within the limit of threshold values. Therefore, a data collection tool was appropriate for collecting information from the targeted respondents.

4.3 Normality of data

Table 4.3 highlights that OCB has a high mean value of (3.99) followed by HRMP having a mean of 3.28. This table further shows that the data is normal on the basis of skewness and kurtosis values for the two variables HRMP and OCB. These values are within the threshold values of skewness and kurtosis (± 1.36).

4.4 Correlations

The results in Table 4.4 show a statistically significant and low correlation relationship between HRMP and OCB ($r=.279, p=.000$).

Table 4.5 indicates that RS has a low and insignificant correlation with OCB ($r=.109, p=.086$).

The analysis in Table 4.6 reflects that TD has a negative and low correlation with OCB ($r=-.228, p=.000$).

Results in the Table 4.7 display that PA has a moderate and statistically significant correlation with OCB ($r=.383, p=.000$).

Table 4.8 highlights that CR has a low correlation with OCB ($r=.261, p=.000$).

Table 4.9 highlights that RS has a statistically significant correlation with TD and a negative correlation with PA and CR. Similarly, TD has a statistically significant correlation with PA and a negative correlation with PA and CR. In addition, PA has a high statistically significant correlation with CR and a negative correlation with RS and TD. In contrast, CR and PA have a high and statistically significant correlation with each other and a negative correlation with RS and TD.

5. Discussion and conclusion

The above analysis concluded that HRMP has an affirmative and noteworthy association with OCB ($r=.279, p=.000$). The findings of the present study compare favorably with the study of Ahmed (2016), which found a joint effect of HRMP on OCB among Sudanese banking employees. The relationship between HRMP and OCB was investigated using Pearson correlation analysis and the results showed a positive statistically significant correlation. Another study of Harsasi and Muzammil (2017) has a similar finding. They reported that HRMP has a positive correlation with OCB. In another research study, conducted by Subedi and Sthapit (2020) to find the connection among HRMP and OCB in Nepalese institutions, they concluded that not all HRMP had a significant relationship with OCB. However, some practices have a positive correlation, while some have a negative and low correlation with OCB. The results of this contemporary study also reflect the same pattern.

5.1 Relationship among RS with OCB

Results highlighted that RS has a low and statistically significant correlation with OCB ($r=.109, p=.000$). The study of Begum et al. (2014) is comparable to the current study findings. They concluded that during the RS process of employees, the organization should not include negative factors like discrimination. These types of practices discourage the promotion of OCB in organizations. In a different study, a fair and positive attitude during the RS processes was shown to facilitate hiring competent well-experienced employees. These types of behaviors promote the culture of OCB, which helps in the achievements of the organization. The more impartial the RS policy in an organization, the healthier will be the

outcome, and increase the level of satisfied and dedicated employees (Rioux & Bernthal, 1999). Hence, for effective functioning of an organization, fair and clear staffing and selection is mandatory.

5.2 Relationship among TD with OCB

The aforementioned results disclosed that TD has a significant and negative correlation with OCB ($r = -.228, p = .000$). In contrast to the current study, Ahmad (2016) highlighted that TD had a positive and statistically significant correlation with OCB. Studies like Bolina et al. (2003) and Ahmad (2011), conducted on the relationship of HRMP and OCB, found that TD had a statistically significant correlation with each other. They further added that TD is an important practice to produce many advantages for employees and institutions, which increases and develops OCB among the employees. Another study of Subedi and Sthapit (2020) found an association among HRMP and OCB and concluded that there was a positive and statistically significant correlation with OCB. Jain and Jain (2017) measured OCB and HRMP and highlighted that TD had a positive correlation with OCB. Another study of Subedi and Sthapit (2020) found an association between HRMP and OCB in Nepalese institutes. They concluded that TD had a statistically significant positive correlation with OCB, while the other studies showed a low correlation.

5.3 Relationship among PA and OCB

Analysis of the current study data findings reveal that PA has a high and statistically significant relationship with OCB ($r = .383, p = .000$), which is supported by the findings of Fologer (1989), Organ (1990), Ahmad et al., (2001), Poursafar et al., (2014), and Ahmad (2016). These studies concluded that, through PA, workers of the organization will understand which values are considered high for the organization and thus positively influence the workers' behaviors. PA encourages employees to develop and improve their skills as well as to achieve their targeted goals and objectives when CR are conditional on performance (Memon et al., 2019). Similarly, Organ (1990) expressed that PA played a central contribution in enlightening OCB. The benchmarks for PA improve staff behavior and an organization's value and PA directly influences employees' attitudes and manners.

In contrast to the current study, Ahmad and Shahzad's (2011) research study showed that there was little proof found between the HRMP of PA and OCB. Before finalizing any performance policy, organization's need to first understand the purpose of the PA system, and then develop an effective PA system, because the relationship between PA and OCB is difficult to conceptualize and complicated.

5.4 Relationship among CR with OCB

CR has a positive correlation with OCB ($r=.261, p=.000$). The current study findings are aligned with the study of Ahmad (2016), who conducted a study to investigate the effect of HRMP on OCB. Findings concluded that CR had a low but statistically significant association with OCB. That study concluded that high CR contributed to high OCB in the organization. CR creates a sense that employees are important to an organization and this practice motivates staff to make extra effort for the development and achievement of organizational goals. The study of Subedi and Sthapit (2020) also found a connection between HRMP and OCB and concluded that the HRMP dimension TD had a significant correlation with OCB, while the CR system had a low correlation with OCB. Furthermore, Rehman and Chowdhuri (2018) conducted a study to investigate the effect of employee Compensation on OCB and concluded that Compensation had a high significant association with OCB, which is comparable to the current study findings.

5.5 Correlation among HRM practices

The correlation among the sub-practices of HRM is different. Some have positive correlation with each other while some have a low and negative correlation. For example, RS has a significant correlation with TD and a negative correlation with PA and CR. Similarly, TD has a significant correlation with PA and a negative correlation with PA and CR. In addition, PA has a high significant correlation with CR and a negative correlation with RS and TD. Finally, CR and PA have a highly significant correlation with each other and a negative correlation with RS and TD.

6. Implications

This study has two types of implications: one is theoretical and the other is practical. In theoretical implication, this study verifies the relationship of HRMP and OCB. As per the practical implication, it is known that previously many studies were carried out on the association of HRMP and OCB in banking and industrial sectors, but little research, on the topic, was found in the education sector of Pakistan. As Schuler and Jackson (2005) expressed, a large portion of the educational institutions in Pakistan are still working without HRMP. In this way, HRM approaches are not completely well-designed and outfitted in the public sector organizations, education department offices, nor higher secondary schools (Jamil et al., 2007). Therefore, this research study has filled the breach in the literature.

In practical implication, this current study has highlighted some interesting findings and added new knowledge to the body of information and literature. This study has provided a road map for the policymakers, and principals of schools to practice HRM to advance the education system and ensure quality schooling in Pakistan. As Rahman (2014)

recommended, the Pakistani education system has to develop itself through its own available resources for which policymakers can introduce a new model. In this regard, a PA system and CR system should be encouraged in the education sector of Pakistan, which will develop the culture of OCB. OCB are those voluntary actions that go beyond the agreed responsibilities and are demonstrated by employees doing extra for objective achievements (Jain & Rizvi, 2020).

6.1 Delimitation of this study

This current study has a delimitation in that it focuses on only four of the many possible HRMP found in the review of relevant literature. The targeted population for this study included school principals and subject specialists (male & female) in the District Dir Upper and Lower Khyber Pakhtunkhwa, Pakistan.

6.2 Limitations

Due to a shortage of time and the Covid-19 Pandemic, the researchers were unable to probe the qualitative aspect of this study.

7. Recommendation for future research

This study has added some important findings to existing literature. However, this study only examined the relationship of four HRMP with OCB. Another research study is recommended for other components of HRMP with school culture, principal leadership style etc. This study was conducted in public sector schools. A similar study is to be conducted in private sector schools, the results of which will then be used to make a comparison between public and private sector schools to check which schools have adopted the HRMP.

References

- Ahmadpour Dariani, M. (2017). Identifying human resource success factors in small and medium businesses. *Journal of Entrepreneurial Development*, 10(1), 1-20.
- Ahmed, N. O. A. (2016). Impact of human resource management practices on organizational citizenship behavior: An empirical investigation from the banking sector of Sudan. *International Review of Management and Marketing*, 6(4), 964-973.
- Ahmad, S., Ahmad, M., & Asghar, R. A. (2014). Impact of training and development on employee performance. *Arabian Journal of Business and Management Review*, 2(4), 19-24.

- Ahmad, S., & Shahzad, K. (2011). HRM and employee performance: A case of university teachers of Azad Jammu and Kashmir (AJK) in Pakistan. *African Journal of Business Management*, 5(13), 5249-5253.
- Armstrong, M., & Baron, A. (2002). *Strategic HRM: The key to improved business performance*. CIPD Publishing.
- Aryanto, R., Fontana, A., & Afiff, A. Z. (2015). Strategic human resource management, innovation capability and performance: An empirical study in Indonesia software industry. *Procedia-Social and Behavioral Sciences*, 211, 874-879.
- Begum, S., Zehou, S., & Sarker, M. A. H. (2014). Investigating the relationship between recruitment & selection practice and OCB dimensions of commercial banks in China. *International Journal of Academic Research in Management*, 3(2), 146-154.
- Bizri, R.M. (2018). Diversity management and OCB: the connection evidence from the Lebanese banking sector. *Equality, Diversity and Inclusion*, 37, 233-253.
- Bolino, M. C., & Turnley, W. H. (2003). Going the extra mile: Cultivating and managing employee citizenship behavior. *Academy of Management Perspectives*, 17(3), 60-71.
- Bratton, J., & Gold, J. (2017). *Human resource management: Theory and practice* (6th ed.).” Palgrave.
- Buchner, T. W. (2007). Performance management theory: A look from the performer’s perspective with implications for HRD. *Human Resource Development International*, 10(1), 59-73.
- Cesário, F., & Magalhães, S. (2017). Human resources management, citizenship behavior, and turnover intention in the Portuguese public administration. *International Journal of Public Administration*, 40(11), 979-988.
- Choo, S., & Bowley, C. (2007). Using training and development to affect job satisfaction within franchising. *Journal of Small Business and Enterprise Development*, 14, 339-352.
- Chua, Y. P. (2011). *Kaedah dan statistik penyelidikan: kaedah penyelidikan*. McGraw-Hill Education.
- Cloninger, P. A., Ramamoorthy, N., & Flood, P. C. (2011). The influence of equity, equality and gender on organizational citizenship behaviors. *SAM Advanced Management Journal*, 76(4), 37-46.

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage publications.
- Dipaola, M., & Tschannen-Moran, M. (2004). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership, 11*(5), 424-447.
- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology, 102*(3), 421-433.
- DeNisi, A. S., & Pritchard, R. D. (2006). Performance appraisal, performance management and improving individual performance: A motivational framework. *Management and Organization Review, 2*(2), 253-277.
- De Gieter, S., Hofmans, J., & Pepermans, R. (2011). Revisiting the impact of job satisfaction and organizational commitment on nurse turnover intention: An individual differences analysis. *International Journal of Nursing Studies, 48*(12), 1562-1569.
- Drucker, J., & White, G. (2000). The context of reward management. White, G., & Drucker, J. *reward management: a critical text*, Routledge Studies in Employment Relations.
- Eusebio, C. V., Opena, J., Opena, M. A. & Manaig, M. T. (2017). Recruitment methods of partner companies *International Journal of Research in Business Management 6*(1), 47-52.
- Carla V. Eusebio, J., D. Opena, M., & T. Manaig, M. (2017). Recruitment methods of partner-companies. *IRPN: Innovation & Human Resource Management 6*(1), 2347-4572.
- Fong, C., Ooi, K., Tan, B., Lee, V., & Chong, Y.A. (2011). HRM practices and knowledge sharing: an empirical study. *International Journal of Manpower, 32*(5/6), 704-723.
- Folger, R., Konovsky, M.A. (1989), Effects of procedural and distributive justice on reactions to pay raise decisions. *Academy of Management Journal, 32*(1), 115-130.
- Gope, S., Elia, G., & Passiante, G. (2018). The effect of HRM practices on knowledge management capacity: a comparative study in Indian IT industry. *Journal of Knowledge Management, 22*, 649-677.
- Griep, Y., & Vantilborgh, T. (2018). Reciprocal effects of psychological contract breach on counterproductive and organizational citizenship behaviors: The role of time.

- Gu, F., & Nolan, J. (2017). Performance appraisal in Western and local banks in China: The influence of firm ownership on the perceived importance of guanxi. *The International Journal of Human Resource Management*, 28(10), 1433-1453.
- Harsasi, M., & Muzammil, M. (2017). The effects of applying good human resources management practices on organizational citizenship behavior. *Review of Integrative Business and Economics Research*, 6(4), 196-213.
- Holston, C., & Kleiner, B. (2017). Excellence in reward systems. *Global Education Journal*, 2017(1).
- Imran, M., & Tanveer, A. (2015). Impact of training & development on employees' performance in banks of Pakistan. *European Journal of Training and Development Studies*, 3(1), 22-44.
- Ishizaka, A., & Pereira, V. E. (2016). Portraying an employee performance management system based on multi-criteria decision analysis and visual techniques. *International Journal of Manpower*, 37, 628-659.
- Jamil, S. S., Nizami, Q., & Salam, M. (2007). Centella asiatica (Linn.) Urban—a review. *Natural Product Radiance*, 6, 158-170.
- Jain, N. R., & Rizvi, I. A. (2020). Impact of corporate citizenship on organizational citizenship behavior of managers: A study from selected Indian banks. *Global Business Review*, 21(1), 294-311.
- Jain, S., & Jain, R. (2014). Organizational citizenship behavior & HRM practices in Indian banks. *Indian Journal of Industrial Relations*, 50(2), 257-269.
- Jiménez-Jiménez, D., & Sanz-Valle, R. (2005). Innovation and human resource management fit: An empirical study. *International Journal of Manpower*, 26, 364-381.
- Khan, A. A., Abbasi, S., Waseem, R. M., Ayaz, M., & Ijaz, M. (2016). Impact of training and development of employees on employee performance through job satisfaction: A study of telecom sector of Pakistan. *Business Management and Strategy*, 7(1), 29-46.
- Khan, M. A., Safwan, N., & Ahmad, A. (2011). Modeling link between internal service quality in human resources management and employee's retention: A case of Pakistani privatized and public sector banks. *African Journal of Business Management*, 5(3), 949-959.
- Khairallah, M., Chattopadhyay, A., & Peyrin, T. (2017, December). Looting the LUTs: FPGA optimization of AES and AES-like ciphers for authenticated encryption. *In International Conference on Cryptology in India* (pp. 282-301). Springer, Cham.

- Madanat, H. G., & Khasawneh, A. S. (2018). Level of the effectiveness of human resource management practices and its impact on employees' satisfaction in the banking sector of Jordan. *Journal of Organizational Culture, Communications and Conflict*, 22(1), 1-19.
- Mallick, E., Pradhan, R. K., Tewari, H. R., & Jena, L. K. (2014). Organizational citizenship behavior, job performance and HR practices: A relational perspective. *Management and Labour Studies*, 39(4), 449-460.
- Memon, M. A., Salleh, R., Mirza, M. Z., Cheah, J.-H., Ting, H., & Ahmad, M. S. (2020). Performance appraisal satisfaction and turnover intention: The mediating role of work engagement. *Management Decision*, 58(6), 1053–1066.
- Miao, C., Humphrey, R. H., & Qian, S. (2018). A cross-cultural meta-analysis of how leader emotional intelligence influences subordinate task performance and organizational citizenship behavior. *Journal of World Business*, 53(4), 463-474.
- Nguyen, B., Chang, K., Cheng, K. T., Kuo, C. C., & Lee, I. (2016). HR practice, organizational commitment & citizenship behavior: A study of primary school teachers in Taiwan. *Employee Relations*, 38(6), 907-926.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human resource management: Gaining a competitive advantage*. McGraw-Hill Education New York, NY.
- Ong, M., Mayer, D. M., Tost, L. P., & Wellman, N. (2018). When corporate social responsibility motivates employee citizenship behavior: The sensitizing role of task significance. *Organizational Behavior and Human Decision Processes*, 144, 44-59.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books/DC Heath and Com.
- Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. *Research in Organizational Behavior*, 12(1), 43-72.
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.
- Polat, S. (2009). Organizational citizenship behavior (OCB) displays levels of the teachers at secondary schools according to the perceptions of the school administrators. *Procedia-Social and Behavioral Sciences*, 1(1), 1591-1596.

- Quresh, T. M., Akbar, A., Khan, M. A., Sheikh, R. A., & Hijazi, S. T. (2010). Do human resource management practices have an impact on financial performance of banks? *African Journal of Business Management*, 4(7), 1281-1288.
- Rahman, H. A., & Chowdhuri, A. S. M. B. (2018). Effect of employee compensation on organizational citizenship behavior (OCB): A study on private commercial banks in Bangladesh. *International Journal of Economics, Commerce and Management*, 6(5), 848-863.
- Rioux S. M., & Bernthal P. (1999). *Recruitment and selection practices survey report*. Development Dimensions International. <https://vdocuments.net/recruitment-and-selection-practices-full-report.html?page=1>.
- Rowden, R. W. (2005). The impact of workplace learning on job satisfaction in small US commercial banks. *The Journal of Workplace Learning*, 17(4), 215-230.
- Runhaar, P., Konermann, J., & Sanders, K. (2013). Teachers' organizational citizenship behavior: Considering the roles of their work engagement, autonomy and leader-member exchange. *Teaching and Teacher Education*, 30, 99-108.
- Rubin, E. V., & Edwards, A. (2020). The performance of performance appraisal systems: Understanding the linkage between appraisal structure and appraisal discrimination complaints. *The International Journal of Human Resource Management*, 31(15), 1938- 1957.
- Schuler, R. S., & Jackson, S. E. (2005). A quarter-century review of human resource management in the US: The growth in importance of the international perspective. *Management Revue, Socio-economic Studies*, 16, 11-35.
- Selvarajan, T., Singh, B., & Solansky, S. (2018). Performance appraisal fairness, leader-member exchange and motivation to improve performance: A study of US and Mexican employees. *Journal of Business Research*, 85, 142-154.
- Shahnawaz, M. G., & Juyal, R. C. (2006). Human resource management practices and organizational commitment in different organizations. *Journal of the Indian Academy of Applied Psychology*, 32(3), 171-178.
- Sherman, B., & Snell, A. (1998). *Managing human resources, incentives, and rewards*. Ohio: International Publishing.
- Snell, S., & Bohlander, G. (2013). *Principles of human resource management: International Edition*. In: South Western: Cengage Learning.

- Shaw, J. D., & Gupta, N. (2015). Let the evidence speak again! Financial incentives are more effective than we thought: Financial incentives are effective. *Human Resource Management Journal*, 25(3), 281–293.
- Subedi, R., & Sthapit, A. (2020). Association between human resource management practices and organizational citizenship behavior in Nepalese commercial banks. *Indian Journal of Commerce and Management Studies*, 11(1), 32-45.
- Sung, S. Y., Choi, J. N., & Kang, S.-C. (2017). Incentive pay and firm performance: Moderating roles of procedural justice climate and environmental turbulence. *Human Resource Management*, 56(2), 287–305.
- Tahir, M. (2019). Analysis of reward practices and their influence on employee engagement among software development firms in Pakistan. *International Journal of Management & Entrepreneurship Research*, 1(3), 140-150.
- Teclmichael Tessema, M., & Soeters, J. L. (2006). Challenges and prospects of HRM in developing countries: Testing the HRM–performance link in the Eritrean civil service. *The International Journal of Human Resource Management*, 17(1), 86-105.
- Tufail, M. S., Muneer, S., & Manzoor, M. (2017). How organizational rewards and organizational justice affect the organizational citizenship behavior and counterproductive work behavior: Analysis of Pakistan service industries. *City University Research Journal*, 171-182. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=D7GmDH0AAAAAJ&citation_for_view=D7GmDH0AAAAJ:ufrVoPGSRksC
- Ulrich, D. (1997). Measuring human resources: An overview of practice and a prescription for results. Human Resource Management: Published in Cooperation with the School of Business Administration, *The University of Michigan and in alliance with the Society of Human Resources Management*, 36(3), 303-320.
- Werner, J. M., O’Leary-Kelly, A. M., Baldwin, T. T., & Wexley, K. N. (1994). Augmenting behavior-modeling training: Testing the effects of pre-and post-training interventions. *Human Resource Development Quarterly*, 5(2), 169-183.
- Wombacher, J. C., & Felfe, J. (2017). Dual commitment in the organization: Effects of the interplay of team and organizational commitment on employee citizenship behavior, efficacy beliefs, and turnover intentions. *Journal of Vocational Behavior*, 102, 1-14.

Yadav, M., & Kumar, A. (2017). An Indian outlook on role clarity, organizational citizenship behavior, and gender relationship: multiple group confirmatory factor analysis (MGCFA) approach. *Jindal Journal of Business Research*, 6(1), 63-75.

Yi, Y., Natarajan, R., & Gong, T. (2011). Customer participation and citizenship behavioral influences on employee performance, satisfaction, commitment, and turnover intention. *Journal of Business Research*, 64(1), 87-95.

Appendix

Table 4.1

Demographic Profile of Sample respondents (N=248)

Demographic Characteristics		Frequency	Percentage%
Gender	Male	205	82.7
	Female	43	17.3
Age	20-30 year	3	1.2
	31-35 years	16	6.5
	36-40 years	96	38.7
	More than 40 years	133	53.6
Professional Qualification	B. ED	23	9.3
	M.ED	208	83.9
	Other	17	6.9
Experience	1-5 years	8	3.2
	6-10 years	87	35.1
	11-15 years	88	35.5
	16-20 years	46	18.5
	More than 20 years	19	7.7
Academic Qualification	Master	229	92.3
	M.Phil.	19	7.7

Table 4.2

Reliability and validity measurement index (N=248)

	Variables	Cronbach alpha
HRM Construct	Recruitment & selection(R&S)	0.72
	Training and development(T&D)	0.73
	Performance Appraisal (P&A)	0.87
	Compensation and Rewards(C&R)	0.90
	Altruism (ALT)	0.76
Sub Dimension of OCB	Civic virtue (CV)	0.73
	Consciousness (CON)	0.74
	Curiosity (CSY)	0.76
	Sportsmanship (SMS)	0.76

Table 4.3
Descriptive statistics (N=248)

Variable	Minimum	Maximum	Means	Standard Deviation	Skewness	Kurtosis
Human Resource management Practice (HRMP)	2.21	4.78	3.2897	.49797	.151	-.069
Organizational Citizenship Behavior (OCB)	1.80	5.00	3.9921	.50015	-.088	1.32

Correlations

Table 4.4
Correlation among HRM practices and OCB

		HRM	OCB
HRM	Pearson Correlation	1	.279
	Sig. (2-tailed)		.000
OCB	Pearson Correlation	.279	1
	Sig. (2-tailed)	.000	

Table 4.5
Correlation among R&S practice and OCB

		RS	OCB
RS	Pearson Correlation	1	.109
	Sig. (2-tailed)		.086
OCB	Pearson Correlation	.109	1
	Sig. (2-tailed)	.086	

Table 4.6
Correlation among T&D practice and OCB

		TD	OCB
TD	Pearson Correlation	1	-.228
	Sig. (2-tailed)		.000
OCB	Pearson Correlation	-.228	1
	Sig. (2-tailed)	.000	

Table 4.7
Correlation among PA practice and OCB

		PA	OCB
PA	Pearson Correlation	1	.383
	Sig. (2 tailed)		
OCB	Pearson Correlation	.383	1
	Sig. (2 tailed)		

Table 4.8
Correlations among CR Practice and OCB

		CR	OCB
CR	Pearson Correlation	1	.261
	Sig. (2-tailed)		.000
OCB	Pearson Correlation	.261	1
	Sig. (2-tailed)	.000	

Table 4.9
Correlations among CR Practice and OCB

		RS	TD	PA	CR
RS	Pearson Correlation	1	.379	.171	.156
	Sig. (2-tailed)		.000	.007	.014
TD	Pearson Correlation	.379	1	-.150	-.159
	Sig. (2-tailed)	.000		.018	.012
PA	Pearson Correlation	.171	-.150	1	.826
	Sig. (2-tailed)	.007	.018		.000
CR	Pearson Correlation	.156	-.159	.826	1
	Sig. (2-tailed)	.014	.012	.000	