

**Going the Extra Mile:
What does it mean for the Male and Female
University Teachers of Pakistan?**

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fulfilment of the requirements for the degree of
Doctor of Philosophy

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For teaching me that fight can also be won with endurance and silence.

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ABSTRACT

This thesis examines the subjective perceptions of the job activities of the university teachers with an aim to understand and differentiate between what is regarded as in-role tasks (i.e. prescribed or mandatory job behaviours) and what is regarded as extra-role tasks or Organizational citizenship behaviours OCB (Organ, 1988). In the recent past, OCB has gained a wide academic and organizational interest. With an emerging role of OCB in helping organizations to achieve various objectives, many researchers have focused on understanding the relationship of OCB with different determinants and consequences. However, most of the OCB-research has been confined to the causal studies aiming to relate OCB with various other factors following the positivist approach and quantitative methodologies. Moreover, being originated in commercial work settings, OCB remains under-researched in the academics. Furthermore, OCB has been problematized by the researchers for ignoring the gender-perspective in the formulation of OCB concept (e.g. Kidder, 2002; Kark & Waismel-Manor, 2005). The current study uses a qualitative lens to explore the meaning attached to extra-role job behaviours and their implications for male and female university teachers. The study includes the unheard voices of university teachers of Pakistan to understand the contextual and structural conditions under which these perceptions of in-role and extra-role job behaviours are developed.

Thematic analysis was performed on the data obtained from 40 in-depth qualitative interviews conducted with university teachers from the public and private sector universities of Pakistan. Drawing on the positioning theory (Harré & van Langenhove, 1999) and professional identity paradigm (Lasky, 2005), the findings suggest that the personal choices, social expectations and cultural

values underpin the way in which university teachers develop their perceptions of OCB and other job behaviours. Moreover, there is a large difference in the perceptions of these participants on regarding their job behaviours as in-role or as extra-role job behaviours. Based on their perceptions, the study proposes three general domains for which university teachers perform OCBs. These domains include OCB towards students, colleagues, and department or university. Findings also indicate that there is a remarkable difference in the perceptions and performance of extra-role job behaviours by male and female university teachers, where the types of OCBs performed by female university teachers are helping in nature and mostly aimed at students, whereas the male university teachers perform OCB which are targeted at the department or the universities.

Finally, the thesis offers theoretical and applied contributions in the field of OCB-research suggesting a few avenues for future research. Theoretically the current study has contributed by introducing the voices of a completely unheard segment i.e. academics from Pakistan. It highlights the need for examining OCB through a qualitative study to appreciate the unique context in which the accounts of participants are developed. The study also suggests the use of professional identity paradigm and positioning theory to examine the context in which university teachers develop their perceptions of in-role and extra-role job behaviours. Moreover, the study problematizes the concept of OCB being gender-neutral, offering the gender-based analysis of accounts obtained from the male and female university teachers.

DECLARATION OF ORIGINALITY

I hereby declare that this project is entirely my own work and that any additional sources of information have been duly cited.

I hereby declare that any internet sources, published or unpublished works from which I have quoted or draw references have been referenced fully in the text and in the contents list. I understand that failure to do this will result in failure of this project due to Plagiarism.

I understand I may be called for a viva and if so must attend. I acknowledge that it is my responsibility to check whether I am required to attend and that I will be available during the viva period.

Signed

Date

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LIST OF ABBREVIATIONS AND ACRONYMS

OCB	Organizational Citizenship Behaviour
HEC	Higher Education Commission of Pakistan
CBUT	Citizenship Behaviour of University Teachers
OS	Organizational Spontaneity

CHAPTER 1 INTRODUCTION

In order to understand the subjective construction of the roles and expectations of university teachers, the current study is directed by the theories and concepts of organizational behaviour. This is a field of study which investigates how individuals, groups and structures affect and are affected by behaviours within the organization. The purpose of this field is to apply such knowledge towards improving the effectiveness of organizations. Organizational Citizenship Behaviour has become the foundation for many concepts in organizational behaviour studies and has increasingly evoked interest among researchers from different disciplines. Bateman and Organ (1983) introduced the term Organizational Citizenship Behaviour or OCB, and defined it as behaviours which are not part of a formal job requirement. However, they are beneficial and occur freely to help others in the organization and can be regarded as extra-role behaviours. Recent studies have established strong evidence that OCB helps organizations to achieve many favourable outcomes, such as innovation, flexibility, and productivity. Nevertheless, few studies have researched on various aspects of OCB in academics specifically at university level (Rego, 2003).

The current study undertakes qualitative methodology to explore the meanings that university teachers attach to OCB in

their professional lives and to discover the gendered aspect of the concept in both public and private sector universities of Pakistan. Since most of the research on OCB has been originated in non-educational work settings, it is argued that the conceptualization of OCB among academic professionals will be different based on the following assertions. Firstly, according to Meyer, Scott, & Deal (1992) teaching is an ambiguous, uncertain organizational technology with vague boundaries and unclear input-process-outcome connection. Thus, the question of what is regarded as in-role tasks (i.e. prescribed or mandatory) and what as extra-role tasks (voluntary or non-prescribed) remains open to various interpretations and meanings, depending upon teacher's own opinions and experiences in their professional lives. Secondly, it has been argued in the literature that the need to cooperate with each other to perform the tasks effectively is considered to be one of the main motives of OCB. However, contrary to the team-based jobs, teaching is more likely to be an individualistic activity having a greater amount of freedom, flexibility, autonomy, self-reliance and discretion in carrying out tasks (Oplatka 2006). Thus, university teachers' motives of engaging in OCB may include unique characteristics which need to be explored.

Thirdly, female teacher's OCB is assumed to include more emotional aspects than that of other non-educational employees (Oplatka, 2002), because teaching as a profession involves

commitment which is emotional in nature, where a good teacher is defined an emotional, passionate being who fills his or her work and classes with pleasure, creativity, challenge and joy (Hargreaves, 1998). Thus it is of importance to explore the gender perspective of OCB among university teachers to identify any difference in emotional aspects of OCB on the basis of gender.

The subjective nature of the teaching profession (Meyer et al., 1992) implies that any assumption made regarding their roles, responsibilities and expectations should involve the teacher's own interpretations (Sadovnik, Cookson, & Semel, 2001). Thus, the current study involves the participation of both male and female university teachers in collecting their perceptual accounts of various job elements.

SECTION 1.1 Aims and Objectives

The aim of this qualitative study is to explore the patterns of OCB among university teachers. More specifically, the study will attempt:

- 1. To examine what types of activities are subjectively perceived by university teachers and their supervisors as OCBs in the teaching occupation. Most of the available OCB literature is based on commercial organizations and few studies have been conducted on*

teachers (Oplatka, 2009), especially the voice of university teachers has largely been unheard (Rego, 2003). The current study is aimed at filling this gap in the literature by involving university level teachers in developing an understanding of their perceptions and constructions of OCB.

2. To explore the personal, socio-cultural and structural contexts under which these perceptions of OCB are developed. In contrast to many commercial organizations where performance tends to be more team-based, teaching is considered to be the most independent, self-reliant, flexible and autonomous profession (Meyer et al., 1992) where individuals may not be bound to interact with their team members to improve their own performance assessments (Oplatka, 2009). It is important to understand the personal and socio-cultural context in which university teacher develop their perceptions of extra-role job behaviours. Moreover, the higher education sector of Pakistan consists of almost equal participation of public and private sector universities. It is therefore important to include the voices from both the sectors in order to fully understand and differentiate the contextual setting of teachers' perception of OCB. The current research will explore if the unique work settings and dynamics of the teaching professions result in different perception of OCB by the university teachers.

3. *To examine the differences in male and female university teachers' conceptualization of OCB.* Not many studies have explored OCB from gender perspective. Moreover all of them have been quantitative. Whilst they found that males and females exhibit different types of extra-role behaviours, no in-depth study has been conducted to explore the factors behind these differences (Kidder, 2002). Kark and Waismel-Manor (2005) emphasized the need for qualitative study to develop an “understanding of the specific dynamics through which the use of OCB reproduces the gendered division of labour and inequality between women and men in organizations” (p. 911). The current study will therefore explore the possible differences in the conceptualization of OCB by male and female university teachers and implications of such behaviours on their lives.

In order to address the research objectives i.e. to understanding the subjective construction of university teachers' extra-role job behaviours, the current study employed a qualitative research methodology. Based upon the knowledge of existing research on OCB in non-academic work settings (e.g., Podaskoff, MacKenzie, Paine, and Bachrach, 2000), this study assumes that the academic staff also exhibit such behaviours in their professional lives. Although many researchers have identified different constructs of OCB however, it remains a complex phenomenon that incorporates multi-dimensional characteristics with no appropriate

conceptual framework to elaborate its construct, determinants and outcomes. This leads to the need for studying OCB through a qualitative lens which can enable the researcher to understand the deeper meanings of phenomenon perceived by the participants. The study explores the OCB in its natural settings based on the meanings that participants attach to them. Qualitative research undertakes the viewpoints of the participants and provides “thick descriptions” of the account of each participant by involving the interpretations by both the interviewee and researcher (Cassell, 2005). The qualitative approach will, therefore, help to explore how teachers perceive their tasks, both in-role and extra-role, in two different work settings i.e. public and private. Furthermore the research will enable the collection of detailed accounts of the gender aspects of OCB.

SECTION 1.2 Higher Education Sector of Pakistan: An Overview of Public and Private Sector Universities

At the time of independence in 1947, there was only one university in Pakistan, named the University of Punjab, Lahore which was established in 1882. It was both teaching as well as examining body since its inception. The second oldest university is the University of Sindh, which was established in 1946, and was not properly working at the time of independence. It worked as an examining body until 1951 when its first teaching department

formally started working. Unfortunately, education has never been a prime focus of any Government in Pakistan which is evident by the fact that until 1980s there were only 20 universities in Pakistan, all owned and run by the state. Hamid (2005) stated “we must recognize that government has never provided adequate financial support for education either in absolute terms or in comparison with the effort being made in other countries.” Although the government has always blamed poor economic conditions for its inability to invest more in education, it is argued that the ration of spending on education is much less than many countries, whose resources are almost equal to the resources of Pakistan.

In 1979, a government Commission reviewed the conditions of higher education in Pakistan and highlighted the inability of public sector to cope with the rising demands for education. By the mid-1980s, private educational institutions were allowed to operate with the conditions of complying with government-recognized standards (Sedgwick, 2005), yet there were only two recognized private universities in Pakistan until 1991: Aga Khan University established in 1983; and Lahore University of Management Sciences (LUMS) established in 1985. However, the recent decade has been revolutionary in the history of higher education in Pakistan with the development of Higher Education Commission in 2002. The commission worked at an enormous speed to increase the number of both public and private universities in order to make higher

education accessible for the rising population. The number of universities increased from seventy four in 2002 to one hundred and thirty two in 2010, which means that there were 74 universities in the first 56 years of Pakistan’s inception, and 58 universities are established in the last eight years alone. The growth in number of universities remained continue accumulating 83 public sector universities in 2013.

The rapid expansion of universities also include the private sectors universities where there were only 10 private universities until 1997 compared with a total number of 65 private universities in 2013 (HEC, 2013). Table 1.1 provides a total number of universities with respect to the provinces.

Table 1.1 Total number of Public and Private sector universities in Pakistan

Region	Universities	Public	Private
Azad Jammu & Kashmir	6	4	2
Balochistan	6	5	1
Federal Area	28	22	6
Khyber-Pakhtoonkhwa	27	17	10
Punjab	41	19	22
Sindh	40	16	24
Total	148	83	65

Source: The Higher Education Commission of Pakistan 2013

<http://www.hec.gov.pk/OurInstitutes/Pages/Default.aspx>

There has been considerable success in the higher education in terms of enrolment since the student enrolment has increased from 114,010 at the end of year 2000 to 948,364 by 2010. According to a careful review, access to higher education has increased from 2.2 percent to 4.7 percent in last six years where the enrolment of female students has increased from 37 percent to 46 percent (Pakistan Economic Survey, 2010).

The role of public and private universities in higher education of Pakistan is recognized almost equally with the ratio of 60:40 for public and private universities respectively. As mentioned earlier, till 1980s there were only two private institutions for higher education but the expansions became remarkable in last 10 years, where in 2001, eleven private sector institutions were established, and only in 2002, twenty nine new institutions were opened in the private sector (Sedgwick, 2005). There has been a long debate on the implications of promoting private sector institutions in the higher education. There is a group of people who believe that private sector can perform better than the government-run institutions. The universities working in private sectors are subject to less disruption as compared with the public sector universities. People have greater confidence in the competence and accountability of the private institutions. Generally people believe that the private sector has better facilities and high-calibre faculty

members since the universities are able to pay more salaries to their staff members.

On the other hand, the opponents complain about highly commercial priorities of private institutions and their inability to stimulate intellectual growth of the students. The private institutions are criticized also for the high tuition fees, where “most private sector universities are priced between US\$1,000 and \$1,500 per year. In a country where the average per capita income is estimated to be US\$277 per year, this puts private institutions beyond the reach of most Pakistanis” (Sedgwick, 2005). These high tuition fees make it very difficult for an average-income family to get their children enrolled in these universities. Although the private universities are often supported for being quality institutions, according to Laghari (2010), the enrolment in the most well-reputed private university i.e. LUMS is only 3 percent of the enrolment of the Punjab University per year; one of the oldest public sector university in the same city of Lahore. This results in the higher student-teacher ratio in the public sector universities. Nevertheless, public sector remains the prime supplier of graduate and postgraduates in Pakistan.

Public and private universities of Pakistan are different in many aspects, including the infrastructure. Hamid (2005) conducted a study of all the universities in Islamabad and Rawalpindi to

analyze the quality of higher education in public and private sector universities of Pakistan. He found that the private sector universities have better buildings, libraries, computer labs, and laboratories as compared with these facilities of public sector universities. Whereas, the public sector universities had better and larger building areas, hostels, and common rooms. He reasoned that although the facilities owned by the public sector universities are expensive, the land for public sector universities is provided by the government. Hamid (2005) also claimed that teaching is not of high standard in public sector universities due to the unavailability of teaching facilities like multimedia, overhead projectors and other teaching material etc. He also argued that teachers in public sector universities are less-paid than private sector teachers. Contrary to his findings, Munaf (2009) argued that HEC has notably increased the salaries of public sector university teachers in last five years, and provided them numerous opportunities to update their knowledge, introducing several local and international scholarships to improve their qualifications. She found that the public sector university teachers are more satisfied with their jobs than private sector university teachers. At the same time, she found no difference in the performance and achievement motivation of public and private sector university teachers. However, she argued that, outcomes of the investments made by HEC in last few years are yet to come in shape of increased job performance of public sector university teachers.

With this brief overview, it may be argued that there are structural as well as performance differences in the public and private sector universities and thus, any study aimed at understanding the perspective of teachers in higher education cannot overlook the importance of viewpoints of teachers working in both sectors. It is argued that the public and private universities are different in their work settings; therefore it is important to involve the viewpoints from both the sectors in order to fully understand and differentiate the contextual conditions of teachers' perception of OCB. It is also important to note that by including perception from both sectors, the current research does not aim generalizability, but rather it is aimed to collect rich accounts of teachers from two different university settings to understand the conceptualization of job behaviours in a better way. The next chapter will review literature on teaching professions and its roles and responsibilities in higher education. I will reflect upon the theory which can underpin the objectives of the current research.

SECTION 1.3 An overview of the Structure and Contents of the Thesis

This section will present an overview of the structure and content of the thesis. The thesis includes a review of the relevant literature presented in two chapters that is Chapter 2 and 3, an analysis and description of the research approaches and the applied

methods is presented in Chapter 4. An analysis of the research findings are presented in two chapters naming chapter 5 and 6. This is followed by Chapter 7 which presents a discussion of the key findings, research implications, concluding remarks on the contribution to knowledge and recommendations for future research.

1.3.1. Literature Review Chapters

The literature review is divided into two chapters i.e. chapter 2 and 3. The main objective of the literature is to provide a theoretical framework to explore the perceptions of university teachers of their job behaviours. In Chapter 2, I have reviewed the literature to develop an understanding for roles and responsibilities of teachers in higher education where I have argued that rather than calling it a role, teachers' responsibilities are drawn from their positions, where a role is more rigid and positions are more fluid and flexible. It implies that the teachers' responsibilities are subject to change according to the positions they take up in a particular situation. This sets a scene for the current research by introducing the positioning theory and professional identity paradigm in understanding the job behaviours of university teachers. Chapter 3 provides the important framework to explore the extra-role job behaviours of university teachers. In the first section, I have introduced the Organizational citizenship behaviours

(OCB) as a framework to understand the extra role job behaviours. This is followed by a background of OCB as a field of research where I have argued that the OCB-research have been dominated by the positivist studies which have primarily focused on determining the causal nature of OCB, instead of in-depth investigating the phenomenon. This is followed by an analysis of OCB research in higher education, where I have argued that it is an under-researched area which needs a thorough investigation that how university teachers perceive their job behaviours in the absence of a formal job description.

1.3.2. Methodology and Method Chapter

Chapter 3 is mainly divided into three sections. The first section explains and justifies my inquiry paradigm and the research philosophies which guided the current research and the way it has been conducted. I have discussed my ontological and epistemological positions and their impact on the research methods. This section closes with an account of reflexive analysis where I have presented my personal and epistemological reflexivity with an aim to offer the reader with the context in which the current research has been conceived, conducted, and presented. This follows the second section that explains the design, procedures, and the methods. The data collection method is explained and justified in relation to the research objectives. The

next section explains the data analysis technique adopted to analyze the data collected through in-depth qualitative interviews. The chapter is closed by providing the ethical considerations involved in conducting the current research.

1.3.3. Findings and Analysis Chapters

Chapter 5 and 6 presents the accounts extracted from the in-depth interviews of the university teachers. In Chapter 5, I have attempted to address the first and the second research objective in three sections. These objectives relate to university teachers' subjective perceptions of their job behaviours in terms of in-role and extra-role job behaviours, and the context in which these perceptions are formed. The first section of the chapter 5 explains and discusses the participants' account on teaching as a profession with an aim to provide a context in which these participants will talk about their job behaviours. The second and third section of the chapter 5 will address the first objective more directly. These sections examine the participants' perceptions of in-role and extra-role job behaviours respectively. Chapter 6 addresses the third and the final objective of the current research where I have explored the gender perspective of the university teachers' perceptions of their job behaviours and implications of these behaviours for their personal and professional lives.

1.3.4. Discussion and Conclusions Chapter

Chapter 7 is the final chapter of the current thesis which is comprised of four sections. In the first two sections, I have discussed the findings in view of the literature. I have presented the four major themes emerged from the findings followed by theoretical and practical implications of these findings. While concluding the thesis I have presented the significant contributions of the current research to the existing body of knowledge while suggesting the scope for the future research in the same area.

CHAPTER 2 TEACHING: AN UNCERTAIN PROFESSION WITH MULTIPLE ROLES: THEORETICAL REVIEW OF LITERATURE

Teaching has primarily been assumed to be different from other professional occupations and regarded as a ‘semi-professional activity’ mainly because of the higher state role involved in determining the professional goals and the less-specialized knowledge base required to enter the profession (Hoyle, 1969). Though during the last forty years, there have been various attempts to formulate the professional boundaries of teaching that resulted in teaching appearing as a wide, complex and vague profession with no pedagogical boundaries anymore. As a result, the definition of the tasks and roles of a teacher became more difficult as Klaassen (2002, p. 151) described “an erosion of teachers’ pedagogical sensibilities is occurring.” Thus the teaching was no longer restricted to one activity but rather expanded to a greater responsibility of serving the society by producing educated individuals. With this erosion of prescribed academic responsibilities, the work of teachers can be viewed both as multifaceted and boundary-less. To the best of my knowledge, educational researchers have not been able to agree on one set of prescribed roles of teaching. Thus the job contents of the teaching profession remain undefined. Although most of the aspects of the teaching profession appear to be spontaneous, it also involves scientific planning and analyses. The current section aims to

identify the prescribed roles of teachers using the role theory and professional identity perspective. It will also highlight various approaches of teaching in higher education, followed by an assessment of teaching roles and responsibilities with relation to positioning theory.

SECTION 2.1 Teacher's Tasks and Responsibilities

2.1.1. Role Theory Perspective

"The aim of teaching is simple: it is to make student learning possible..." (Ramsden, 1992:5).

The subjective nature of the teaching profession (Meyer et al., 1992) implies that any assumption made regarding their roles, responsibilities and expectations should involve a teacher's own interpretations (Sadovnik et al., 2001). To find out what the prescribed and extra tasks of teachers are, the present study undertook "role theory" perspective. This theory has emerged simultaneously across disciplines in the social sciences from the 1930s. According to Banton (1965), 'role' is an important framework to help understand the interactions of an individual with society; to find out how individuals interact with each other to fulfil the rights and obligations which are associated with their social status and roles. This implies that the roles are the behaviours expected from a particular position. These expectations

are built on an individual's personal values and beliefs as well as on an interaction of the role holder and the people involved with that position. As a result what develops as 'role' is actually the outcome of "individuals' subjective experiences as well as a reflection on other people's responses" (Pollard 1985 as cited in Oplatka, 2006). Role theory has been used profoundly from the era of the 1960s to understand the socially defined characteristics of a certain profession, including teaching. Though the studies on 'role theory' did not necessarily aim at identifying the teacher's prescribed role. The studies ended up listing the job contents and expected behaviours of teachers. Early studies to identify the teacher's task primarily focused on school teachers' roles and found that the teachers' role mainly involves pedagogical activities but also identified the teachers as a facilitator, researcher, administrator, supporter of the learner and the society (e.g. Socket, 1993; Murray, 1996; Acker, 1987; Pearson, 1989).

Murray (1996) suggested that the teachers' role involves providing their students with an opportunity to learn the practical aspects of the theoretical concepts and to enable them to understand fully the theories and models. According to Pearson (1989, p. 66):

“What seems to characterize professional teachers is the centrality of the intention to bring about learning. The

other activities that such teachers engage in are done primarily to supplement or facilitate the teaching activities. Teachers may engage in activities designed to stop unseemly or destructive behaviour, to determine progress, to provide relief from tension and stress, or to achieve many other ends. These kinds of activities are seen as providing a basis or an environment in which learning can be promoted.”

It suggests that the early studies focused primarily on the pedagogical aspect and considered it as the prime objective of the teaching profession. Contrary to this idea, Socket (1993) used the term ‘service’ for the teaching profession which not only included transmission of knowledge to the student but also to develop their cognitive abilities and help them become a useful member of society. This notion extended the fundamental pedagogical obligations of teachers to a broader spectrum of serving society. Biesta and Miedema (2002) asserted that teaching is beyond the narrow pedagogical role; rather it reflects the personality of the teachers. They argued that teaching also involves ethical responsibilities along with the traditional academic roles. Similarly, while discussing the higher education settings, Ramsden (1992) emphasized the role of the teacher in developing an environment that is conducive to students’ aspiration and willingness to learn. Though many argue that at university level, students will be responsible for their own motivation, and possess the ability to

learn the subject material. Nevertheless the teachers will still play a vital role in directing the abilities into the right direction. Even though the early studies emphasized the teacher's pedagogical role, there has been a call for teachers to go beyond and develop an environment conducive to learning and contributing towards society as a whole.

2.1.2. Is Teaching a *Position* or a *Role*: Positioning Theory Perspective on Teaching

Since the current study is based on the roles of teachers which are multifaceted and fluid according to the situations, the author has cited 'positioning theory', which is a dynamic extension of the role theory. Unlike role theory, it presents rather adaptive and changeable positions that are situation-specific (Harré & van Langenhove, 1999). This is particularly relevant to the current study where the role of teachers has been assumed as dynamic and the power differential between the academics and the students is also acknowledged. Role theory has a well established history in the social sciences, where 'role' has been used to describe the invariable relationship between the participants, such as "teacher-student", "husband-wife", and "mother-child". However, the concept of role has been criticized for its inability to recognize the changing nature of one role in multiple situations i.e. how these relationships are actually developed in different contexts and perceived by their participants. "It ignores the interplay between

roles which allows individuals to construct new social positions by accepting or rejecting elements of those roles” (Given, 2002). Positioning theory is a relatively recent development for expressing another way of describing the human interactions within the social constructivist framework. Unlike role theory, positioning theory perspective acknowledges the multifaceted positions and multiple relationships in which these positions function, allowing at the same time the changing nature of positions under various situations. According to Davies and Harré (1999), “positioning” is very different from the set “role”, where positions are always taken in relation to another person and “... can be understood as the discursive construction of personal stories that makes a person’s actions intelligible and relatively determinate as social acts and within which the members of the conversation have specific locations” (pg. 16). Or as they later describe, “.... positions may modulate as a conversation unfolds, forever retrospectively redoing the conversation that has already occurred” (28-29).

Hollway (1984) first used the idea of “positioning” in social sciences to describe the subjectivity of women’s and men’s roles which were derived from their adopted positioning during a discourse. According to van Langenhove & Harré (1999), positioning theory is based on the social constructionism which asserts that everything is socially constructed and thus relative to

local context and that human behaviour is directed by lifetime interpersonal interactions with other people. Positioning theory extracts its meaning from this principle and holds that the positions are developed during these conversational interactions, where people are busy positioning themselves and others using narration or what they call “storylines” to make their acts meaningful. Positioning involves a tri-polar conversation that involves positions, storylines, and speech acts within the discourse. Within a dialogue, people exchange their view on a subject and intentionally or unintentionally take up their positions. Sometimes self-positioning by one member may force the other to take another position. In this model *positions* are the standings or the part a person plays when a conversation or *storyline* takes place and produces social acts or *speech acts*. These social acts are sometimes instantly recognized as determinate acts while others may remain “questionable; what does the person mean by that?” where one person fails to understand the positioning of the opponent (p. 16). Thus the positioning theory model asserts that the positions can be “taken-up” or “assigned” within the conversation, and shaped and reshaped through speech acts.

It is important to highlight one of the key aspects of positioning theory with relation to individual behaviours. Within the discourse, the process of positioning one’s self and others sets rules of expected behaviours and lays the boundaries on what the other

position-holder can say or do. Each position holds certain obligations and patterns of expected behaviours which are called “local moral order” (Harré & van Langenhove, 1999, p. 2). Generally, these rights and obligations are conveyed implicitly to the other participant and are subject to continuous construction and reconstruction throughout the discourse. However the way people are positioned in certain situations also depends on the context as well as the personal values and characteristics of the participants. Therefore, assigning someone a position with a particular responsibility carries the confidence in the abilities of the particular person where, according to Jones (1999, p. 56), “People act as if positioned in certain ways in relation to various aspects of their world, as having certain rights and duties” however, people choose those implicit rules which reflect their selective attention to specific conditions for their own involvement in the event.

Academic institutions are explained as social systems in which the interactions among various agencies result in socially constructed meanings of their roles. Within this social structure, these agencies position themselves on the basis of expectations that explain their moral order within that structure (Linehan and McCarthy, 2000. p. 442). Within this structure the “teacher” is considered to be a ‘role’ and not a position, but it is argued here that in the absence of formal job descriptions and prescribed tasks,

teachers draw their role perceptions from the narrative discourse with their students, colleagues and other members of the institute. Within academic institutions, the rights and duties of teachers and students are established on a reciprocity system where one party is obliged to reciprocate the behaviour of the other. This reciprocity system prevails in the universities where the professional paradigm (Light, Calkin and Cox, 2009) requires teachers in higher education to respond to the multitude of situations and events in the wider context and develop their identities going beyond the prescribed pedagogical activities. Thus the responsibilities and tasks teachers undertake are laid down by their interaction with the other groups in the work settings.

2.1.3. Conception of Teaching in Higher Education

Another knowledge base has been developed in the last twenty years in order to understand the conceptions of university teachers from their own perspectives. These studies have investigated how university teachers conceptualize teaching and what approaches they use in their profession as well as how these approaches affect students' learning. In a review of literature, Kember (1997) divided these conceptual understandings into two broad categories of teacher-centred or content driven approach and student-centred or learning/constructivist oriented approach (Figure 2.1).

Teacher-Centred/Content oriented		Student-Centred/Learning Oriented		
imparting information	transmitting structured knowledge	student-teacher interaction	facilitating understanding	conceptual change / intellectual development

Figure 2.1 A multiple-level categorisation model of conceptions of teaching in higher education (Kember, 1997, p. 264)

The teacher-centred approach is concerned with imparting knowledge to the students while ignoring the students' conception of the matter. Learning is often subject/content oriented and is viewed as a preparation for the higher modules. The outcome of such an approach will be that the students are able only to reproduce the knowledge without proper understanding. A student/learner oriented approach on the other hand, starts with sharing the students' conceptions with those of the teachers which then help the students to develop their own understanding and construct their meanings of reality (Prosser & Trigwell, 1999; Akerlind, 2003:2004). The two extremes along the continuum are mediated by student-teacher interaction. Emphasizing the hierarchical order of these categories from imparting knowledge to conceptual change, Kember (1997) proposed that the transition from the teacher-centred to student-centred approach takes place only if the academics come to believe in the interaction between teachers and students. However, Samuelowicz and Bain (2001) argued that the teaching conceptions can either be categorized as teacher-oriented or student-oriented and the role of interactions

depends only on the nature and purpose of this interaction not on its mere presence.

Recognizing the importance of adopting either of the approaches and the broader effects of these approaches on the development of teachers, students and society in general is essential. Since the teachers who hold the student-centred concept carry an extra responsibility, they have to go beyond the traditional role of merely imparting the knowledge. This approach appreciates the role of the teacher as a facilitator of the construction and reconstruction of knowledge by developing intellectual skills among the students and encouraging them to understand the subjective realities rather than merely reproducing knowledge. Only then will the academics in higher education “be able to provide society with educated individuals who have developed a range of higher-level transferable skills, along with the more general ability and willingness to ‘learn to learn’” (Light et al., 2009:p.12). They identified the possible challenges to teaching in higher education, emphasizing that the traditional dichotomy of student-centred and teacher-oriented paradigms may no longer be applicable. Specifying the increased diversity of students in higher education, insistent pervasiveness of technology and the conceptual shift from imparting knowledge to fostering independence of learning, Light and colleagues stressed higher education in order to adopt a *professional paradigm*. This will allow them to account for the

societal requirements without ignoring the core teaching activities of designing, lecturing, facilitating, supervising, assessing and evaluating. Expanding the idea of reflective practitioner (dealing with academic activities only) to the reflective professional, they invite teacher in higher education to understand the wider context and to respond to the multitude of situations and events. They call for academics to go beyond their pedagogical activities and contribute towards the broader objectives of society.

2.1.4. Professional Identity Development

The developments in the teaching profession allow the teachers to practice their own way of executing tasks, in a fashion that portrays their personality and beliefs. These beliefs are translated into the behaviours of teachers in different situations and their interaction with genres of stakeholders involved (Ornstein 1989). This trend is visible in any of the helping professions where the activities and tasks of the worker are not definitive and are subject to a variety of conceptions according to one's own interpretation and execution of the professional responsibilities. Since the underlying assumption of the current chapter is that it is difficult to draw set lines and structures for the teaching profession. Because of its inherent ambiguities and uncertainties, professional development of the teachers then requires dealing

with the inbuilt vagueness and unpredictability of the occurring events.

Gage 1978 (as cited in Ornstein, 1989 pg. 98) has used the connotation of 'science' and 'arts' to describe the teaching profession where he believed that it comprised both 'prescriptive and predictable' and 'intuitive' tasks. He believed that teaching as a profession cannot be restricted only to one's professional knowledge (which is grounded in scientific principles) but should also learn from "a set of personal experiences and resources that are uniquely defined and exhibited by teacher's own personality (which forms the art of teaching)". Ornstein (1989) further expressed his concerns about defining teaching as an art or science:

"The more we consider teaching as an art, packed with emotions, feelings and excitement, the more difficult it is to derive rules or generalizations. If teaching is more of an art than a science, then principles and practices cannot be easily codified or developed in the classroom or easily learned by others (p. 99)".

"The more we rely on scientific interpretation of teaching, the more we overlook those common sense and spontaneous processes of teaching [...] we ignore what we cannot

accommodate to our empirical assumptions or principles (pg. 100).”

Negating the scientific understanding of teaching will impair the role of formal training and instruction of how to deal with various aspects of teaching. However, Ornstein (1989) argued that good teaching not only involves “objectivity of observation and measurement and precision of language” (p. 101) but the role of emotions and feelings is also inevitable in dealing with certain situations. This indicates that being an academician is no longer a simple job but rather is quite complicated in its nature which can face many unpredictable issues.

Apart from describing teaching as a profession of set rules, the perception of teaching roles depends very highly upon the personal beliefs, values and commitment of the teachers *themselves*. Specific to the recent developments in the identity research, there has been a rise in the new conceptions of “good teaching”. The educational researchers have given prime interest to the professional identity of the teachers (e.g. Beijaard, Meijer, & Verloop, 2004). Gebhard (2009) emphasized broadening the spectrum of teaching and he believed that teaching should not only be considered as transmitting knowledge but the current era should also redefine the teacher identity. Lasky (2005) defined teacher professional identity as “how teachers define themselves to

themselves and to others” (p. 901), and is “continually informed, formed and reformed as individuals develop over time and interact with others and as situations are experienced and anticipated” (James, 2005, p.3).

Professional identities of teachers are constructed as a result of personal experiences and social interaction with their cultural and institutional environment. These personal experiences are either developed from their interaction with different social groups i.e. students, colleagues and other members of society or from their own personal accounts. Thus “being an academic is no longer straightforward, if we consider the extent to which they have access to, or can cross boundaries to, other communities of practice within and beyond higher education” (James, 2005, p. 7). According to MacLure (1993) “teachers' identities may be less stable, less convergent and less coherent” (p.320) because these identities are continually being shaped and reshaped with the help of teachers' interactions with the other members of the community. The higher education community consists of several players where academicians are the important members because their interaction with other community members is not restricted only to teaching level but involves various levels of interaction with the students, administration and the broader society. The research on the professional identity of teachers has been criticized on various grounds including its inability to answer the question of how

these identities are psychologically developed (Rodgers and Scott, 2008) and to ignore largely the importance of the contextual and situational factors on identity development (Beijaard et al. 2004).

SECTION 2.2 Chapter Summary

This brief overview of the literature implies that the teaching in higher education involves more than the academic activities. The conception of teaching varies among the practitioners and it mostly tells us how faculty members perceive and understand the profession of teaching in higher education but these conceptions merely describe the actual tasks teachers will perform to execute their jobs. These concepts can therefore be seen as the intentions and motivations for the way in which faculty members would like to carry out their activities. However the actual practices can be varied depending upon the inherent limitations of the context. The professional identities of teachers and their teaching approaches may vary across different levels and countries, but the pedagogical aspect remains the prime aspect of teaching at all levels and cannot be regarded as less important at higher education level (Ramsden, 1992). However, the research also identified some other tasks which teachers are obliged to do beyond their classroom and curricular activities. These tasks include moral and social obligations and a broader role of the teacher in improving the social fabric. The summarized concept of teaching in higher education should only be seen as the personal

'viewpoints' of the university teachers. It does not aim to offer a set model underlying the prescribed roles and responsibilities. However the purpose of presenting these studies is to provide the reader with an insight into the various approaches within the teaching profession. The above discussion on teaching as a profession and the roles and responsibilities is not intended to present a theory or a model to outline the prescribed roles of teachers in higher education. It is a mere reflection of the viewpoints of academicians and the researchers that aimed at understanding how different formal and informal aspects of the teaching profession have previously been studied. The way teachers perceive their professions will have an implication on the way they define, conceptualize and perform their duties. It is assumed that teachers' own perception of their roles and responsibilities will then significantly inform the findings of the current research.

CHAPTER 3 ORGANIZATIONAL CITIZENSHIP BEHAVIOURS: THEORETICAL AND EMPIRICAL REVIEW OF LITERATURE

In order to understand the subjective construction of the roles and expectations of university teachers, and their perception of in-role and extra-role job behaviours, the current study has been based on the concepts of organizational citizenship behaviours (OCB). Organizational Citizenship Behaviour has become the foundation for many concepts in organizational behaviour studies and has increasingly evoked interest among researchers from different disciplines. This chapter explores the definitions and conceptualizations of OCB and describes that how early researchers have set the foundation for this concept. The first section presents the definitions and conceptualizations of OCB while critically examining the context in which these definitions and concepts have been developed. The next section is aimed at presenting the theoretical context along with the contemporary research on the OCB. This section closes with a critique of the dominance of positivist research approach in OCB research in last three decades. It is maintained that the literature on OCB has been dominated by the quantitative studies conducted in mainly non-academic Western context and ignores the perceptual accounts of the job holders in various helping professions. The last section summarizes the OCB research in education sector. This section highlights the scarcity of qualitative studies on the extra-role job behaviours of teachers in

higher education. This section also develops an argument for the objectives of the current research.

SECTION 3.1 Definitions and Conceptualizations of OCB

Although any job generally involves a set of behaviours to be exhibited by the employees, however the actual work life does not only entail the formally required tasks. Job performance is a combination of a) the types of behaviour that an employee is expected to show according to the formal employment contract (in-role behaviour) and b) the types of behaviour that go beyond the formal contract (extra-role behaviour) called Organizational Citizenship Behaviours (OCB: Smith, Organ and Near, 1983); 'willingness to cooperate' (Barnard, 1938); pro-social organizational behaviour (Brief & Motowidlo, 1986); extra-role behaviours, (Van Dyne, Cummings, & McLean Parks, 1995); and 'contextual performance' (Borman & Motowidlo, 1993).

The OCB has initially been defined as "those organizationally beneficial behaviours and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense" (Batman & Organ, 1983). Since this definition represented OCB as behaviours which are discretionary and are not enforced, later studies then regarded such behaviours as extra-role to distinguish these behaviours from

those which are formal part of the job description and may be regarded as “in-role job behaviours” (Van Dyne et al., 1995). As the concept of OCB developed over time, the definition and conceptualization of OCB has undergone various changes.

Subsequent definitions of OCB recognized the contribution of such voluntary behaviours towards organizational effectiveness. Such as Organ (1988) provided a comprehensive view of OCB as “Individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system and that in aggregate promotes the effective functioning of the organization” (p. 4) which means that the behaviour is not an enforceable requirement of the role or job description, that is, the clearly specifiable terms of the person’s employment contract with the organization; the behaviour is rather a matter of personal choice, such that the omission is not generally understood as punishable (Organ, 1997). This definition emphasized that even though such behaviours are intended to promote the wellbeing of the organization and improve its effectiveness. Nevertheless, OCB are voluntary tasks and should not be considered as enforced behaviours. Organ maintained the initial stance that such behaviours are not to recompense. However in later definitions of OCB, Organ (1990) omitted the reward aspect of the definition, acknowledging that these behaviours may not be requisite, but if performed can benefit the organization stating that OCB are the “individual helping behaviours and gestures that are

organizationally beneficial but not formally required.” This definition allowed for such discretionary behaviours to be rewarded.

Contrary to the more traditional definition of OCB as extra-role discretionary job behaviours, Graham (1991) stated that the distinction between the in-role and extra-role job behaviours is very difficult due to the contextual variations. She claimed that such behaviours may not be mandatory but yield significant organizational value. She emphasized the role of employee as a citizen whose initiatives should always benefit his/her organization. Similarly Van Dyne, Graham, & Dienesch (1994) argued that theoretically it may be important to distinguish between in-role and extra-role but practically it is difficult, mainly because of OCB’s dynamic nature. They argued that the perception of labelling behaviour as an in-role or an extra-role may get changed with the time and the context. Similarly different employees may define and perceive roles differently, thus one behaviour regarded as an in-role by one employee may be considered as an extra-role by another employee. Consequently, it becomes difficult to practically define and measure the OCB which should principally “includes all positive organizationally relevant behaviours of individual organization members” (p.766).

During the last three decades, the OCB research has primarily focused OCB as an employees' own voluntary act, and has explained why some employees will engage in OCB while others may not. And since the concept of OCB has always been projected as beneficial to the organizations, much attention has been paid to reasons of employees for engaging in such behaviours. Social and applied psychology has also undergone the research to find out and explain motives and determinants of OCB (Brief and Motowidlo, 1986). Podsakoff et al. (2000) classified these determinants of OCB in four categories: 1) individual characteristics, 2) Task related characteristics, 3) organizational characteristics and 4) leadership behaviours. The determinants at individual level involve both attitudinal i.e. organizational commitment, job satisfaction, perceived organizational support (POS) and personality factors, such as conscientiousness and self monitoring. The task-related determinants of OCB include task autonomy, feedback, task identity, variety (routinization), significance, interdependence and intrinsically satisfying tasks. Task autonomy increases the influence of the employee on his/her work and develops a sense of ownership and liability for achieving the desired outcomes, "thereby increasing their willingness to do whatever it takes (including OCB) to accomplish the task" (Organ, Podsakoff, & MacKenzie, 2006. p. 109). Task identity, variety (routinization), and significance are concerned with employees' perception of meaningfulness of their tasks. Tasks that are highly identifiable, significant and involve

variety of activities are considered more valuable and meaningful and as a result employees will be more willing to exert their efforts perhaps in form of extra-roles as well. Since employees performing intrinsically satisfying tasks consider their job activities more rewarding, they spend more efforts to accomplish job-related tasks. Similarly task feedback has generally been considered to have the greater impact on overall job performance because it allows the employees to obtain the results of their efforts immediately. It may be argued that the university teachers' perception of their profession might inform their accounts of describing the tasks as in-role or extra-role job behaviours as well as their reasons of engaging in such behaviours. Organizational characteristics such as formalizations, inflexibility, human resource practices, perceived organizational support and organizational constraints have great influence on the OCB (Organ et al. 2006). It is therefore argued that the university teachers working in different work settings such as public and private sectors will talk differently about their reasons for engaging in OCB. The research on leadership and OCB focuses on "what the leaders can do to influence an employee's motivation, ability, or opportunity to engage in OCB through the leader's own behaviours".

Following all the definitions and conceptualization of OCB, it is assumed that OCB improves organizational performance. There have been many explanations for such an assumption to be true.

For instance, helping behaviours are considered to enhance harmony among employees, reducing the conflicts within the organization and improving the work group and organizational effectiveness. Similarly, voluntarily adhering to the organizational rules and policies reduces the demand for allocation of excessive resources on monitoring systems, thereby leaving these resources for other productive purposes. Moreover, OCB helps to create an adaptive environment within the organization and enhances its ability to attract and retain the competent workers (Podsakoff & MacKenzie, 1997; Podsakoff et al., 2000). Explaining the OCB and organizational effectiveness relationship, Bolino, Turnley, and Bloodgood (2002) built their theory on resource-based views of the firm and argued that OCB contributed to a firm's performance by facilitating the development of social capital in the organization. Contrary to the positive conceptualization and outcomes of OCB, Vigoda-Gadot (2006, 2007) identified the manipulative tendency of authorities to develop such a mechanism under which employees are bound to perform these so called "voluntary" behaviours. They called such behaviours "compulsory citizenship behaviours" and argued that such behaviours deviate from the original definition of OCB and thus should be treated separately. The substantial majority of their samples regarded OCB as compulsory behaviours which they were bound to perform due to management pressure. Vigoda-Gadot argued that such perceptions of OCB produce negative outcomes such as increased job stress, negative

perception of organization, lower level of job satisfaction and burnout.

Although a great amount of research (Podsakoff et al. 2000) has proved OCB a rewarding concept, few issues have consistently emerged in various studies (e.g. LePine, Erez, Johnson, 2002). For instance Organ's (1988) definition of "discretionary behaviours that are not formally rewarded" begs a critical question, namely why would a manager evaluate a behaviour which is not a formal part of an employee's job? Because the supervisors are found to formally evaluate their employees on the basis of certain behaviours that are beyond formal job requirement (Pond, Nacoste, Mohr, and Rodriguez, 1997). Organ et al. (2006) reasoned that the managers include OCB in their evaluation because they consider that these behaviours are a part of employees' prescribed roles. As discussed above, the distinction between the in-role and the extra-role job behaviours is not clear in many professions, making it difficult for managers to eliminate OCB while evaluating the performance of employees. A large percentage of employees (Morrison, 1994) and managers (Lam, Hui & Law, 1999) were found to believe that the OCB is a part of the formal job requirement an employees. These studies were conducted to investigate the awareness of expected job behaviours by supervisors and employees and their ability to differentiate these expected behaviours from the ones that are not formally part of the job of the employees.

As a matter of fact, in various job domains, it is hard to distinguish between the additional or extra-roles from those that are required. For example Morrison (1994) and Vandenberg, Lance, & Taylor (2005) argued that the perception of in-role versus extra-role varies broadly within and across levels i.e. the understanding of extra role behaviours is greatly different among employees and managers. Similarly Van Dyne et al. (1994) explained that the notion of considering an act as in-role or extra-role behaviour varies broadly “across persons, jobs, organizations and over time and with the circumstances for individual job holder”. So the question of a clear distinction between in-role and extra role behaviours remains open to various interpretations. On the subject of development of various overlapping definitions and constructs, Organ, the ‘father’ of the OCB definition, stated that ‘it no longer seems fruitful to regard OCB as “extra-role”, “beyond the job”, or “unrewarded” by the formal system (Organ, 1997: 85), and expressed his preference for regarding citizenship behaviours as ‘contextual performance’. Thus the excessive definitions and multiple constructs make it more difficult to choose one definition to help us understand the concept of citizenship behaviours of university teachers.

Furthermore, the definition and construct of OCB for helping professions remain questionable because the nature of the

profession makes it more difficult to distinguish between in-role and extra-role job behaviours, thus it is argued that OCB needs to be carefully constructed for helping professions such as teaching (DiPaola & Tschannen-Moran; 2001, Hannam and Jimmieson, 2002). The reason for this huge lag is concerned with the definition of OCB as helping behaviours, which makes it difficult to determine which behaviours in the helping professions are "beyond the call of duty". Thus, the constructs of OCB in the teaching profession first need to be clearly identified and unambiguously operationalized. Although, the above stated definitions provide a foundation for understanding the conceptualization of OCB in various work settings, and are considered the most comprehensive way of elaborating and further studying various aspects of OCB, the current study aims at understanding the definition of citizenship behaviours from teachers' own perspective instead of using the definitions which were originated in non-academic work settings.

SECTION 3.2 Background of OCB as a field of Research

3.2.1. OCB in the Context of Organization Theory

The concept of OCB-like behaviours has its roots over half a century. The first perspective on helping behaviours can be traced back to the work of Barnard (1938) who analyzed the nature of organizations as "cooperative systems". Barnard emphasized the need for understanding the dynamics beyond formal structure and

control of organizations and argued that “the *willingness* of persons to contribute efforts to the cooperative system is indispensable” (Bernard, 1938 as cited in Organ et al., 2006, p.45). Bernard viewed *willingness to cooperate* more than mere compliance of organizational rules in response to contractual agreements. He referred it as an act of self-abnegation, where the employee is able to go beyond the “content of contractual obligations, obedience to legitimate authority, or calculative striving for remuneration as mediated by the formal organization” (Organ et al. 2006, p.48). However it is also important to note that Bernard used the term ‘organization’ not for formally designed entities, but he argued that a large organization is actually constituted of various small organizations. According to Bernard, the cooperative systems start at lower level and provoke an endeavour upward. Thus the authority cannot produce ‘cooperative gestures’ among the employees, unless, there is a natural flow of ‘*willingness to cooperate*’ by the employees. This concept has been presented in the definition of OCB by Organ (1988), where he stated that these behaviours are not enforced but are performed willingly.

Second major contribution in the area of OCB was of Katz and Kahn (1966), who described helping behaviours as a determinant of an effective organization. According to the authors, the effective organizations should be able to evoke three contributions from their employees: (1) ensure that employees

carry out their assigned role requirements, (2) retain employees within their system, and (3) motivate their employees to exhibit innovative and spontaneous activities that are beyond their role requirements. The innovative and spontaneous activities are what employees can do beyond their prescribed roles and responsibilities. They emphasized the importance of extra-role job behaviours stating “an organization which depends solely upon its blue-prints of prescribed behaviours is a very fragile social system” (p.132). The authors were able to distinguish the motivational factors of in-role and extra-role job behaviours. These motivational factors depend on the design of the organizational system as well as the compensation plans. Since the reward systems are generally designed around the in-role activities of the employees, it is unlikely for such rewards to motivate their extra-role job behaviours. They suggested that a system-wide incentive plan should not only encourage the improved performance of in-role job behaviours, but it will rather also motivate supportive activities of employees for their colleagues, protecting the organization and its subsystems, self-development and promoting the organizational image.

The social exchange theory is considered to be the foremost theory for explaining the underlying motives of OCB. Blau’s (1964) *Exchange and Power in Social life* presented two types of exchange that is economic and social. The economic exchange has definite

contractual agreement specifying exactly what will be exchanged, and for how long the agreement will be workable. Thus the trust between the parties is not important because violation of agreement by one party can be challenged by the other party through a defined mechanism. Contrary to explicit contractual conditions of economic exchange, the social exchange is based on perceptual and subjective agreement. One party begins the exchange by voluntarily giving the second party something of value. The first party then feels some responsibility to reciprocate, or to pay back to the other party. However, the nature, and the time of reciprocation is not decided. With a continuity of such an exchange, both parties “will no longer think in terms of reciprocating each specific gesture, but instead will harbour a more general feeling that the relationship proves rewarding to both” (Organ et al. 2006, p.55). Thus after a while, the exchange relationship comes out of ‘balancing’ out each other’s actions and both parties start giving and receiving from each other socially valued elements. Within organizations, this social exchange can take place when the employee or the manager perceives that an individual is going well beyond the contractual requirement. S/he then feels some obligation to reciprocate such behaviours with support or other socially valued element beyond what is committed in the job contract.

Organ (1988) stressed that performance of OCB by employees is reciprocated by the supervisor in the form of favourable ratings because OCB is considered valuable for both the manager and the organization. Illustrating an example, Organ (2006) stated that by voluntarily helping a new employee to adjust in the organization, or ignoring the little constraints on the job, the experienced employee reduces the workload of the supervisor allowing him to devote his time and energy to other important tasks. Managers then reward employees' consideration by evaluating their performance favourably. Allen & Ruch (1998) on the other hand suggested that managers perceive OCB as a sign of the employees' level of commitment. In their laboratory and field study they found that employees rated high in OCB were also rated high in their level of commitment. This level of commitment mediated the relationship between OCB and manager's evaluations of their employees and reward recommendations for them. Similar findings were advocated by Shore, Barksdale and Shore (1995, p.1596) where they hypothesized that, "...a manager may infer that an employee who performs the job well and also goes above and beyond its requirements, thus demonstrating OCB, has a high level of affective commitment, or emotional attachment to the organization". Consistent with their hypothesis, they found that the OCB affected managers' rating of the perceived affective commitment of employees and these perceptions of commitment contributed towards the supervisor's recommendations concerning the ratings

of employees' performance and rewards. Perceived affective commitment of employees also caused strong responsiveness of managers to the requests of their employees. Organ et al. (2006) viewed job satisfaction and OCB relationship as a social exchange and argued that the employees who feel that they are treated fairly and rewarded well (whether monetarily or otherwise) will try to compensate with increased contributions in the shape of OCB. Later, the social exchange theory gave way to the concept of Leader-Member Exchange (LMX) which argues that the behaviours of leaders are not similar for all their subordinates, and these behaviours are largely a function of subordinate's behaviours; where leaders develop different relationships with different subordinates and the quality of this relationship affects subordinate's performance of OCB (Cardona, Lawrence and Bentler, 2004). Researchers believe that good quality relationships between leader and subordinate create trust and a sense of mutuality. Subordinates will then tend to reciprocate these good behaviours of their leaders with an extra effort and performance (Bahl, Gulati & Ansari, 2009).

Graham and Organ (1993) made a further distinction between two relational contracts i.e. covenant and social-exchange contracts. Covenantal relationship "is characterized by open-ended commitment, mutual trust, and shared values" and can be stated as "a mutual promise by individuals to do their best to serve common

values for an indefinite” (Van Dyne et al., 1994, p. 768). The covenantal relationship allows the contractors to disagree with each other without intimidating the existence of the contract and to forgive each other if one party fails to achieve performance goals. This relationship may only be achieved with a greater level of identification of both parties with each other, where retaining the bond is more important than the disputes. It may be said that covenantal relationship goes beyond the general notion of fairness and reciprocity of social exchange. Another similar notion of contracts found in OCB literature is the psychological contract; perceived contract between an employee and the organization. Both the covenants and psychological contracts are perceived and subjective, and are based on the felt obligations of reciprocity between the employees and the organizations. The exchange between the parties goes well beyond the written agreement and stands for an indefinite time period. However the covenants involve acceptance of organizational values by its employees, but the psychological contracts does not entail recognition of these values (Rousseau, 1989). Turnley, Bolino, Lester, & Bloodgood (2003) asserted that the fulfilment of a psychological contract is strongly associated with helping behaviours towards the organization. They argued that the psychological contract is a belief held by employees that a set of obligations as well as commitments exist on both sides, which in turn motivate employees to pay back to their organization by performing extra-role job behaviours. On the other

hand, covenants is supposed to be more compelling relationship that “goes beyond influencing traditional affective states, such as satisfaction and commitment, and also influences behaviours that have long-run positive consequences for organizations” (Van Dyne et al., 1994, p.769). According to Graham & organ (1993) employees express their felt responsibility and the perception of mutuality by involving in citizenship behaviours. The mutual trust and an indefinite commitment between an organization and its employees motivate both parties to serve each other for collective interests and “within organizational contexts, this energy and effort can be expressed in various acts of organizational citizenship” (Van Dyne et al. 1994, p.769)

Thus the concept of helping behaviours was not entirely new, but it has foundations in some early studies. The purpose of presenting OCB as a separate concept by Smith and Colleagues (1983) did not challenge the existing theories of organizations, but it worked mainly to investigate OCB as a distinct phenomenon, to discover its antecedents, to speculate the contextual conditions which evoke OCB-like behaviours, and to investigate the overall outcomes of such behaviours. The next section will continue the discussion on the OCB with an emphasis of how various dimensions and constructs were developed within the concept of OCB, followed by a critique that problematizes the use of these constructs invariably in different cultures and work settings.

3.2.2. OCB in the Context of Construct Development

The development of the recent phase of OCB research was originated by Smith et al. (1983) who interviewed lower level managers to investigate such activities which their employees are encouraged to perform but are not a formal part of their job or reward system. They cited Barnard's (1938) work and used "willingness of persons to contribute efforts to the cooperative system" as a foundation for their work. The study yielded a two dimensional construct of OCB i.e. *altruism*; consisting of those helping behaviours that are targeted at a specific person or group and *generalized compliance*; which is rather an impersonal contribution and involves adherence to the organizational rules and policies. Smith and her colleagues asserted that such behaviours are usually targeted at others and do not contribute to one's own performance as they say, "much of what we call citizenship behaviour is not easily governed by individual incentive schemes, because such behaviour is often subtle, difficult to measure, may contribute more to others' performance than one's own, and may even have the effect of sacrificing some portion of one's immediate individual output" (p. 654).

The statement that Smith et al. (1983) used to measure altruism targeted specifically helping others within the organization

e.g. “helps others who have been absent” or “helps others who have heavy workloads”. Whereas, the generalized compliance construct measured rather an impersonal behaviours targeted at the organization as a whole. The statement used to measure generalized compliance included, “makes innovative suggestions to improve departments”, and “does not spend time in idle conversation”. Initially generalised compliance was presented as one dimension, but later this construct was divided into several different construct. Later on, Organ (1988) replaced the term ‘generalized compliance’ with ‘conscientiousness’. Similar constructs were presented by Graham (1991), with the title of ‘organizational obedience’. Although OCB had been presented as single dimensional construct (Bateman and Organ, 1983), Williams and Anderson (1991) proposed two dimension of organizational citizenship behaviour: (1) OCBO (Organizational Citizenship Behaviour towards Organization); carrying out role requirements well beyond minimum required levels and helping organization in achieving goals, (2) OCBI (Organizational Citizenship Behaviour towards Individuals); helping a specific other person with a relevant task. The OCBO dimension was used to reflect similar construct such as generalized compliance. Although all major researchers in the field of OCB have included *compliance* in the constructs of OCB, it remained questionable whether or not to regard generalized compliance as an OCB because obeying organizational rules and regulations in absence of any control mechanism is what an

employee is bound to do. However, it becomes a part of OCB when many employees are found to deviate from normally expected behaviours in absence of monitoring.

The second phase of OCB construct-development research was commenced by Graham (1986) who introduced a more socially responsible dimension of OCB that involved organizational loyalty and participation. Besides adhering to the rules of organization, she advocated the principled dissent from the status quo and introduced *civic virtue* which is a direct contribution towards the improvement of system by contributing suggestions on important matters of organization (Graham, 1991; Van Dyne et al., 1994). Graham claimed that the earlier studies of OCB lack the theoretical foundation. In her study of exploring the nature of citizenship, she based her work on political studies to explain the characteristics of *citizenship*. Graham cited the work of Aristotle and Plato to describe the primary nature of citizenship. She argued that citizens of any state do not only adhere to the law, but they also participate in making and implementing the law. She emphasized the role of democratic discussions in the organization and articulated that the citizenship behaviours should not only reflect the obedience and loyalty to the organization, but they should also involve speaking up and giving suggestion for the betterment of the organization. On the basis of political theory, Graham added the constructs of organizational *obedience*, *loyalty*, and *participation*

as constructs of OCB. She was able to differentiate the organizational servants from organizational citizens on the basis of their act of *civic virtue*. Graham's idea of civic virtue has gone through modification over the time, where earlier Graham (1986) emphasized the employee's voice and participation in the organization, and later she added the concept of principled organizational dissent. Based on Graham's (1986) early conceptualization of OCB by, Van Dyne et al. (1994) conducted an empirical study on a sample of 950 industrial workers to support the construct validity of the dimensions they presented in their study. These constructs included obedience, loyalty, and participation. The dimension of *participation* was however divided into social, advocacy, and functional participation. First dimension is *obedience* which involves adhering to the rules and regulations of the organization. Second responsibility is to be *loyal* to the interests of the whole organization, by promoting and protecting the organization and volunteering extra efforts for organizational effectiveness. Third responsibility of a civic citizen entails active and responsible *participation* in the organizational affairs and being well-informed about the issues related to the organization. The participation was found to be the most profound dimension and was further elaborated with three sub-categories i.e. social, advocacy, and functional participation. Social participation represented the interpersonal and social contacts of employees with their noncontroversial colleagues. Advocacy participation is considered

to be the most controversial construct as it requires employees to challenge the status quo and leads to organizational dissent, as at later stages Graham (1991) argued that civic virtue not only involves keeping one's self informed about important matters of the organization, but challenging the status quo in a positive way. Although she agreed to the fact that other employees within the organization might regard advocacy participation construct of OCB as contentious activity, she argued that in long run, the organizations gain advantages from the challenging behaviours of the employees by incorporating their useful suggestions. The functional participation is more to do with dedication of employees with their own work. It involves excelling in one's job and self-development. Apparently, functional participation does not reflect the citizenship behaviours towards others in the organization, but it may be argued that the diligent work of the employees and self motivation to accomplish best task will contribute towards organizational effectiveness. Farh, Zhong and Organ (2004) used similar construct to define *taking initiative* and *self training* construct of OCB. Functional participation can very well be referred to the Katz and Kahn's (1966) earliest conceptualization of innovative and spontaneous activities of employees.

The second phase of construct development by Graham (1986) and Van Dyne et al. (1994) was especially significant in the context of OCB as it provided theoretical foundations for the OCB

concept and explicitly uncovered the significance of using the word *citizenship* in the organizational behaviour literature. Graham's (1986) reconstruction of OCB, lead the most widely used five-dimensions of the OCB. Organ (1988) concluded the earlier studies and presented five dimensions of OCB i.e. *altruism*: helping specific others, *conscientiousness*: norm compliance, *sportsmanship*: not complaining on trivial matters, *courtesy*: consulting others before taking action, and *civic virtue*: keeping up with important matters within the organization. It is important to highlight that these five dimensions has been most widely used framework to study OCB.

On development of many overlapping conceptualizations of OCB, Organ (1997) then started the work of cleaning up the excessive construct of OCB. Organ stated his preference of using the term *contextual performance* for OCB, referring to the behaviours that contribute towards the organizational effectiveness. Boreman and Motowidlo described *contextual performance* as behaviours that 'do not support the technical core itself so much as they support the broader organizational, social, and psychological environment in which the technical core must function' (Borman and Motowidlo, 1993: 73). The dimensions of contextual performance are almost parallel to the earlier five dimensions of OCB i.e. altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. Although the constructs of OCB and contextual performance appear to be similar, the operational

definition of contextual performance is different than that of OCB as it “makes no reference to what is expected in the job description or the prospects of formal rewards” (Organ et al. 2006, p. 32). As it may be argued that the statements to measure various constructs of OCB include some expected job behaviours, and as mentioned above, these behaviours are sometimes subject to formal rewards. The contextual performance concept remains unaffected of this argument as it does not assume behaviours to be beyond expectation and unrewarded. Another concept emerged parallel to OCB to describe the similar behaviours of employees is *Prosocial Organizational Behaviours* (POB; Brief & Motowidlo, 1986). POB was used to describe any behaviour within an organization with an aim to improve “the welfare of someone to whom the behaviour is directed” (Organ et al. 2006, p. 32). Contrary to the contextual performance, POB does not limit the behaviours to be organization-specific, but it could also include behaviours to help employees in their personal matters. George and Brief (1992) used this concept to further explain the term *organizational spontaneity* (OS) to describe the behaviours that supports organizational effectiveness. They included the behaviours such as protecting organizational image, presenting creative ideas, cooperating with other employees, and self development. The core objective of the study was to highlight the importance of positive attitudes as an antecedent of these spontaneous behaviours. Although the description of organizational spontaneity and OCB

seems much alike, but it is notable that like contextual performance it does not suggest whether or not these behaviours go beyond the formal job requirement or are unrewarded. Within last two decades, researchers have identified numerous dimensions of OCB. Organ, et al. (2006) summarized these constructs of OCB. Table 2.1 also recapitulates how these constructs are presented with difference titles by different authors:

Table 2.1 Construct and Conceptualization of OCB

Constructs	Conceptualization	Authors & Similar Constructs of OCB
Altruism / Helping Smith et al. (1983) Van Dyne and LePine's (1998) Podsakoff, MacKenzie, Paine and Bachrach (2000)	Altruism is conceptualized as helping behaviour which involves willingly helping others in work related matters.	Organ (1988, 1990): peacemaking and cheerleading Graham (1989): interpersonal helping Williams and Anderson's (1991): OCBI (Organizational Citizenship Behaviours for Individuals) Van Scotter and Motowidlo's (1996): interpersonal facilitation; Farh, Zhong and Organ (2004): helping co-workers and interpersonal harmony
Sportsmanship Organ (1988, 1990) Podsakoff et al. (2000)	"willingness to tolerate the inevitable inconveniences and impositions of work without complaining" (Organ p. 96).	Boreman & Motowidlo (1993): Organizational courtesy and not complaining Farh et al. (2004): Keeping the workplace clean
Organizational Loyalty Van Dyne et al. (1994) Podsakoff et al. (2000)	entails promoting the organization image to outsiders, protecting and defending it against external threats, and remaining committed to it even under adverse conditions	Graham (1991) and Moorman & Blakely (1995): Loyal boosterism; George & Brief (1992) and George & Jones (1997): Spreading Goodwill; Boreman & Motowidlo (1993): endorsing, supporting and defending organizational objectives; Farh et al. (2004): promoting company's image etc.
Organizational Compliance Smith et al. (1983)	adhering organizational rules, procedures and regulations when no one is monitoring is what expected from all employees	Graham (1991) and Van Dyne et al. (1994): organizational obedience; Williams and Anderson (1991): OCBO (organizational citizenship behaviour towards organization). Van Scotter and Motowidlo (1996): Job dedication
Civic Virtue Organ (1988, 1990)	includes employee's behaviours performed for betterment of organization as a whole including willingness to actively participate in meetings, engage in policy debates and suggest organizational	Graham (1986): organizational participation George & Brief (1992): protecting the organization

	strategy etc. and to find out the best interest of organization even at personal cost	
Individual Initiative Organ et al. (2006)	involves in engaging in tasks far beyond the minimal requirements. It includes self motivated creativity and innovation to improve one's performance or overall organizational performance.	Organ's (1988): conscientiousness, Borman and Motowidlo's (1993) persisting with enthusiasm and volunteering to carry out task activities Farh et al., (2004): taking initiative
Self Development Podsakoff et al. (2000)	keeping up one's skills and willingly improving one's performance in order to produce better results	Katz (1964) 'innovative and spontaneous' George & Brief (1992) and George & Jones (1997): Developing oneself; Farh et al., (2004): Self training

Although this set of themes provides a sound framework to begin the OCB research, different authors attach different levels of importance to each construct. Podsakoff et al. (2000) have argued that the research on OCB is mainly focused on its association with other variables rather than developing a more comprehensive definition, calling for more research to understand the construct of OCB in various disciplines. Furthermore, all the major perspectives on OCB and its constructs have been originated in western socio-cultural context. This created a fallacy of considering OCB as a culturally invariant concept (Farh et al. 2004), however societal, cultural and an economic institutional framework has been considered valuable while explaining the variation in the performance of helping behaviours. Scarcity of studies to address the cultural variability of OCB is evident from the two Meta-analyses (i.e. Podsakoff et al. 2000; and LePine et al. 2002) who did not include any cultural based determinants of OCB in the studies¹.

¹ Although Podsakoff et al. (2000) acknowledged the possibility of cultural effects on OCB saying that "Cultural context may affect: (a) the forms of citizenship behaviour observed in organizations (e.g., the factor structure); (b) the frequency of different types of citizenship behaviour (e.g., the "mean" levels of the behaviour); (c) the strengths of the relationships between citizenship behaviour and its antecedents and consequences (e.g., the moderating effects); and (d) the mechanisms through which citizenship behaviour is generated, or through which it influences

The cultural based studies on OCB are generally of two types: one in which authors tried to understand if the OCB yields similar meanings and constructs in various cultures and assess the universal acceptance of the OCB concept (e.g. Farh, Earley, and Lin, 1997) as Farh et al. (2004) argued “we do not know whether OCB as we now think of it would reflect the same dimensionality in a different societal culture or in a different system of economic organization”. Their study revealed various different dimensions of OCB, than suggested by the studies conducted in US. Particularly in state-owned organizations of China, employees stressed more on *social welfare participation* and *interpersonal harmony* dimensions of OCB which might reflect collectivist and conflict avoidance culture of China. Similarly, employees opposed the idea of organizational dissent (Van Dyne et al. 1994) as being a part of OCB. Although Farh et al. (2004) also found some similar constructs, but a thorough analysis revealed that even the similar dimensions reflected subtle differences. For instance, in some cases *helping* construct of OCB in China did not only include task-related help within the workplace, but also personal help provided to co-workers in their family problems.

The other types of cultural studies endeavoured to understand the relationship between culture-related variables and OCB (e.g. Moorman and Blakely, 1995; Hui, Lee, and Rousseau

organizational success.” However, they did not include any cross-cultural study in their list of antecedents of OCB.

2004; Chhokar, Zhuplev, Fok, & Hatman, 2001). They argued that the collectivist culture contributes favourably to perform OCB where Hui et al. (2004) examined the relationship between psychological contract and OCB in a Chinese context and found that, based upon a mutual trust and support, Chinese employees are more likely to engage in such behaviours which are beyond the job requirement but productive to the organizational effectiveness. Chhokar et al. (2001) conducted a multi-cultural study in France, UK, US, Russia and India and found the difference in perception of OCB by the respondents from individualistic versus collectivist cultures. The respondents from individualistic culture considered OCB as extra-roles, while the respondents from collectivist societies regarded OCB as a part of their jobs. Lam et al. (1999) found cultural variability while describing OCB as 'an expected part of the employee's job', where they found that in Japan and Hong Kong, supervisors were more likely than their employees to perceive OCB as a part of an employee's formal job. However, in Australia and the USA, supervisors did not significantly vary from their employees on their perception of a role to be an expected part of their job. These studies suggested that since OCB are viewed as employees' expected behaviour, managers are more likely to include these behaviours while evaluating their employees. Similarly Paine and Organ (2000) argued that the behaviours which are considered effective in one culture might be ineffective in another. In their analysis of culture matrix, they noted that OCBs

are evaluated differently in various national cultures, and are most likely to be valued more highly in some cultures than others. Therefore, it is important to understand the cultural settings in which OCB are exhibited; an idea that is undertaken in the current study. None of the research has so far been conducted on understanding OCB in Pakistani culture. The current study thus provides an opportunity to the researcher to understand the cultural perspective of university teachers' conceptualization of citizenship behaviours. A productive line of research on cultural understanding of OCB from Pakistan will be originated from the current study.

Moreover, the concept of OCB and its constructs are considered to be gender neutral, the researchers have emphasized the feminine and masculine nature of certain aspects of OCB. Kark and Waismel-Manor (2005: 899-900) argued that although "these components are presented in the theory as gender-neutral, they may be seen as associated with different gender stereotypes, through the language chosen to name the concepts (e.g. cheerleading versus sportsmanship), which automatically tie the concepts to gender, and more subtly through the characteristics and behaviours they emphasize which have different connotations relating to gender stereotypes. Thus, it could be argued that some of the components associated with OCB (e.g. altruism and courtesy), although not exclusively, are stereotypically associated

with women's behaviours, while others (e.g. sportsmanship, civic virtue and conscientiousness) highlight characteristics that are stereotypically associated with men". For example females are considered more perspective taking and empathetic and thus are expected to perform more helping behaviours as compared with the males' nature of exchange orientation which is associated with conscientiousness and civic virtue (Kidder and McLean Parks, 1993; Kidder, 2002; Garg and Rastogi 2006). Similar results were found by Lovell et al. (1999) who asserted that there is a significant difference in the performance of OCB by men and women. Researchers also argued that the gender differences are present in the targets of OCB i.e. females perform helping behaviours targeted at other individuals whereas males perform more organizational related OCB (Diefendorff, Brown, Kamin and Lord, 2002).

Emphasizing the possibility of regarding OCB as compulsory behaviours for women workers, they argued that the implications of such practices could be different for men and women workers. Lovell and colleagues (1999) asserted that there was no difference in performance rating between women and men, although women received higher OCB scores than men. They argued that women's traits of perspective-taking and empathy are taken for granted and thus women are not adequately acknowledged for performing such behaviours, indicating a possible discrimination against women.

Similarly, Heilman and Chen (2005) asserted that OCB are considered mandatory for female employees and so managers rated them low if they did not perform helping behaviours, however the rating of male employees did not suffer when they did not take part in helping behaviours. In the case of performing helping behaviours, rating of female employees did not improve, yet male employees were rated high for their performance of these behaviours. This indicates that performing helping behaviours is considered a part of women's general behaviours, and is thus not given any extra rating by their managers.

Keeping this in view, the current study will explore the constructs of OCB by male and female university teacher with an aim to differentiate their conceptualizations of the phenomenon with respect to their gender. The study will also explore the implications of such behaviours on their personal as well as professional lives. The current study will also undertake the gender aspects of OCB based on the understanding that OCB yields different meanings for male and female workers.

3.2.3. Dominance of Positivist Research in the Context of OCB

One of the significant observations is that most of the research on the OCB concept is guided by quantitative methodologies and uses closed ended questionnaires, inventories

and ratings to either determine the number of dimensions of OCB in a specific work setting or to assess the possible determinants of OCB. Most studies of OCB have only ensured “substantive validity” and there has been more emphasis on “understanding the relationships between organizational citizenship and other constructs, rather than carefully defining the nature of citizenship behaviour itself” (Podsakoff et al., 2000, p. 515). Construct validity is what is lacking in OCB research, where the emphasis has been on collecting number of dimensions of OCB without any clear theoretical foundation as Koster and Sanders (2006) regards OCB a promising concept in search of a valid theory.

Nevertheless, researchers have identified thirty (Podsakoff et al. 2000) to forty (LePine et al., 2002²) different types of measures of behaviours which are regarded as OCB. Podsakoff et al. (2000) stressed that the OCB research has predominantly focused on causal association rather than working to develop a more comprehensive definition. They argued that more research to understand the construct of helping behaviours in various disciplines can contribute effectively towards the OCB research. Emphasizing the need of qualitative enquiry in OCB research, Oplatka (2006) argued “the research on OCB is actually based on conceptual categories that have emerged from the researcher’s

² According to LePine et al. (2002:62) many characteristics of OCB research have “hinder the systematic accumulation of knowledge.” In a pool of 133 studies, they found more than 40 different measures of behaviour that scholars have referred to as OCB or something very similar (e.g., contextual performance, extra-role behaviour).

mind rather than the linguistic framework of the participants. It is reasonable, then, to question whether survey items in OCB research can capture what an employee or a superior [respondent] really thinks OCB is and what factors he or she believes influence this kind of behaviour". Since the previous studies have found that the OCB can be perceived differently by employees working at different levels and industries, qualitative study can allow deep and rich descriptions of OCB divulging the complexities and contradictions in the constructs of OCB.

Thus it may be the time for using a qualitative lens to develop and appreciate the profound interpretations of the OCB as perceived by the participants. It is also important to develop theoretical understanding of extra-role job behaviours which is only possible by exploring the meanings and constructs of OCB in its natural settings. The qualitative enquiry of OCB will provide an opportunity for "thick descriptions" of the account of the participant and the researcher. The current study will therefore undertake qualitative approach and will attempt to explore how teachers perceive their tasks, both in-role and extra-role, in two different work settings i.e. public and private. The study will add to the knowledge base by offering an in-depth perspective of teaching profession from different work settings.

SECTION 3.3 OCB Research in the Education Sector

The search for the research on OCB of teachers revealed only few studies conducted which are mostly performed at elementary school level such as Bogler & Somech (2004), Dick, Grojean, Christ, and Wieseke (2006), Somech and Drach-Zahavy (2000), DiPaola and Tschannen-Moran (2001), Somech and Ron (2007), Oplatka (2006), and very few at university level (e.g. Rego, 2003; Skarlicki and Latham, 1995). Although there are other studies on OCB which have involved teachers as a study sample, these studies did not take into account the separate identity of teachers but treated them as any other sample from the non-educational sector. Although the research on the constructs of OCB has not been given much attention in the teaching context, researchers have suggested why it should. “Teaching is one of the largest professions in the world” (Jimmieson, Hanna, and Yeo, 2010, p. 455) and enjoys a great deal of professional autonomy, providing teachers many opportunities to perform discretionary behaviours. According to Somech and Drach-Zahavy (2000), performing OCB is entirely a discretionary act especially for teachers who are ensured greater job security, regardless of their performance of OCBs; however, Bogler and Somech (2004) argued that even though these behaviours are not critical for teachers’ job survival, these helping behaviours contribute towards the effectiveness of all stakeholders i.e. teachers, students, and schools. Thus, keeping in mind the

highly autonomous and interpersonal nature of their work, one might argue that OCBs have a distinct role to play in personal and institutional effectiveness. Jimmieson et al. (2010) argued that since the teacher-student relationships are long lasting and highly interpersonal, OCB can have more far-reaching value than it has in short term employee-client relationships in the case of non-educational settings.

The conceptualization of OCB in the teaching profession has resulted in different dimensions than were found in non-educational work settings. Teachers' OCB at school level was found to have three main dimensions namely a) OCB towards the student that is, enhancing the quality of teaching through development of subject expertise, improving the interpersonal skills, and dealing with students' special needs; (b) OCB toward the colleagues, helping behaviours specifically targeted at their colleagues, such as sharing the work load or voluntarily training the new teachers; and (c) OCB toward the workplace, involving impersonal forms of behaviour directed to the effectiveness of the organization (Somech and Drach-Zahavy, 2000; DiPaola and Tschannen-Moran, 2001; Hannam and Jimmieson, 2002). At the same time, Oplatka (2006) indicated that many of these constructs are similar in nature as those defined by other researchers of OCB in non-educational work settings. He argued that teachers' OCB towards students, colleagues and school can be referred to the early constructs of

OCB such as helping behaviour, civic virtue, and individual initiative. He further argued that, contrary to existing constructs of OCB, teachers did not regard organizational loyalty, compliance, or sportsmanship as a part of OCB; rather these behaviours are likely to be considered to be a part of teacher's ethical values.

Even though very few studies exist on university teachers' OCB, researchers have started paying attention to OCBs of teachers working at higher education level. Rego (2003) has defined citizenship behaviours of university teachers (CBUT) "as behaviour that tends to be discretionary, not directly or explicitly recognized by the formal reward system and that contributes to the effective functioning of the teaching institution measured in terms of student academic" (p. 9). This definition particularly focuses on the behaviours targeting students only. Rego reasoned this focus by arguing that 'teaching' remains the prime aspect of the university teachers' job and has largely been 'untouched' in the research. Skarlicki and Latham (1995) developed a scale to measure university teachers' OCB through critical incident methods. They provided their respondents with three definitions of OCB and asked them to identify those activities which fulfil the criteria of these definitions. They concluded eleven statements to represent university teachers' citizenship behaviours. Based on their work Rego (2003, p. 9) has summarized the dimensions of CBUT as follows:

1. Participatory behaviour represents teachers' involvement with the students' learning process by encouraging students' participation in the learning process.
2. Practical orientation indicates use of practical examples by teachers to describe the topic.
3. Pedagogical conscientiousness means "teachers' willingness to perform duties professionally", which includes preparation of lessons, to insist on better performance by students, and taking responsibility for students' learning.
4. Courtesy represents the considerate behaviour towards students.

Although these studies helped to understand the nature of citizenship behaviours of university teachers, both of these studies have used the traditional definitions and construct of OCB to originate their research. The definition of CBUT as "teacher behaviours that do not support the teaching technical core itself so much as they support the broader organizational, social and psychological environment in which the teacher technical core must function. In any case, at least as important as the clear definition of CBUT, is the degree to which they are important in improving the quality of the teaching-learning process" (Rego, 2003: 20), has largely been derived from Borman & Motowidlo's (1993) definition of contextual performance. It is, however, argued that a qualitative

study without a prior list of activities will produce accounts purely based upon teachers' own perceptions and understanding of their job behaviours.

Research on OCB in educational sectors is also dominated by causal studies. Most of the researchers have developed the association of OCB with other constructs such as organizational identification and commitment etc. Dick et al. (2006) conducted a thorough analysis of association between identity and citizenship behaviours in various industries including four sets of samples from the German schools. They found that teachers who showed higher identification were found to exhibit more helping behaviours. Similarly Feather and Rauter (2004) found that organizational commitment explains significant variation in OCB of school teachers in Australia. Acknowledging the contributions of OCB in organizational performance, Bragger, Rodriguez-Srednicki, Indovino and Rosner (2005) argued that a supportive work-family culture in the school can encourage school teachers to perform citizenship behaviours even if they do not manifest greater organizational commitment. The study had a sample of 203 school teachers and the findings suggested that school authorities should design such policies that instil supportive work-family culture and reduces work-family conflict which can result in increased performance of OCB. On the similar lines, Somech and Bogler (2005) also suggested the role of school authorities in promoting teachers' involvement in

OCB. They conducted a study of 983 school teachers in Israel and found that through participative decision making, school authorities can encourage teachers to go beyond their required roles, which they consider inevitable for the success of schools in the current era. They found that the teachers who enjoy a high sense of status are more likely to be involved in OCBs than others who had low perceptions of their status. However, the determinants of different level of OCB of school teachers (students, colleagues, and workplace) might be different as suggested by the first author.

Findings of another study of 251 school teachers showed that job satisfaction of school teachers was positively associated with all the levels of OCB, however self-efficacy was not found to be significantly related to teachers' OCB towards students, whereas it showed significant association with OCB towards other teachers and the organization (Somech and Drach-Zahavy, 2000). Garg and Rastogi (2006) studied the association between the climate profile of private and public school in India and Organizational Citizenship Behaviours. They found significant differences among teachers in exhibiting OCBs based upon teachers' demographic factors such as gender, age and tenure. Similarly, Dipaola and Tschannen-Moran (2001), conducted a study on 1874 school teachers of Ohio and Virginia to examine the relationship between school climate and OCB. They found that teachers were simultaneously performing helping behaviours for the welfare of school, other teachers and

students and these behaviours were significantly related to their professionalism. They concluded that the pervasive environment of schools is significantly associated to OCB. Oplatka's (2006) study on OCB of school teachers in Israel is one of the few studies conducted on exploring OCB with qualitative enquiry method. He was able to develop a framework incorporating both mandatory, prescribed behaviours and voluntary, non-prescribed behaviours of school teacher, however, he argued that the ambiguous nature of teaching make it impossible to draw an objective instrument to measure characteristics of teaching. The study also revealed some consequences of OCB in shape of colleagues' negative responses such as jealousy and anger. However shortage of data in this context prevented the author to make further assumption in this regard.

The present study is based in the Pakistani context where there is no culture for research (Hamid, 2005) and therefore it was very difficult to find out any study on OCB in Pakistan in international journals. Still very few studies were found in the similar areas. Arshad (2003) conducted a study to examine the general attitude of university teachers towards their professions, and argued that the teachers in all the universities put in personal efforts to improve their knowledge and skills to help their students. He also found that the students can easily approach their teachers in their spare times, and the teachers are willing to give an extra

time to their students to help them understand the difficult points of the subject. Chughtai and Zafar (2006) asserted that highly committed university teachers would be keen to participate in citizenship behaviours which in turn are more likely to increase the effectiveness of the institutions. In their study of 125 university teachers of Pakistan, they found that job satisfaction and organizational justice explains significant variation in organizational commitment. They further claimed that teacher's commitment with their institute will be more likely to result in OCB. Contrary to the previous research findings, Shahzad, Rehman and Abbas (2010) found no association between human resource practices and leadership style (transformational and transactional) with organizational citizenship behaviour. In a sample of 122 university teachers of Pakistan, they found that human resource practices and leadership style explains significant variations in organizational commitment, yet they did not find any association of these variable with citizenship behaviours. Explaining the reason why, they claim that the cultural settings of Pakistan instil the values of helping others, thus regardless of their perceptions of HR practices and leadership behaviours, university teachers will exhibit citizenship behaviours.

Although studies have revealed distinct conceptualization of OCB and its contribution in the educational sector, our knowledge base is limited to few studies. At higher education level, OCB

research is confined to causal studies which have established the relationship of OCB with other variables, without explaining the perceived conceptualization of OCB at university level. Subsequently, the current study acknowledges the importance of including the voice of teachers of higher education to understand the perception of their roles and responsibilities. The dynamics of the teaching profession makes it difficult to explicitly regard activities as in-role or extra-role job behaviours; therefore, the present research focuses primarily on the teachers' own perspectives on defining their jobs as mandatory and non-mandatory tasks. The OCB perspectives of university teachers from Pakistan will add to the existing body of knowledge because what we currently know about the OCB has largely been originated in non-academic work settings of mainly Western context. Less is known about the OCB conceptualization of the university teachers, particularly from Asian context. The current study employed a qualitative research methodology, where the university teachers were encouraged to conceptualize and interpret their own meanings of OCB. Instead of dictating the traditional definitions OCB to the interviewees, the present study encouraged them to articulate their own understanding of their job activities and what activities they regarded as 'beyond the call of duty'. Therefore the foremost aim of the current research is:

To examine what types of activities are subjectively perceived by university teachers and their supervisors as OCB in the teaching occupation.

The rationale for involving the accounts of university teachers of Pakistan in OCB is based on the assumption that the ambiguous and vague boundaries of teaching profession (Meyer et al., 1992; Oplatka, 2006) makes it difficult to apply directly the knowledge of non-academic work setting on teaching profession. Similarly, like many other helping professions, the question of what is regarded as in-role tasks (i.e. prescribed or mandatory) and what as extra-role tasks (voluntary or non-prescribed) remains open to multiple interpretations, and thus it is important to involve teacher's own accounts of OCB conceptualization in order to understand fully the nature and meaning of extra-role job behaviours in teaching profession. Drawing on the work of positioning theory and social exchange frameworks, the current study recognize the possibility of multiple ways in which university teachers develop their conceptualization and define their activities based upon their interaction with other members of the community. This calls for contextualized approach to comprehend the teachers' diverse accounts of OCB. The research recognizes the teaching as an independent, self-reliant, flexible and autonomous profession and understands that these unique work settings and dynamics of the teaching professions can result in different

perception of OCB by the university teachers. The research has therefore taken the qualitative stance in order to acquire unique accounts of contextual conditions under which teachers develop their perception of OCB. These contextual conditions may involve personal experiences and preferences of the teachers and socio-cultural environment in which participants' perceptions are formed. Whereas the structural settings involve the distinct work settings of the university teachers that is public or private sector universities. Since contextual variations can bring about distinct conceptualization of OCB by the employees working in different work set ups, it is equally important to include the voices of the public and private sector university teachers in order to obtain rich accounts. The public and private universities of Pakistan are different in their work settings, culture and performances (Hamid, 2005; Munaf, 2009) and thus the present study recognizes the importance of including the perspective of teachers working in both sectors. Drawing on Organ et al.'s (2006) assertion that "significant forms of OCB in non-profit organizations might take a somewhat different form or emphasis - and therefore require variation in operationalization - from what we see in the private sector" (p. 30), the current study will attempt to capture this difference by involving teachers from public and private sector universities to collect their accounts of OCB conceptualization. This aim is presented in the following research objective:

To explore the personal, socio-cultural context, and structural conditions under which university teachers' perceptions of OCB are developed.

In addition to exploring university teacher's account of OCB conceptualization, the current research draws on the work of Kidder and McLean Parks (1993) and Kidder (2002), which illustrate that the male and female workers' accounts of conceptualization and contextual conditions, in which these perceptions are developed, can be unique. Respectively, the current research will focus on these differences of accounts by involving an equal involvement of both the male and female university teachers and compare their accounts of OCB conceptualizations and their reasons for engaging in such behaviours. This will be achieved through the following research objective:

To examine the differences in male and female university teachers' conceptualization of OCB.

The current study will not only explore the differences, if present, in male and female university teachers' perceptions of their job behaviours, but it will also attempt to identify the causes of these differences and the implications of these behaviours for male and female teachers.

SECTION 3.4 Chapter Summary

The research in the area of organizational citizenship behaviours has expanded from the field of organizational behaviour to human resource management, marketing, health administration, psychology, international and strategic management and economics (Podsakoff et al., 2000). The respondents of OCB-studies included health care workers, air force mechanics, business enterprises, schools and university teachers, restaurants employees, banking employees etc. from all hierarchical levels such as workers, supervisors, line managers and top level managers (Lovell et al., 1999; Van Scotter, & Motowidlo, 1996; Stamper & Van Dyne, 2003; Turnly et al., 2003; Somech and Drach-Zahavy, 2000; Oplatka, 2006; Belogolovsky and Somech 2010). There have been few comparative studies of different professions such as Kidder's (2002) study to measure the OCB level among the engineers and the nurses. Nevertheless, OCB research at higher education level is scarce and is limited to the causal studies. The current study will fill the gap in knowledge of OCB in higher education by understanding the conceptualization of OCB among university teachers and identify the gendered and cultural aspects as well as the contextual and structural conditions of these constructs. An in-depth qualitative enquiry will help the researcher to develop a comprehensive framework of perceived roles and responsibilities of

university teachers and will offer an insight into conceptualization of OCB in the education sector.

CHAPTER 4 METHODOLOGY AND METHODS

The chapter starts by examining the philosophical commitments underpinning the current study. In this section, I describe my ontological and epistemological positions and their influence on the methodology. This follows the reflexive analysis to elicit the researcher's position in the research and the possible influence of the researcher on the study. The next section will describe the method used to collect data as well as the sampling strategy and the procedure.

SECTION 4.1 Inquiry Paradigm and the Research Philosophy

Using the framework of Denzin and Lincoln (2005), inquiry paradigms may be seen 'as sets of basic beliefs about the nature of reality and how it may be known' and can be understood by three basic questions: The ontological question is 'What is the nature of reality and, therefore, what is there that can be known about it?'; the epistemological question, 'What is the relationship between the knower or would-be knower and what can be known'; and the methodological question, 'How can the inquirer go about finding out whatever he or she believes can be known?' (Haron and Reason, 1997)

4.1.1. The Ontology: What is there to Know?

Every research is primarily based on ‘the commitments to particular versions of the world and ways of knowing that world made by researchers using them’ (Hughes 1998, cited in Corbetta 2003). The researcher cannot rule out the effects of the pre-held beliefs about the world and its reality on the research process. There are number of different approaches to ‘Ontology: what can be known about the world’. The ontological commitments of the researcher can vary across the range depending upon the degree to which we think that our knowledge of the world can attain the objective reality. Madill, Jordan and Shirley (2000) presented three distinct positions of realism i.e. naive, scientific and critical realism. Naive realism maintains the claim of the correspondence theory of truth, namely that everything is knowable about the reality of the world. Scientific realism holds the idea that everything about the world can be known only if scientific methods are applied to acquire the knowledge. Burr (2003) denied the possibility of knowing the reality through direct observations stating ‘since we have to accept the historical and cultural relativism of all forms of knowledge, it follows that the notion of ‘truth’ becomes problematic’. The ontological claims about reality have travelled from a pragmatic and an observable reality to a socially constructed one, where “a distinction between *empirical* realism, in which there is a reduction of the real to the empirical and *critical* realism that refutes this reduction (Fleetwood 2005; Contu and Willmott, 2003).

Although relativism and realism are considered to be distinct concepts, a form of realism known as critical realism holds the stance between realist and the relativist (Burr, 2003). According to the realist stand point, all the knowledge is a 'single sense data, and theories are the human-made linkages between these; critical realism in contrast asserts that there is a world independent of human beings, and also that there are deep structures in this world that can be represented by scientific theories' (Alvesson and Skoldberg, 2009). Similarly Archer (2003, p. 2) emphasized the mediating role of human agency in understanding the structural influences but also suggested that the structure and the agency are analytically separate and both constituencies have 'autonomous contributions to social outcomes'. Critical realism has an association with realism where it acknowledges an observable external reality and at the same time appreciates the role of perceptions in determining the reality recognizing the subjective nature of it. Critical realism is a meta-theory (Cruickshank 2002, p. 3) holding the basic assumptions of systems theory. The major concern of the critical realism as an ontology is its claim that the 'reality exists independently of whether it is observed or experienced' as Scott (2005, p. 635) argued that:

"It is asserted that there are objects in the world, including social objects, whether the observer or researcher can know them

or not (cf. Bhaskar's (1989), it is also important to make sense of the critical dimension. Critical realism is critical then because any attempts at describing and explaining the world are bound to be fallible, and also because those ways of ordering the world, its categorisations and the relationships between them, can not be justified in any absolute sense, and are always open to critique and their replacement by a different set of categories and relationships."

Because the researcher and the participants are 'contingently positioned and therefore always observe the world from a fixed position' (Scott and Morrison 2006, p. 107), the information obtained from the study is, and will always be, imperfect and subjective, yet, these 'fallible truths' are a means to retrieve reality. The current study tries to seek reality from the participants' accounts and therefore, the acquired knowledge is provisional. Nevertheless Sayer's (1992) idea of 'practical adequacy' argues that the knowledge is not all fallible as far as it helps to comprehend a phenomenon in a particular context. Emphasizing the contextual nature of reality, it is argued that within the educational research, there is a need to examine the association between the social constructs and the ability of individual's perceptions and actions to influence these constructs (Scott, 2000; Cruickshank, 2002). These assumptions of critical realism reflect my ontological commitment towards the current

study and how I approach the conceptualization of university teacher's job behaviours which is further discussed in the following sections.

4.1.2. The Epistemology: 'What is the relationship between the knower or would-be knower and what can be known?'

Epistemology is a branch of philosophy that provides answers to the question, 'what can be known about the reality of the world?' Epistemology is concerned with the relationship between the "knower" i.e. the research participant and the "would-be knower" i.e. the researcher (Ponterotto, 2005). According to the acceptance of knowledge, the epistemological stance can be built on positivism, hypothetico-deductivism, and various forms of social constructionism (Willig, 2001). The Positivist stance is based on dualism and objectivism, where the researcher and the participants are two different entities (dualism) and by following the scientific methods of enquiry, researcher can study the topic completely being impartial (objectivity). It further holds that the researcher and the participants do not influence each other during the process, failing which the research will yield incorrect findings. Hypothetico-deductivism goes side by side with positivism as an epistemological position that is aimed at generating the hypothesis from the theory, on the one hand, and verifying this theory with the evidence and then applying the findings to the overall population. Where the positivist approach aims at finding the

causal relationships and 'covering' laws, social constructionism tries to find reasons and meanings behind the social phenomena.

In the positivist paradigm, the object of a study is independent of researchers; knowledge is discovered and verified through direct observations or measurements of phenomena; facts are established by taking apart a phenomenon to examine its component parts. An alternative view, the naturalist or constructivist view, is that knowledge is established through the meanings attached to the phenomena studied; researchers interact with the subjects of study to obtain data; inquiry changes both researcher and subject; and knowledge is context and time dependent (Coll and Chapman, 2000; Cousins, 2002), thus different aspects of knowledge are not provided at the beginning of the research but they are "constructed and reconstructed" through continuous interaction of researcher and participants during the research process (Burr, 1995, p. 8).

The socially constructed reality combats the presence of an absolute fact and holds that the knowledge is developed by looking at the world with different perspectives under specific historical, cultural, linguistic conditions. It does not mean that we can never know anything, but, what we can attain are 'knowledges' rather than 'knowledge'. Constructionism asserts that the social phenomena and their meaning are not only produced by interaction

of the social actors but they are in a constant state of revision (Willig, 2001; Bryman and Bell 2007). Within constructionism, Madill et al. (2000) described contextual constructionism as a human science that rejects the idea of objectivity in the research. The contextual constructionism asserts that all knowledge is flexible and contextually situated, thus the research will yield different outcomes according to the context in which the data was collected. Although the foundation is context-specific, contextual constructionism acknowledges some sort of foundation for acquiring knowledge (Madill et al. 2000, p.12).

I chose contextual constructionism as my epistemological framework having a belief that the existing theories and literature on the performance aspects of university teachers have been developed in different work, economic and cultural settings, and these social realities are different from those existing in Pakistan. It reflects my understanding that the performance aspect of university teachers is not an absolute reality but it is constructed by the social actors. My study may produce different results because production of knowledge is largely affected by a) the participant's own understanding of the phenomena, b) the researcher's interpretation of the participants' accounts and c) the cultural meanings which inform both participants' and researcher's interpretations (Pidgeon and Henwood, 1997 as cited in Madill, 2000).

Since contextualism is particularly concerned with the relationship between accounts and the situations in which they were produced, findings are considered context-specific and hence applicable to a narrow constituency which may be difficult to define with accuracy and 'the knowledge is always limited by the boundaries of the situation and the specific vantage point from which one looks' (Linden 1996). So there is strong rationale for requiring researchers to articulate the perspective from which they approached their material. This includes such details as gender, ethnicity, age, and other factors which conceivably inform the audience of the positions from which the researcher writes. Of particular importance is facilitating reader assessment of the extent to which researcher and participant share basic assumptions and thus affect the data and its analysis. Contextualist analysis accepts the inevitability of bringing one's personal and cultural perspectives to bear on research projects. Contextual constructionism encourages us to reflect upon our personal and epistemological reflexivity to specify how far the personal and cultural perceptions of the researcher can affect the findings of the research. By providing a detailed account of personal and epistemological reflexivity, I acknowledge that it is inevitable to bring my personal and cultural perceptions to the research. However any similarity between researchers' and participants' account should not be taken as a bias; rather it provides the

researcher with an opportunity to understand better the context in which a certain account is created (Parker, 1999; Madill et al., 2000).

4.1.3. The Research Methodology: 'How can the inquirer... go about finding out whatever he or she believes can be known about?'

Research methodology is a way to systematically solve the research problem. It is equally important for the researcher that he/she not only knows the suitable methods/techniques but also the methodology i.e. the assumption underlying various techniques and the criteria by which they can decide that some techniques and procedures will be applicable to certain problems while others will not (Kothari, 2004). Research methodology has many aspects and research method merely establishes a part of research methodology. Thus according to Kothari (2004):

“When we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others.”

Research methodologies have widely been divided into a quantitative and qualitative. The quantitative approach has its roots in post-positivism where the knowledge is developed through cause and effect thinking, study of variables, testing hypothesis and verifying theories, whereas the qualitative approach is based on the constructivist viewpoints where the knowledge is developed by studying the phenomena in their natural settings and trying to interpret the socially and historically constructed meanings of participants' accounts, for the purpose of developing a theory or a model (Creswell, 2003, p.19; Denzin and Lincoln, 2005, p.3).

Nevertheless, the precision, validity and reliability of the qualitative data is questioned when compared to quantitative, positivist traditions (Hammersley 2007), whereas Scott (2000) asserts that the primary concern of the researcher should be on the congruence between ontology, epistemology and methodological commitments. Considering this notion, current research has been carried out with qualitative research methodology consistent to the critical realist philosophy of subjective nature of the reality (Burr, 2003) and constructivist standpoint of understanding realities through social interactions (Willig, 2001). The critical realists consider the qualitative analysis essential for understanding the mechanisms in greater detail where Krauss (2005) posit that based upon the constructivist epistemology, qualitative research enables

the researcher to explore *multiple realities constructed by human beings who experience a phenomenon of interest*.

Since the qualitative research helps to explore the phenomenon in its natural settings as an attempt to grasp the perception of the phenomenon based on the meanings attached to them by the concerned participants, it helps the researcher to establish “thick descriptions” of the participant’s account by involving both individuals’ and researcher’s own interpretations (Cassell, 2005). Accordingly the aim of qualitative research is not to present the reality but to explore various accounts on interpretations of the reality. These accounts are constructed by the socio-cultural and personal context of the participants. The qualitative paradigm seeks to achieve interpretive understanding of the phenomenon. By adopting a qualitative stance, I believe that I am able to collect profound data on the participant’s subjective perception of in-role and extra-role job behaviours, their perceived motives and the consequences of engaging in these behaviours with respect to their social identities.

Following the constructivist paradigm, the current research is not free from personal prejudices; however this issue has been well informed by providing detailed accounts of my own construction and those of the participants of the current study. The contextual data in the current study thus helped to draw profound

interpretive accounts of the perceptions of job behaviours within the context of higher education.

4.1.4. Reflexive Analysis

This section of the chapter will describe my personal and professional background to specify my role in the research as a researcher and also a representative of the researched population. This reflexivity is an acknowledgement of my participation and personhood and in the research process. It is a reflection of who I am as an individual and how my personal values, experiences, beliefs, cultural upbringing, ethnicity, gender, my broader aims of life, and my social identity have affected my research work and, in turn, how my work may have affected me as a person and a researcher. Wilkinson (1988, p. 493) defined it as “disciplined self-reflection” and emphasized the need to acknowledge the role of self and its effects on the research process rather than trying to overlook and regard it as a bias. Willig (2001, Pg. 10) described two types of reflexivity: personal reflexivity and epistemological reflexivity where

“Personal reflexivity involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research. It also involves thinking about how the research may

have affected and possibly changed us, as people and as researchers.” and

“*Epistemological reflexivity* requires us to engage with questions such as: How has the research question defined and limited what can be ‘found’? How has the design of the study and the method of analysis ‘constructed’ the data and the findings? How could the research question have been investigated differently? To what extent would this have given rise to a different understanding of the phenomenon under investigation? Thus, epistemological reflexivity encourages us to reflect upon the assumptions (about the world, about knowledge) that we have made in the course of the research, and it helps us to think about the implications of such assumptions for the research and its findings.”

The answer to the question of whether or not to include reflexive accounts in the qualitative research is different from different researchers. Though the majority of researchers acknowledge the role of reflexivity, not all provide the detailed account of their personal and epistemological positions in the research (Willig, 2001). Reflecting upon researcher’s own role in the research process is opposite to the underlying principles of positivism which emphasizes the distinct roles of the researcher and the respondents. It is however argued that it is impossible for

the researcher to remain outside the research, since researcher's background, philosophical commitments and experiences are even important 'to understand the type of data that are collected' (Scott and Usher 1999: 116). According to Burr (1995), objectivity is impossible since we all experience 'the world from some perspective or other' thus he argues that:

'The task of researchers therefore becomes to acknowledge and even to work with their own intrinsic involvement in the research process and the part this plays in the results that are produced. Researchers must view the research process as necessarily a co-production between themselves and the people they are researching (Burr, 1995: 160).'

Once we admit that there is no fixed meaning of a given phenomenon, and that there is a possibility of vast definitions and constructions, researchers then begin to realize 'why it is that people think, feel and act differently from one another' (Burr and Butt, 1992, p. 14). Accepting this fact, I realized that my personal values, gender, social status, ethnicity, experience, and learning development throughout the research process will have a bearing on the way I collect, present and analyze the research data (Denzin and Lincoln 2005, p. 6). And it is important to talk about this fact in the research so that the reader can understand the context in which the research was conceived, and data was collected and

analyzed. Thus, reflexivity, in a way, is the researcher's voice in the research as Finlay (2002, p. 541) stated *".....reflexivity can open a window on areas that in other research contexts would remain concealed from awareness. In this way, reflexive analysis can give voice to those normally silenced. Reflexive analysis also aims to expose researcher silences."* However it is equally important to recognize the potential imbalance in the power of researcher and participants while providing the reflexive accounts. As Finlay (ibid) argued that the position of researcher "... can become unduly privileged, blocking out the participant's voice. Clearly, we need to strike a balance, striving for enhanced self-awareness but eschewing navel gazing", thus the reflexive analysis is permissive as long it serves the purpose of providing an insight into the researcher's role in the research process. Following Willig (2001), I have provided separate accounts of personal and epistemological reflexivity in the subsequent sections.

4.1.4.1. Personal Reflexive Analysis

In this section I will reflect on my role in the current study. I will endeavour to describe myself both as a person and a researcher, including the possible influence of prior assumptions, set of values and experience on the research.

I am a female of Pakistani origin and a doctoral student studying in the UK. I moved to the UK to pursue my doctoral education with the scholarship which I achieved as a Government employee while working at a Public Sector University of Pakistan. Though education has always been a priority for me, it is my first ever experience of international mobility for higher education. I have been employed in the higher education sector of Pakistan for last seven years. My professional career started with a position as a Human Resource Officer in a textile mill for one year. My time with the corporate sector allowed me to practice my authority within the prescribed rules but, being the longest established corporate culture, textile organizations do not generally allow new culture to emerge in the organizations. After a careful review of my professional growth in the corporate sector for one year, I changed from the corporate to the academic sector altering my occupational path. With this move from corporate to academia, I experienced a great deal of freedom and autonomy in various ways; designing and delivering course material for students, selecting class timings and office hours. Following Hodkinson and Hodkinson (2004), I believe that the culture and working patterns of the workplace inspire the individuals' identities, thus working in higher education for last few years, my professional identity has also evolved.

Having worked in different capacities within the same university (contractual lecturer for one year), course coordinator

for the business department (un-paid extra assigned duty) and permanent lecturer for six years, I have taught a variety of students, worked with different types of colleagues and experienced a range of supervision from highly bureaucratic to highly informal heads of department (HOD). I have observed people responding differently to their calls of duty as they served under different administrative heads. These diverse perceptions and behaviours of university academicians then resulted in development of different types of working culture within the departments. It then became a real interest to me to understand how university teachers perceive different components of their job behaviours, and how their perception is developed. As I achieved this scholarship from the Higher Education Commission of Pakistan I became more committed to conducting research on higher education, and to understanding various aspects of job behaviours of university teachers. While seeking admission into universities abroad and developing research proposals, I learned new ideas and theories about in-role and extra-role job behaviours and it offered a new insight into my values and assumptions about the teaching profession. Thus, I believe that the chosen research topic has personal meaning for me both as a person and an academic working in higher education. I strongly agree with Marshall (1986) that choosing a topic of personal choice and relevance adds an additional energy to the process and also by choosing qualitative research I admit the fact that it 'is an interactive process shaped by

[my] personal history, biography, gender, social class, race, and ethnicity, and those of the people in the setting' (Denzin and Lincoln 2005: 6).

While I was working on this research project, I was on study leave from my university. Before taking this study leave I was working with almost similar groups of people who were interviewed for the current study. Bearing this in mind I believe that my role in the current research is both of an 'insider' and an 'outsider'. Explaining the critical realist point of view, Scott and Morrison (2006) believe that with an outsider perspective it is hard to access the complete set of knowledge. Since I am exploring the perception of other academicians who are working with similar colleagues, administration and environment I have been working with, I bring a significant amount of my own experience, perceptions and values into the research process. I understand that by being an 'insider' I was able to access the significant accounts of participants who, being my ex-or present colleagues, had a greater level of confidence and trust in me. While my position in the research as an insider enables me to understand the context in a better way, I was aware that it cannot and should not be considered as 'a source of hypotheses explaining the participants' actions'. Nevertheless I was able to build congeniality with the participants which enabled them to disclose meaningful accounts in an open manner. A Researcher's understanding of the context is supposed to be an 'asset' for the

research process and does not lead to distortion (Usher, 1996). However, a few researchers believe that it is difficult to make a clear distinction between an insider and an outsider (for example Hosking and McNamee, 2006), while others (e.g. Hellowell 2006) are able to draw a fine line along the ‘insider-outsider continuum’. According to Cousin (2009), reflecting on one’s ‘positionality’ gives way to a ‘reflexive and thoughtful engagement with the data gathered and the literature read’, thus my purpose here is not to define myself as an insider or outsider; rather it is a mere reflection of my ‘position’ in the context to acknowledge the possible effects of my identity on the research process and the outcomes. Having talked about my personal reflexive analysis, I will now discuss the design, methods, and procedures adopted by the current research. This will follow an epistemological reflexive analysis where I will reflect my reasons for adopting these methods and their implications for the current research.

4.1.4.2. Epistemological and Methodological Reflexive Analysis

Having embarked upon my inquiry paradigm, research philosophies, and personal reflexive analysis, I will now discuss my epistemological and methodological reflexivity. My epistemological stance of constructivism guides my interpretations of accounts of university teachers. Like most of other researchers, I did not start my research with the ontological and epistemological commitments

already decided. I started the research with an objective of understanding the job behaviours of university teachers. According to Finlay (2002), the purpose of epistemological reflexivity is to understand 'the self-in-relation-to-others becomes both the aim and object of focus' (Finlay, 2002: 216). My research started with the objective of understanding the subjective perceptions of job behaviours of the university teachers in Pakistan. When I selected the main topic of my study, I was asked to write a research proposal which should define my research objectives, methodologies, and methods. At that stage, I admit that I was completely unaware of the various enquiry paradigms and research philosophies and knew only one way of conducting research and that was positivist. I realize that the choices I made while writing the first proposal of my PhD research were informed by my traditional knowledge of research gained during my Masters degree in Pakistan. My research assumptions about the alternative methods of conducting research are largely altered during my Masters degree at the current university which greatly challenged my limited knowledge of research and oriented me with various other research philosophies and methodologies. Before joining the Master program in research methodology as a requirement of the PhD degree, I knew only one 'correct' way of conducting research and that was the quantitative methods to collect participants' responses with the purpose of generalizing the findings. For me, the only well-accepted type of research in existence was scientific

research. It was mainly because of the fact that during my business education in Pakistan, I was not offered any alternative method of enquiry. My knowledge and appreciation of the diverse research paradigms have gradually developed as I have progressed in my research. Therefore, my involvement in the current research has been a continuous process of improving my research knowledge and skills.

Looking back, I recognize that my ontological position had evolved from a scientific realist to a critical realist, and my epistemological orientation had transformed from a positivist to a contextual constructionist. In the initial research proposal, I chose to adopt a quantitative data collection method which was based on my only understanding of a positivist approach. However, as my research orientation evolved, I was able to appreciate other enquiry paradigms, in particular constructionism. I realized that the accounts I obtain from the university teachers will not reflect an absolute reality, but rather their accounts are continuously formed and re-formed and are context-specific. The reality of university teachers' perceptions of job behaviours is co-constructed between me and my participants. I therefore cannot claim that the way I have presented and interpreted data is the only way of analyzing participants' accounts. But, the way I collected, analyzed, and presented their accounts is only one of many available options. In other words, the reality I offer and the knowledge that is

constructed in my work would be partial, and therefore remain open for various interpretations and constructions.

Another important methodological decision I took in my research was the use of the *first person* or 'I' instead of using a usual *third person* stance. It reflects the importance I attach to my personal self in collection, analysis, and presentation of research data. As Scollon (1994) argued that "authorship and fact, taken together, present to the reader a stance or a position of responsibility which is being taken by the writer. From the way writers construct the authorial self and from the way they present their facts, readers construct a judgement about the extent to which authors are ready to stand behind their words and about the ideological positions they are taking' (pg. 33). Following this stance, I take the responsibility for presence of myself in my writing and that the role it plays in constructing the knowledge about university teachers' perceptions of their job behaviours. And moreover, as a university teacher myself, I cannot detach myself from the researchers and the research. From the positivist standpoint, use of 'first person' speech in my writing prevent me from achieving objectivity since my writing and the way I have organized my work involve my own prejudices. But I will argue that I cannot be completely objective and my subjectivity will remain a part of my research, mainly because I am an insider to my research having worked in the same setting where my participants are

currently working, and also because I adopted the contextual constructionist paradigm. It is therefore unlikely that I detach myself from my writing. However, as a novice researcher, I believe that writing reflexivity allows me to explain to my readers how my personal, social, and cultural perspectives have interacted with the participants' accounts in order to co-construct the reality of the job behaviours of university teachers.

SECTION 4.2 Qualitative Research Study: Methods, Design and Procedures

The main objective of the research was to explore the ways in which the teachers in public and private universities in Pakistan conceptualize their in-role and extra-role job behaviours with respect to their gender and to examine the determinants and consequences of engaging in extra-role job behaviours. The current study employed qualitative interviewing to obtain teacher's accounts on a) the conceptualization of in-role and extra-role job behaviours, b) the context of their experience, family structure and personal values and c) perception of job behaviours in accordance with their gender and family roles. Data was collected from 2 universities one public sector and one private sector from the federal area of Pakistan.

The present study employed a qualitative approach where the design of the study starts at the beginning of the research

process (Creswell, 2003; Patton 2002). The typical flow of data collection for the current study included planning and conducting interviews, taking field notes, writing reflections and analysis and interpretation of data. The nature and purpose of the employed qualitative study required me to consciously be involved in knitting these activities together rather than abiding by a standard procedure. In the following sections, I have provided full details of procedure of the study, chosen research method and its rationale, as well as the analysis method used for the data set.

4.2.1. Sampling Strategies: Recruitment & Selection of Participants

The current study undertakes the stance of critical realism and contextual constructionism. This has implications on the sampling strategies and recruitment of participants.

4.2.1.1. Sampling

Due to the need to focus on a homogenous group of subjects in a qualitative inquiry that aims at understanding a certain phenomenon profoundly, the teachers in this study were selected from 2 universities using purposive sampling (Bryman, 2008) by making sure that the chosen participants are the most relevant cases to study the research question. There are described sixteen different types of purposive sampling but the common factor is that

the participants are selected according to a defined criterion based upon the research objectives (Patton, 2002 cited in Guest, Bunce and Johnson, 2006).

The participants for the current study were chosen according to certain criteria i.e. all the participants were working in the business departments of the federally chartered universities and the factor of variability was the gender of the participants and the sectors of the universities i.e. public and private. However the purpose of choosing the participants from both genders and sectors was not initially to create comparisons, instead I argue that by involving male and female teachers from both public and private sector universities, the research will be able to bring about various possible accounts on the perception of job behaviours of academic staff. Bearing in mind my ontological and epistemological commitments, it is also important to mention that by representation of both genders and sector, I do not intend to achieve any statistical representation and generalizability. I believe that the accounts that are produced in the current study are context-specific and only relevant to the situation in which these accounts are expressed and “may have a fundamentally different purpose and meaning if repeated in another situation” (Linden, 1996; Sim, 1998 p. 350).

Since the current study follows the qualitative enquiry where the researcher is more interested in gaining situational representativeness rather than demographic, I believe that the concepts such as statistical sampling and empirical generalizability are beyond the scope of this study. Popay, Rogers, and Williams (1998) assert that in the qualitative study, 'randomness and representativeness are of less concern than relevance... Does the sample produce the type of knowledge necessary to understand the structure and processes within which the individuals or situations are located?' (p. 346). It is further argued that the qualitative research may offer theoretical generalizability and act as an explanatory theory to study a similar social phenomenon in comparable situations.

While determining the number of participants, most authors recommended an inductive sampling to reach 'theoretical saturation' and it is argued that 'the more similar participants in a sample are in their experiences with respect to the research domain, the sooner we would expect to reach saturation' (Guest, Bunce and Johnson 2006). There has been a long debate on how many participants should be interviewed where various researchers argued for different numbers on the basis of type of study. Morse (2005, p. 225) provided a detailed criterion on selecting a number of participants where she recommended six for phenomenological studies and thirty to fifty participants for ethnographies and

grounded theory studies. In contrast, Creswell (2003) recommended five to twenty five for phenomenology and twenty to thirty for grounded theory studies. However I argue here that the number of participants in fact depends on the type and purpose of data collection and analysis where it is believed that if the objective of the study is to explain ‘ a shared perception, belief, or behaviour among a relatively homogeneous group, then a sample of twelve will likely be sufficient, as it was in our study. But if one wishes to determine how two or more groups differ along a given dimension, then you would likely use a stratified sample of some sort (e.g., a quota sample) and might purposively select twelve participants per group of interest’ (Guest, Bunce and Johnson, 2006, p. 76). Thus the sample size of 20 participants from each university for the current study may be considered appropriate for the purpose of comparison. Morse (2005) affirms that the number of participants in a study aimed at achieving theoretical saturation mainly relies upon the nature and scope of the study, the number of interviews per participants and the amount of valuable accounts gained from each participant. A total sample size of 41 participants was believed to be appropriate for the purposive sampling used in the current study. This sample size was above the number suggested by Morse (2005) and Creswell’s (2003) of twenty to thirty interviews.

Along with the purposive sampling, I also used the snowball technique to expedite the recruitment process. The snowball approach refers to the method of making new contacts with the potential participants with the help of the existing participants. I had to use the snowball approach in the private university where I could establish contact with only four participants initially and then I drew upon these participants to develop new contacts with the other university teachers (Bryman, 2008). Eleven out of forty-one participants were approached with the help of the snowballing technique. Although snowball approach is criticized on the basis of lack of sampling randomization and the possible drawback of the sharing of information among the participants in advance, I maintain this stance that the statistical randomness of sample may be more relevant to the positivist study aimed at empirical generalizability and to seek these concepts in the current study may be inappropriate (Madill et al., 2000).

4.2.1.2. Recruitment of the Participants

From January 2010 till May 2010, 39 teachers and 2 heads of departments from the higher education sector of Pakistan were recruited and interviewed for the current study. The recruitment process worked differently for public and private universities.

Public Sector University: I was serving as a permanent lecturer in the business department of a public sector university in Pakistan before taking study leave for PhD. I made a direct contact with the teachers in the business department at the same university. I was familiar with almost all the teachers working in the business department except for those who had been appointed last two years while I was in the UK. The majority of the participants at the Public Sector University responded to the first call for participation circulated among the faculty members. There were a total 34 teachers working in the Business Department of the university of whom 8 were on leave (study plus casual) and from the remaining 26 faculty members, 22 agreed to participate in the study. Thus, in total 22 interviews were conducted in the business department of the public sector university. However, 2 interviews had to be excluded due to excessive background noise and distractions. Thus, a total 20 interviews (11 females and 9 males) from the Public Sector University are included in the analysis. The recruitment process was held in January 2010 and it took two weeks to recruit 22 participants from the Public Sector University for the study. The interview process was then started in February 2010 and lasted for two months till the first week of April 2010.

Private Sector University: Initially the private sector university teachers were reluctant to participate in the study. Only 4 participants responded to the call for participants posted on the

faculty notice board of the department. In order to expedite the process I used the snowballing technique by asking the recruited participants, including an acquaintance who was working as head of the graduate program in the University's Business School, to introduce me to members of staff who might be willing to participate in the study. Following a suggestion by the participants who had been recruited, I conducted a seminar on the qualitative research methodology for the faculty of the Private Sector University to create awareness among the faculty members. This process helped tremendously in getting 15 interview appointments within a week. The total number of faculty members was 20 who were all interviewed; however one of the faculty members withdrew her participation from the study after her interview had been conducted. Thus, a total of 19 interviews (10 males and 9 females) were included for analysis. It took almost one month to recruit 20 participants from the private university, after making several attempts. The recruitment process was held initially in January 2010 and it took one week to recruit 4 participants for the study and these were interviewed during February 2010. However the recruitment was then stalled until the end of April. It took another week in April 2010 to recruit 16 participants who were then interviewed during April-May 2010.

Thus it took five months in total to recruit and conduct 41 interviews at the business departments of two universities. On

receiving responses through email and telephone calls from the prospective participants, I personally distributed a detailed information letter along with a form of participation. The information letter provided the participants with detailed notes on the objectives of the study, my role as a researcher, the role of the participants in the study, and their rights and possible usage of disclosed information. I provided my contact details at the end of the information letter to enable the participant to remove any ambiguity regarding the study and their participation (see Appendix I). All the participants were requested to read the information letter thoroughly and consider carefully their involvement in the study before they decided to take part. The participation letter required the participants to provide information on their background, such as age, gender, experience, and designation (see Appendix II).

4.2.1.3. Qualitative Interviewing as a Method of Research

Qualitative interviewing was chosen to collect accounts of how university teachers perceive various aspects of their job including mandatory and voluntary tasks. According to King (2004), the objective of qualitative interviewing is to understand the phenomenon from the viewpoint of the interviewee with a further analysis of construction of this viewpoint i.e. how did the participant arrive at a certain viewpoint about a particular

phenomenon. Based upon the constructionist paradigm, qualitative interviewing is an interactive process where the meaning is co-constructed (Denzin, 2001 as viewed in Cassell, 2005), where both the interviewer and the interviewee are actively constructing and interpreting the phenomenon. The qualitative interviews can be unstructured or semi-structured (King, 2004) depending upon the research area and questions. For the present study, I developed an interview guide with the key questions and themes extracted from the previous literature in order to keep the interview process within a certain structure (Bryman, 2008). Therefore the interview approach for the current study is more towards semi-structured interviewing in which all the participants were asked similar questions, at the same time allowing me the flexibility to change the order of questions, ask additional questions and skip some questions from the interview guide as per the requirements of the situation. In qualitative research, interviewing is considered the key research tool especially within the social sciences discipline, due to its flexibility in application and analysis (Cassell, 2005).

Conversation is considered to be the most ancient form of acquiring knowledge, however it is quite recent that the 'interviewing' has been used by the researchers to acquire meaningful accounts of the social phenomenon (Kvale, 1996). The increasing popularity of qualitative interviewing is perhaps due to its ability to be used in a variety of research paradigms as King

(2004) suggested that the interviewing can be used under a number of epistemological positions, where under conventional positivist positions, it can be used to find out the underlying causes of human actions maintaining the researcher's objectivity. The data acquired from the interviews can also be used according to the 'contextual constructionist' position (Madill et al., 2000), where the data is not considered the representation of the reality; but rather, is viewed as the conceptual interpretation by the relevant social actors. These conceptual interpretations are therefore co-constructed and depend upon '.....the position of the researcher and the context of the research' (King, 2004 as cited in Cassell and Symon, 2004, p. 21). Reflexivity on the researcher's own positions is thus an essential requirement to disclose how the interpretations are developed with differing perspectives.

4.2.1.4. Pilot Interviews: Developing Interview Guide

A pilot study was conducted before formally starting the data collection process with the objective of refining the interview guide and verifying its relevance. Bryman (2008) suggested the need for conducting a pilot study to confirm the usefulness and relevance of the research instrument before applying it to the actual study. Keeping this in view, I conducted two semi-structured interviews using a tentative interview guide. The tentative interview guide was developed based on the research focus,

objectives and the existing literature on in-role and extra-role job behaviours of teachers in higher education. The themes illustrated in the interview guide were informed by Oplatka's (2009) work on 'the determinants and components of teacher organizational behaviours' and Rego's (2003) study on university teachers' citizenship behaviours. The pilot interviews were conducted in the UK with my personal friends who have been my ex-colleagues as well, while I was working as a Lecturer in a public sector university in Pakistan. I deliberately chose specific participants for the pilot study to ensure that they represent the actual population of the study. Since these two participants had worked in the higher education sector for almost three years, they were able to bring forward their perceptions of different job aspects.

This practice worked as a test and trial for the research process, and the experience gained through conducting the pilot study helped me improve and develop the interview guide before using it for the actual study. The pilot study not only helped me to eliminate ambiguities in certain terminologies used in the guide, but it was also effective to recognize the time and other technicalities involved in the interview process. However, it is also important to acknowledge that the piloting phase does not mean the fixation of interview schedule for once and for all; but rather the qualitative research is a flexible process that allows continuous modification in the interview guide to induce the relevant issues

which emerged during the preliminary interviews. This flexibility depicts the iterative nature of the qualitative research process (Bryman, 2008). The interview guide used for the interviews had various sections; mainly questions covering the participants' contextual information i.e. their educational background, work history, family structure; their views about the teaching profession, working hours etc. as well as the influence of their personal values, education and parents on their perception of their job behaviours.

While conducting the semi-structured interviews I remained aware of the fact that the accounts I obtained through this conversation cannot be regarded as the 'fact' in objective terms, because all the data collected was based on teachers' perceptions and beliefs. While there was no such objective of the study that could advantage or disadvantage the participants in any capacity, there was no reason for them to manipulate any part of their account. Therefore I believe that the data collected from the teachers is based on their honest responses. Through the semi-structured interviews I gathered accounts of teachers' contextual information, their views on the teaching profession, and their perceptions of in-role and extra-role job behaviours. I was also able to explore their background, experiences, and aspirations to perform certain behaviours for their students, colleagues and the institution. The flexibility of the semi-structured interview process also allowed me to remove any ambiguity if it appeared during the

session and to correct any misunderstanding elicited from the statements of the researcher or the participant.

4.2.1.5. The Interview Process

On receiving the verbal consent from the potential participants on the telephone, I collected the participation form individually from each participant. After developing a list of prospective participants along with their background information and contact details, I contacted them to arrange an appointment for the interview. Initially I decided to proceed with the interviews at both universities simultaneously. However, on realizing the low response rate from the private sector university at the beginning of the data collection process, I focused on the public sector participants first. Selecting the venue for the interview was then an important consideration, because I wanted to arrange a convenient location for the participants recognizing the time involved in the travelling and the particular milieu required for recording the interview. I got permission from the authorities to use the conference room situated in the basement of the public sector university campus as it was distantly located from the classrooms and offices. This arrangement was made in order to avoid the surrounding noise and to ensure the privacy of the interview process. Most of the interviews of public sector university teachers were conducted in that office except for four which were

conducted in the offices of the participants at the times when there was no noise around. The interview process for the private sector university teachers followed the same pattern except for the venue. The interviews of the female teachers of the private university were conducted in the research office situated in the separate library section set aside for the female students inside the university campus. The interviews of the male faculty members of the private university were conducted in the office of the head graduate programs which he courteously allowed me to use.

All the interview sessions started with an informal chat. For almost all the participants, it was the first experience of being interviewed for a research study and most of them expressed a great deal of interest in the interviewing process. Participants who knew me previously wanted to know more about my experience of studying abroad and conducting qualitative research, and in response I introduced them informally to my study area while at the same time offering them beverages. This initial chat helped me build rapport and allow me to start the interview in a comfortable and friendly manner (Berg, 2001, p. 99-100). During the interview, I sometimes modified the structure of the questions, and noted the changes I made on the interview guide. Some participants needed more explanation for a few questions while others simply replied to the question in the same way that I posed it. However, I tried to note down the addition, deletion or modification of questions if

made during the interview so that while later transcribing the accounts I have accurate data with me (Berg, 2001; Creswell, 2003).

At the beginning of the interview, I made sure that all participants had read the information letter and fully understood their role in this study. Participants were then provided with the informed consent document for signing (Appendix III). All the interviews were audio-recorded with the help of a digital voice recorder. However the HODs of both departments did not permit the recording of their interviews and I was able to obtain consent for taking notes of their interviews. A minute taker was arranged by the HODs to write down the interview for me in short-hand writing. However, both HODs withdrew their participation from the study after the interview process had been completed. They did not provide any formal reason for their withdrawal, however during an informal conversation; they expressed the concerns of top management with their involvement in the current study. Therefore, I carefully removed their transcripts from the data bank.

The length of the interview varied between 30 minutes to 110 minutes. Bryman (2008) mentioned the implications of variations in the length of an interview, depending on the interview settings and the extent to which the interview session is considered

informative and comfortable by both the participants and the interviewer. In the current study various factors caused the variation in the duration of interview. For instance, in one case the participant used monosyllabic answers, avoiding detailed replies; in another case, I deliberately avoided asking all the questions from the participant based on my intuition that the participant did not show an adequate interest in the interview questions; and on two occasions I had to wrap up the interview because some immediate call came up for the participants. However, in most of the cases, interviews were conducted in an open and comfortable manner where I was able to acquire in-depth and meaningful responses from the participants. At the end of the interview I particularly invited all the participants to enquire about the study or interview process if they had any questions about the experience. I also reminded all participants that there might arise a need to conduct a follow-up interview while I was in the process of analyzing the data.

It is also worth mentioning that throughout the interview process I had been taking notes of the tones, gestures and body language of the participants and I believe that these notes played an important role in structuring the subsequent interviews. They also helped me in generating rich descriptions of participants' accounts. For qualitative researchers it is considered important to engage in notes-taking throughout the data collection process

which may lead to spontaneous decisions about the type and amount of data to be collected (Creswell, 2003; Berg, 2001).

4.2.2. Participants

In order to answer the research questions, a total 41 interviews were conducted in the Business Departments of public and private sector universities of Pakistan. The research population included 39 teachers and 2 heads of departments. However, the heads of departments withdrew their participation from the study after the interviews had been conducted. Their reluctance to participate in the study was gradual. The head of department from the public sector university initially did not allow recording of his interview, but preferred a minute taker to write the conversation in short-hand writing. Initially, the head of department from the private sector university allowed the digital recording of his interview, however later on he withdrew his participation requesting his recording to be discarded. Therefore there were a total 39 participants of the current study. The ages of the participants ranged between 24 and 50, the average age being 38 years. The study included teachers working at various hierarchical levels i.e. teacher assistants, lecturer and assistant professors with a wide range of tenure from a minimum 4 months to maximum 17 years of teaching. A complete list of participants with their ages, tenure and designation is provided in Appendix III (a & b).

University Teachers: The sample was divided into two main subgroups of public and private sector university teachers. Table 1 shows that from the public sector university 20 teachers were recruited for study, of whom 9 were males and 11 females. Whereas from the private university 19 teachers were interviewed of whom 10 were males and 9 females.

Table 4.1 Participants' Gender by Sector

Sector/Gender	Total Number of participants	Number of Male Participants	Number of Female Participants
Public	20	9	11
Private	19	10	9

Table 3.2 presents the qualifications of the participants with respect to their gender. There is not much variation of qualification across gender. In Pakistan, MBA and MA Economics takes 16 years of education and MPhil takes 18 years education.

Table 4.2 Participants' Qualification by Gender

Sector/Gender	Total Number of participants	Number of Male Participants	Number of Female Participants
MBA/MA Economics	18	9	9
MPhil	18	8	10
PhD	3	2	1

Table 3.3 further presents the marital status of the participants with respect to their gender. Out of the total number of participants, 22 were married with an equal proportion of males and females, 16 were unmarried and one male participant was divorced.

Table 4.3 Participants' Marital Status by Gender

Sector/Gender	Total Number of participants	Number of Male Participants	Number of Female Participants
Married	22	11	11
Unmarried	16	7	9
Divorced	1	1	-

SECTION 4.3 Data Analysis

According to Creswell (2003) the analysis of qualitative data starts at the early stages of the research and continues throughout all the phases of research where the data collection and analysis are particularly interconnected (Cousin, 2009). During the phase of selecting the participants, designing the interview guide and choosing the methodologies, the choices were continuously being made based on the interpretation of knowledge acquired at different stages of the research. This practice highlights the qualitative data analysis being 'iterative, recursive and dynamic' (Gibbs, Friese, and Mangabiera 2002, p. 2), where the data analysis

is not a sequential process that has to come after data collection, but rather it is embedded in the whole process of research. As I was conducting interviews and transcribing them myself, I started an informal analysis of data by making field notes such as jotting down the non-verbal clues during the interview and writing my general feeling about the interview once it was completed. I strongly believe that the formal data analysis will be assisted by my intrinsic understanding of the accounts produced during the interview transcription. Since I transcribed all the interviews myself except for those few interviews that were conducted in the Urdu language, it helped me appreciate the underlying meanings of the participants' accounts. During the transcription, I marked important points, added comments on conversation at a few points to help me reflect on the data at later stages. The following sections will describe in detail the process of data analysis.

4.3.1. Transcription of Data

Before being involved in this study, I believed transcription was a mere conversion of the audio records into text. However, by starting the qualitative data collection and transcription, I was able to appreciate the broad base and the critical role of transcription in the research process. Transcription or converting spoken word into text “is much more than simple writing down what is said” (Halai, 2007; p. 347), but it can be defined as a tool to fix the “fleeting

events (utterance, gestures) for the purpose of detailed analysis". Although "the choices researchers make about transcription enact the theories they hold and constrain the interpretations they draw from their educational practice" (Lapadat & Lindsay, 1999; p. 15), the first author argued that the process has been taken for granted and considered to be unproblematic, ignoring the methodological and theoretical implications of the transcription (Lapadat, 2000).

The first step in the process of the analysis was the transcription of all the digitally recorded oral interview data into written form to enable me further to proceed with the formal analysis. While transcribing the interview data, I made a few decisions about editing the transcribed text. Since the current study was aimed at exploring university teachers' accounts of their conceptualizing of the job behaviours, what I was really interested in was the content of the interviews and not the language. Therefore I corrected the grammatical errors, inserted commas and speech marks and added nonverbal cues where I found them essential for better understanding of the text.

It is also important to highlight the fact that even though the majority of interviews (35 out of 41 interviews) were conducted in the English language, English was not the first language of all the participants of the study, including myself. Although the university teachers were capable of speaking English, only 4 participants

preferred to use Urdu as the main language of the interview. Although many English words have become a part of daily Urdu speaking, the interviewees used mostly Urdu dialect, thus I had to seek support in transcribing the Urdu recordings, using special software *Inpage*. These transcripts were then translated into English which itself involved some decisions. I used Halai's (2007) rules of transcribing for the interviews that were conducted in Urdu. One of the choices in transcribing Urdu interviews was to write the text in Roman Urdu that is, writing Urdu words in English script. However, since the larger portion of these interviews was in Urdu, I decided to use *Inpage* where it was possible to write Urdu text in standard Arabic script and English words in Latin/English script. I decided to translate only those sections which I wanted to include in the analysis. Halai (2007) refers to these translated transcripts as *transmuted text* and argues that the process of translation can transform or even alter the real data to some extent. During the transcription of interviews conducted in Urdu, it was sometimes difficult to find a substitute word in the English language and I believed that the chosen word might not have fully conveyed the contextual feeling of the original dialect. As a result, as Halai stated, "a part of the richness, meaning, and cultural flavour was lost in translation" (Halai, 2007:354). However, Davidson (2010) argued against the mechanical conversion of audio into text and viewed the transcription as transformation, where the process is "a selective one whereby certain phenomena or features

of talk and interaction are transcribed. Rather than being a problem to overcome, selectivity needs also to be understood as a practical and theoretical necessity”. Ultimately, the accounts I have in the shape of transcriptions are co-constructed by the participants and me since the way I have presented the data is only one of many choices.

4.3.2. Thematic Analysis

There can be multiple ways of analyzing qualitative data, but I chose thematic analysis for its inherent “theoretical freedom” and ability to provide “a rich and detailed, yet complex, account of data” (Braun and Clarke 2006: 78-79) where it is defined as “a method for identifying, analysing and reporting patterns (themes) within data”. Although the outcomes of thematic analysis may vary, the method has the potential to be used within both realist/positivist and constructivist epistemological commitments. For the current study, thematic analysis is used because it is an appropriate tool to theorise the socio-cultural contexts and structural conditions under which events occur (Braun and Clarke, 2006). Since the current study was aimed at exploring the university teachers’ conceptualization of their job behaviours, thematic analysis helped to analyze these conceptualizations in the context of participants’ personal experiences and the work setting of Pakistani universities, and therefore enabled me to assess the

contextual conditions under which the faculty members perceive and perform certain job behaviours.

For the current study, thematic analysis was employed within the approaches of critical realism and contextualism. As earlier discussed, I recognize that my analysis and presentation of data is only one of many possibilities, and there are other ways of interpreting the collected data. The transcriptions were treated as co-constructions by me and the participants. These transcripts were analyzed to explore and understand the conceptualizations university teachers had of their job behaviours. I was mindful of the fact that the personal experiences, social backgrounds, and structural variations such as private and public sector, provide a context in which these participants develop their conceptualization of their in-role and extra-role job behaviours. Therefore, while analyzing the data I continuously related these perceptions to the context in which a particular perception was developed. Braun and Clarke (2006) argued that thematic analysis can work both for reflecting the reality and for clearing up the underlying meaning.

The process of thematic analysis of the current study was guided by Braun and Clarke's (2006) principles for thematic analysis and King's (2004) methods of template analysis. The first step of analyzing the data was to familiarize myself with the data by reading through the transcripts repeatedly. Since I had transcribed

the interviews myself, I had an initial sense of data. During the transcription and re-reading process, I had also made notes of relevant and interesting points that I considered important for addressing the research objectives. I was then able to develop a coding framework for the transcripts. I repeatedly referred to the interview guide during the construction of the coding framework. King (2004) maintains that the initial interview guides are the best starting point for constructing the coding framework because these are guides designed, keeping in view the research objectives, relevant literature, and continuous learning of the researcher. After the coding framework was completed, I coded the textual material of each transcript and brought the similar codes together to arrange them into meaningful segments. This facilitated me in my next step of identifying themes by generating categories of similar codes to check if these themes effectively reflect the data set (Braun & Clarke, 2006). Holding in mind the research objectives and theoretical framework discussed in Chapter 2 and 3, I then started the more interpretive and analytical part of data analysis. This involved exploring underlying meanings of the significant themes, identifying the contextual factors related to various themes, and building a logical interpretation to address the research objectives.

SECTION 4.4 Ethical Considerations

It is vital that the research be conducted in an ethically responsible way. Adherence to ethical guidelines can protect the research from possible adverse effects of research on all stakeholders (Creswell, 2005). Ethical consideration in the current study requires addressing those issues that may be harmful for the university teachers who participated in the study. In this section I have highlighted key ethical issues that are relevant to the current study such as informed consent, privacy, anonymity and confidentiality, and respecting the research site.

According to Creswell (2005), participants of any study have the right to know the purpose and the broader objectives of the study, possible uses of findings, and the likely outcomes of the study for the participants. The participants have a full right to refuse to participate in the study or withdraw their participation at any point of time. In order to ensure the informed consent, I provided a detailed letter of information to all the participants at the beginning of the study. The information letter (Appendix I) provided complete information on aims and objectives of study, the nature of participation by the participants, their rights to withdraw, possible reporting of the findings, and my contact details to enable them to remove any ambiguity before they decide to participate in the study. In a few cases where the participants were found not to have read the letter, I briefed them fully on the above-mentioned information. At the end of each interview, I

offered all the participants the opportunity to ask any questions if they needed to clarify any uncertainty.

Confidentiality of personal information and interview accounts has been the highest priority throughout the research process. The participants were made aware through the information letter that their personal information will only be available to me. However, it was made clear that their interview accounts will be shared with my supervisory team for the purposes of discussion, yet the anonymity of all the participants has been ensured at all times. All the participants were asked to suggest a pseudonym for their identity. In addition to this any personal characteristics of participants, such as the name of their hometown, which appeared in the interview account that could reveal their identity, have also been taken into account. Similarly in order to keep the participants' age confidential, I have created categories and the participants of the similar age-cohort are grouped together. For example all the participants from age 21-25 years are grouped in the cohort of 21 year. Similarly participants from the age group of 26-30 years are grouped in 26-cohort, 31-35 years old are regarded as 31, 36-40 years old are grouped in 36, 41-45 are grouped in 41, 46-50 years old are grouped together in 46 cohort. By doing so, I have attempted to assign the nearest possible age group to the participant so that the age factor is not completely lost while analyzing the data. Although there was still a

fear of losing contextual information, the privacy of participants was considered as the first priority.

Similarly respecting the research site was another important consideration to take into account (Creswell, 2005). This implies gaining permission to conduct research and respecting the norms and values of the interview site. For the current study, I used the campuses of both the public and the private university with formal permission granted by the relevant authorities. It was easy to obtain permission to conduct research and use a separate office to arrange interviews in the public university, as I myself am a faculty member there. However, it involved greater efforts to seek permission from the authorities of the private sector university. But the research was not started until the formal permission was granted. At the same time I was aware of the Islamic culture within the private university. Thus I made sure that I respected that culture while I made regular visits to conduct interviews of male and female teachers who were designated offices in separate college buildings.

SECTION 4.5 Chapter Summary

The methodology chapter is mainly divided into two sections. The first section highlighted my inquiry paradigm and philosophical commitments along with my personal, epistemological, and

methodological reflexive account of the research. The second section deals with the practicality of the research process i.e. methods and procedures adopted to address the research objectives, details of the participants and the methods of data analysis. In the end I have reflected on the relevant ethical issues of the research.

CHAPTER 5 UNDERSTANDING UNIVERSITY TEACHERS' CONCEPTUALIZATIONS OF THEIR PROFESSION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOURS

This chapter will address two research objectives, which aim “to examine what types of activities are subjectively perceived by university teachers and their supervisors as *Organizational Citizenship Behaviours (OCBs) in the teaching profession*”; and “to explore the personal, socio-cultural contexts and structural conditions under which these perceptions of OCB are developed”. The chapter is divided into two main sections. The first section will provide the understanding on how do university teachers perceive their profession. These accounts of university teachers on their conceptualization of the teaching profession and their personal experiences with reference to teaching profession will provide a context in which university teachers perceive their in-role and extra- role job behaviours. The second section will therefore consider university teachers’ perceptions of the in-role and extra role activities they undertake as a part of their profession. Throughout the both sections, I will be examining the personal, socio-cultural, and structural context in which participants’ accounts are formed and re-formed.

SECTION 5.1 Perception of Being a University Teacher

Since the current research follows contextualism which is particularly concerned with the relationship between verbal accounts of the participants and the situations in which they were produced, findings are considered context-specific and hence applicable to a narrow constituency. I believe that the manner in which teachers perceive their profession reflects their accounts on defining, explaining, and exhibiting the citizenship behaviours. Therefore, I have merged these findings in this chapter to provide a connection between their conceptualization of teaching as a profession and their perception of organizational citizenship behaviours. It is also important to explain that the contextual factors such as participants' personal experiences, preferences, socio-cultural context, work settings such as private or public sector universities and gender are not considered as deterministic factors in university teachers' conceptualization of their profession and their organizational citizenship behaviours. But rather these factors will provide the context in which these accounts are developed. The gender aspects will however be discussed in the next chapter. These factors will also help to understand the various positions taken by the participants while sharing their perceptions of various job elements.

**5.1.1. “It was like drawing a blank canvas and in last 12 years no one ever told me what I was expected to do as a teacher”:
Teaching an Uncertain Profession with Vague Boundaries**

This section will explore the university teachers’ accounts describing their perception of teaching as a profession. These perceptions will provide context under which university teachers’ conceptualizations and preferences of performing in-role and extra-role job behaviours are shaped. The title of the current section is a quote taken from the interview with a private sector university teacher Musa, a 46-year-old male with 12 years of university teaching experience. The quote exemplifies many other participants’ accounts relating to their perception of teaching as a profession. This section explores various notions university teachers attach to their professions.

The participants of this study perceive the teaching as an uncertain and vague profession in which the duties are not clearly defined. The quoted extract tells how these participants perceive their profession, one which is uncertain in terms of absence of clear instructions. The metaphor of ‘drawing on a blank canvas’ is very important to illustrate teachers’ perception of teaching as an uncertain profession.

“Other jobs are very routine-like; office jobs are monotonous but teaching every day you have lot of experiences, meeting different students, handling different types and different natures of people and

your interaction with society is somehow more than other jobs. Since I don't have set rules to follow to deal with different kinds of students, I feel immense pleasure in applying my own strategies to cope with different situations" (Fatima-26-6-16)

In the above extract, Fatima, a 26-year-old female teacher from a private sector university, talks about the uncertainty of her profession in an interesting way. Differentiating teaching from other professions, she highlights the diverse nature of the teaching. This diversity is related to various aspects such as handling a variety of students at the same time when delivering a lecture. While some participants consider that the uncertainty provides them the opportunity to exercise their own creativity, others feel tense and worried for not having clear instructions to cope with the variety of situations they have to handle as a professional obligation.

"I would personally like some administrative job because you have many responsibilities being a teacher. For instance I have to understand and take into account the psyche of 200 students and accordingly to get the work done by them, it makes me upset sometimes as no one guided me ever how to handle it..... [In other professions] you can get satisfaction with your job and you can satisfy others to some extent because you know exactly what to do and how to do it. But here [in the teaching profession] you have to satisfy a number of people. For instance you have to satisfy about 200 students at a time and at the same time several levels of administration. And above all you don't have an exact pattern to follow. At any moment you can come across a new situation and you are not sure what course of action will lead to what kind of consequences. I think it's a continuous emotional labour" (Kiran, 26-2-22)

Kiran, a 26-year-old public sector female teacher finds it hard to deal with the ambiguous nature of the profession. Compared with other professions, she believes that teaching entails more responsibilities in terms of emotional labour and

understanding of students' psyche. Similarly Ornstein (1998) argued that apart from the objectivity and precision, teaching also involves emotions and feelings which are inevitable in dealing with various situations. The participant has only 2 years of experience in teaching and has also referred to the fact that she would have preferred another job over teaching which involves less interaction with other people. She is also concerned with the consequences of her course of action in a particular situation. This illustrates the fact that not every participant will feel equally and exhibit similar behaviours in various situations. It is also important to understand that teachers' accounts are developed in the context of their age, experience, and orientations. The quote below illustrates how variety of situations and the unstructured nature of teaching are perceived by other participants in positive ways such as flexibility, freedom, and creativity.

“When I joined academic profession, I was convinced that I'm no more a robot following a company policy and doing a 9 to 5 routine. For me it was like drawing on a blank canvas and in the last 12 years no one ever told me what I was expected to do as a teacher. I love the freedom of doing my work the way I want it to be..... to be honest I have not been this brave from the start [laughing] it took me a long time to absorb the fact that I had to deal with all these students from various backgrounds and intellect, and make them understand. Although I had all the flexibility to design my lectures, at the same time I was quite afraid that I might fail to satisfy my students. But now I kind of enjoy this uncertainty” (Musa, 46-12-18)

“I think the kind of freedom this profession gives you is not there in any other industry. Freedom in terms of flexibility of getting your work done the way you want to. I think the greatest work-life balance can be achieved in this profession rather than in any other industry.” (Khawar, 31-10-16)

The above excerpts imply that some participants relate the ambiguity of the profession to flexibility and autonomy. Both these participants have more than a decade's experience of teaching and are able to identify the difference of the teaching profession with respect to other professions. For them, the vague boundaries of the profession are perceived as an opportunity to develop their own professional identity, which according to Lasky (2005), is the way in which teachers identify 'themselves to themselves and to others'.

Khawar offers another perspective of looking at the flexibility of the teaching profession. His excerpt implies that the freedom attained through teaching helps him achieve a better work-life balance. This idea is further advocated by a number of female participants as well who believe that teaching is the only profession available in which they can comfortably arrange the personal responsibilities of their lives. It is mostly related to the fact that in Pakistan usually the university timings for the academic staff are shorter than the timings of administration jobs or any other job in the corporate sector. This concept will be discussed in detail in the next chapter where participants' perception of OCB is explored in terms of gender.

5.1.2. Using Metaphors for Teaching as a Profession: Taking *Positions*' with reference to various social actors

The previous section has illustrated that in the absence of a formal job description and a defined structure of the job, the university teachers develop their perception of teaching as a profession on the basis of their interactions with various agencies such as students, colleagues, and other institutional members. In this section, I will reflect the various positions which university teachers take while narrating their perceptions of the teaching profession. The metaphors used by the participants will inform the context in which they develop their perceptions of their positions in various situations. For many of these participants, teaching is a profession that entails immense responsibility. They regarded teachers as role models who are responsible not only for imparting knowledge to students, but also for the character building at individual level, and nation building at the collective level. The excerpts below illustrate the position held in relation to their students by a female university teacher interviewed.

“Teaching is similar to the responsibility of a mother who has to groom her child. You have to look after everything, give them education, you are training them to behave, how to learn things and how to develop self-control. Each and everything just like a mother. I see them as my children and if they have a problem, it will affect their learning. So besides my typical duty of teaching, I am also there to help them solve their problems. I owe a great deal of love, affection, concern, and empathy to my students.” (Maha-21-1-18)

Maha’s perception of her teaching role as a ‘mother’ suggests that she is taking a position of a mother in relation to her students who face any problem. She also talks about the fine line between typical responsibility of imparting knowledge being a teacher and

the responsibility of a mother by saying “*besides my typical duty of teaching, I am also there to help them solve their problems*”. Maha has separated the two by identifying her obligatory duty of teaching and taking a stance of a mother. Elaborating her position of a mother, she is able to identify the characteristics she should adopt towards her students. For instance “*love, affection, concern, and empathy*” are typical qualities associated with the role of mother. Since Maha particularly identifies the situation in which she will take the stance of a mother, I therefore call it adopting a position rather than taking a role. Considering the university as a social system, it can be argued that the participant is positioning herself on the basis of her expected behaviour in a given situation (e.g. Linehan and McCarthy, 2000; van Langenhove and Harré, 1999). This quote will further be used to illustrate the perception of extra role job behaviours by the participants. The next excerpt is taken from the interview with Hadi, a 26-year-old, male teacher in a public sector university.

“The love and the respect which I get, I mean I could never get it in any other profession. Maybe there are limitations. In any other profession you can’t have this much leverage as you can in this one. This is because we are like parents, we are like elder sisters and brothers of students. They consider us like that, and if we fulfil our teaching responsibilities, maybe in return for what they learn from us, our students will give us respect.”
(Hadi-26-1-30)

Hadi uses the metaphor of parents or elder brother or sister for the teachers. According to the reciprocity system within the social structures (Linehan and McCarthy, 2000) such as universities,

teachers and students take up their positions in order to reciprocate the behaviours of each other. Hadi believes that he should be honest in the delivery of his duties just like being a parent so that his students will reciprocate his behaviours by respecting him and loving him back.

The next quote is by Moeez who is a 31-year-old male teacher in the public sector university. Moeez uses a quotation by Socrates to explain his perception of teaching as a profession.

Noshaba: So how do you generally feel about being a teacher?

Moeez: "Teaching is such a delicate and decent profession. In my opinion you get a chance to educate people and you get a chance to learn from them as well. I always say that.... ummm someone asked Socrates, "Who do you think is a good teacher?" He replied that a teacher shouldn't be like my father who's a Sculptor; he keeps carving on the stone leaving the stone passive. A good teacher should be like my mother she is a midwife who doesn't give birth to the child, she only helps in giving birth to the child. So the job of teaching is that of a facilitator instead of that of a sculptor who just keeps carving on the passive stone for his own personal satisfaction." (Moeez-31-9-18)

Using the quote by Socrates, in the above excerpt Moeez uses the metaphors of a sculptor and a midwife for the teachers. Associating the metaphor of a midwife with a good teacher, Moeez emphasizes the qualities of teachers such as endurance, caring, a situation handler, a facilitator, and a helper. At the same time Moeez does not expect a teacher to work only for his/her own satisfaction. For him, education should enable students to develop themselves and not leave them unchanged like 'passive stone'. The above excerpts not only emphasize various positions of teachers,

but the participants also highlight the responsibilities of the particular position they undertake. The next section will look into the participants' general perception of the teaching profession.

5.1.3. 'Being a Teacher': Underlining Various Perceptions of the Profession

There are multiple ways in which university teachers have talked about their profession. In this section, I will examine all the possible themes emerging from the data to find out the perceptions attached to the teaching profession. In the next sections, these themes will help me to examine how these perceptions direct their accounts of extra-role and in-role job behaviours. Three broad and interrelated themes are combined in this section: 1) Teachers' Own Perceptions: Contribution towards individuals and society; 2) Societal Perception of the teaching profession in the view of University Teachers; and 3) Shift from non-academic to academic jobs.

5.1.3.1. Teachers' Own Perceptions: Contribution towards individuals and society

Although the above section has also examined the university teachers' account of the perceptions they attach to their profession, it was aimed at identifying the metaphors they attach to the teaching profession. This theme illustrates the general perception of university teachers and only talks about their

personal thinking of the profession, making it different from the next section which will bring forward their perception of what society thinks of their profession.

Being a teacher, the majority of the participants share the same feeling of being responsible for the individuals and society. They take their profession as an opportunity to contribute towards the lives of their students as well as towards the broader society. The excerpts below illustrate the university teachers' accounts of feeling immense responsibility as a teacher.

“[in other professions] if you commit a mistake, it is for you, it is for maybe your department and it is limited to the organization. On the other hand in this teaching field if you are doing something wrong or frankly speaking if you are telling something wrong to somebody, it will go on and on; and that means that someone will pass it on to a third person and the third person tells it to somebody else. So it multiplies, so your responsibility increases and if you do something wrong, it will harm not only yourself but it will multiply. On the other hand, if you do something good it also is multiplied and you will see the good results not only in one individual but in generations to come.” (Musa-46-12-22)

Musa, a 46-year-old male teacher in the private sector university, recognizes the multiplier effect of teaching practices. He is conscious of the ethical aspect of the responsibility as he identifies that the right or wrong-doings of teachers will multiply, since he is teaching a number of students, who then interact with the society and spread the right or wrong message received in the classroom to that broader society. Thus in a way the teachers are responsible not only for their audience but they should be aware of the fact that this message will be circulated in the general public.

Maheen who is a 26-year-old female teacher from the private sector university also appreciates the presence of a huge responsibility in the teaching profession. However, Maheen is conscious of the consequences of wrong practices, such as not preparing the lecture or passing the lecture time in irrelevant activities. She believes that as a teacher you get the results immediately of doing anything wrong since students at the graduate level are mature enough to notice if the teacher is fully prepared or not. For her, the responsibility is also seen in terms of cultivating poor values among students.

Maheen: Whatever you say or do, it matters a lot so teaching comes with a huge kind of responsibility

Noshaba: but don't you think that other professions entail responsibility as well?

Maheen: No, I mean like you can cheat in other kinds of job, you can you know ummmmm how to play tricks to hide your wrong deeds..... but in teaching you can't just do that because if you are into wrong practice or if you do something wrong like not preparing your lecture properly or spreading unclear, incorrect or irrelevant information for the sake of passing time in the class, then that is very much you know caught at the spot. You are going to develop something wrong in the students, so it comes with the responsibility.

The next passage is from the interview of Hamid who is 21-year-old male teacher in the public sector university.

"I studied at the same university I am teaching in. And I know you will be surprised to hear that I learned the most from those teachers who did not teach me well. My family struggled a lot to pay my fee dues. For me coming to university was a big thing and when I experienced a few teachers who were either not capable of or willing to teach, I was utterly disappointed. And now on becoming a teacher myself, I feel a great amount of responsibility on my shoulders because I know that the kind of students we get here in this place, come from a very mediocre and low middle class background. The change that I can bring about for these people has a much larger radius and may affect their next generations, more than would be possible in what you can bring about in some high class students so that's why this is a place that needs someone who can

bring about something very good for the people at large.” (Hamid-21-1-28)

To understand Hamid’s quote, it is important to link it with the context in which he has developed these accounts. Hamid comes from a struggling family and during his studies he has experienced a few teachers who did not meet his expectations as a student. He understands that the student who comes to his university belongs to a low income group for whom university education is an aspiration. He therefore feels an immense responsibility as a teacher to play his role in developing those students and bringing about positive changes in them. He recognizes that the changes brought about in his students will have a triggering effect which will help them develop their future generations.

Hamid’s views of contributing towards the generations are supported by many other participants. The next excerpt is taken from an interview with Hira, a 26-year-old female teacher of the public sector university. Hira also perceives teaching as a contributing factor towards nation building. As illustrated in the quote below, she understands that as a teacher she has an important role to play in nation building. She emphasises that her responsibility as a teacher is to bring about a permanent positive change in the lives of her students. And being at their young ages,

these students can transmit this positive change in their next generations.

Noshaba: How do you generally feel about being a teacher?

Hira: It is more than just working at any organization and drawing your salary at the end of the month. I see a permanent contribution to society, a permanent contribution to someone's life, and I think in other professions you may have a chance to contribute to someone's life, may be 1% or 2 % chance, but in this case you have a class of 60 or 70 students, and 44 classes in each semester, so this is a chance of adding something positive in the lives of individuals, especially the young ones who have the time to change others' lives, their own lives and later society as a whole and subsequently the whole country. So if you observe the responsibility and play a role in society and in this profession, that is great. (Hira-26-3-26)

Another interesting point is that the participants are continuously differentiating teaching from other professions based upon the extent of responsibility involved in the teaching profession. Initially the difference between teaching and other professions was not an explicit part of the interview guide, but after collecting a few accounts of the university teachers, I made an informed decision to include it in the guide. As the above and the coming excerpts shows, the difference in the perception of teaching and other professions is helpful in contextualizing and understanding university teachers' accounts of their profession.

The quote below suggests that the teaching profession is not only perceived as the one carrying more responsibilities but it also entails empowerment and autonomy in terms of providing the university teachers with great amount of flexibility in determining their job behaviours.

“From the contribution point of view, and guiding other people and enjoying the empowerment and autonomy, people think that teaching is pretty easy and slow going but if you have your own benchmarks, it is not easy, you keep yourself all the time busy and you do new things all the time and then you transfer things, then it becomes a responsibility” (Musa, 46-12-16)

Musa, a 46-year-old male teacher from the private sector university challenges the common perceptions of teaching to be an easy profession. Acknowledging the fact that it enables the participant to execute the job in his own way, Musa insists on the challenge it offers to the teachers. In the essence, it demands a high level of efforts from the participant.

5.1.3.2. Teachers’ Accounts of Societal Perception of the teaching profession

This subsection will consider the participants’ view on how other people in society perceive their profession. This theme is a continuity of the previous subsection where participants’ accounts of their own perception of the teaching profession were examined. I have separated the two themes, keeping in view the fact that the participants will act according to the meaning and perception they attach to the teaching profession. However it is equally important to understand how others in society influence their perceptions. The theme discussed in this section will also help to contextualize university teachers’ decisions of performing or not performing the extra-role job behaviours. The section will also identify how

university teachers' professional identities are formed in view of societal expectations from their role.

The excerpt below is taken from the interview of Sabir, a 39-year-old male teacher in the Private Sector University. The quote reflects the common perception of a layman who believes that anyone who is not been successful in achieving a better profession becomes a teacher.

“It was you know quite common in our culture in past days and some people even now think that if you could not become anything else in life, become a teacher. Even my father said the same when I intentionally left my Government sector job and joined this career. They [talking about other people’s perception of him being a teacher] think that it is not very much recognized or status wise it’s not a very good job especially for men. You know women have different needs so it might suit them. When I left my public sector job, people opposed it. My father, who had been in government service, asked why I was joining teaching. And he literally said “leave it for your sister to be a teacher”. So socially this job has no recognition for me but personally, I think it is a different job because you get an opportunity to update your knowledge. I enjoy the flexibility and now the salaries are not that bad as well.” (Sabir-36-9-18)

Sabir’s illustration is not very uncommon in the culture of Pakistan. However, it is more valid for teachers at the primary or secondary levels. At the higher education level, in the past few years, major reforms have been introduced including hiring of trained, well qualified, and well-versed teachers. And the teachers in the universities have become good earners as well. In order to attract and retain well qualified and experienced teachers, the higher Education Commission introduced various remuneration plans, including rewards for high achievers, and scholarships for competent teachers to achieve doctorate degrees. But these

benefits are only available to the teachers of Public sector universities; therefore Sabir's quote is not completely invalid. The above excerpt shows only one side of the picture, where the participant himself is extremely satisfied with the choice of profession but the people around him do not value the profession. Sabir's account on considering teaching profession more suitable for women as compared to men indicates the fact that teaching is considered to be a gendered profession. This point will further be elaborated in the next chapter which will address the third research objective of understanding the impact of gender roles on the perceptions of OCBs.

However there are a mixed set of accounts on how other people around teachers perceive their profession. For instance Hassan, a 31-year-old male teacher in the public sector university has an entirely contrasting viewpoint. He believes that people around him respect him because of his profession. He argues that people respect the teaching profession for the sake of the very nature of the profession. In other professions, people get impressed by the power and authority rested in the particular designation, but people give respect to teaching because of the contribution teachers are able to make in society.

“It is a wonderful profession. You get respect and regard here. If you talk about other professions, people will respect your designation and power. But if you carry out the duties of this profession [teaching] with integrity, students will regard you with affection and remember you for ages. I still

have students from previous batches who call me and discuss their problems and issues with me so it's a kind of respect I get from other people just because I am a teacher and they trust me. You see nothing is free in this world. I don't think that being a teacher gives you the privilege of being respectable which in many cases is true. But I personally believe that teachers should earn this respect by honestly performing their duties as they hold the future of the nation in their hands. (Hassan, 31-4-Urdu)

It is important to consider that Hassan's perception of teaching as a respectful and wonderful profession only depends upon the effective performance of a teacher's role. It reflects that teachers ought to earn this respect by following the expected behaviours of the profession.

The following excerpt from an interview with Sabina, a 26-year-old female teacher in the public sector university, also illustrates that largely teaching is perceived to be a respectable profession in the society.

"It's a very nice profession and the respect factor is there not only in the university premises but also in the community at large. When I see my sisters, both of them working in banks at very respectable designations but I feel that their clients come, especially in Quetta when I see the environment over there, I think the people are not giving that much respect to the ladies working in the banking sector as compared with the level of respect I get. When I tell people I am working in a university as a lecturer, they respect me and show deference so maybe for a female it is the right profession." (Sabina, 26-4-20)

It is especially important to understand the context in which Sabina has developed her perception. She is comparing of level of respect she obtains as a teacher with what other females receive who are working in the banking sector. She has referred to a specific area 'Quetta' which is considered to be backward in terms

of women literacy and work. But there is a majority of female participants who share similar perceptions. I will discuss this notion in more detail in the later chapter where I will address the third research objective regarding gender roles and citizenship behaviours.

Another common perception of other people regarding teaching is that it does not entail any challenge, but teaching is an inherently simple and easy job. Sharing his views on this impression, Musa, a 46-year-old male teacher in the private sector university, states that:

“People think that teaching is pretty easy, routine-like and slow going but if you have your own benchmarks so it is not easy, you keep yourself all the time busy and you do new things all the times and then you transfer knowledge, which is a big responsibility but I enjoyed it thoroughly.” (Musa, 46-17-16)

Musa points out another common perception of people that teaching is an easy and monotonous profession. He disagrees with this perception and argues that as a teacher if you set challenging targets for yourself, the profession becomes demanding both in terms of effort and time. As discussed above in subsection 5.1.1., Fatima shares the same feeling. Compared to other office jobs where the employees perform monotonous activities throughout the day, she believes teaching provides an opportunity to apply creativity while planning new lessons, meeting new students, and facing a variety of situations every day. Since these accounts of

university teachers are based upon their subjective perceptions, therefore, these perceptions vary from person to person. In the absence of a set job description, most teachers design their own activities and develop their courses to make them interesting and challenging for the students. Therefore it is entirely up to the teachers to add creative and challenging activities to their profession or follow the same scheme of work every semester.

Apart from the perceptions of their on-the-job activities, university teachers also perceive that they are evaluated by others on the basis of their out-of-job activities. The excerpt below illustrates a public sector university teacher's perception of how others perceive him as a teacher.

“When you are teaching at various universities, you become a known personality just like a celebrity. In your own way you are a celebrity and when you go out to some public places you have to carry yourself in a particular way. People are very conscious about teachers unfortunately. People are sensitive to what teachers do, which is lethal, deadly and sometimes intrudes into your privacy. I mean in a sense yes you feel good by being a teacher but sometimes it is some sort of hindrance in your social life and your social activities. After becoming a teacher I can't be myself with my friends out there because there is a label of teacher and I am expected to behave responsibly” (Moeez, 31-9-20)

Moeez suggests a contrary view on the way other people in society perceive teachers. He acknowledges that although being a teacher gives you a good feeling, it takes away the privacy of one's own self. Moeez finds this fact lethal and deadly that people typifies him and expect him to perform a set of behaviours, even in his personal life. It reflects the fact that teaching is not like other

professions which are confined to the work-settings only, but being a teacher is a constant position one holds in society. It can be a cultural phenomenon, because in the said culture teaching is considered to be a self-less and noble profession which is not aimed at earning money only, but teachers are expected to act as role models in their personal lives as well. This brings in two related viewpoints of teachers. The first is that teaching is considered to be a 24/7 job. And secondly, there are notions like selflessness and dignity attached to this profession which demands a particular behaviour from the position holder. The passage below helps to contextualize the perception of being respected and noble as a teacher.

“In other professions your work is limited to your designation and your organization. You complete your work and go back home and be yourself. But in teaching you have a 24 hour role to play. And I say this for two reasons; students expect you to be available all the time for academic and their personal problems even after working hours and secondly people around you who know that you are a teacher expect you to be on your best behaviour all the time. My father was a teacher as well and he always worked like this. Even after he got back from school, there were visitors to meet him, to discuss their problems and when I joined my job, my father told, “Look son, you are taking up a responsibility, so don’t take it just like any job because but it will become your noble duty” (Hassan-31-4-Urdu)

Hassan believes that the responsibilities of any other job end with the closing time of the organization, but teaching is a continuous role of an individual which he/she has to play throughout their professional life. He then offers reasons for his account. Keeping in view the informal culture of Pakistan, students are not hesitant in contacting teachers even after their working

hours and they expect their teachers to be always available for them. And the second reason is the societal expectations of the role of teacher. It appears that Hassan has developed these accounts of what society expects from teachers even before he joined this profession. For him, it is a learnt behaviour since his father himself has performed the teaching role in a particular way, thus Hassan adopts a similar approach when performing his professional duties. However, it is also important to understand that not all the participants had a role model to follow, but they still learned the same values and expectations for their profession from their cultural experiences.

5.1.3.3. Shift from Non-Academic to Academic Job

This subsection is aimed at examining the participants' accounts of their choice of profession. Although it was not a part of the research objective to identify these reasons for their choice to become teacher, the idea emerged within the themes. There are certain participants who made an informed decision to shift their profession from non-academia to academia. Their reasons for joining the teaching profession will help me to contextualize their accounts of explaining their perceptions of in-role and extra-role job behaviours as university teachers. Since these particular participants have gained an experience of other professions, they can be assumed to have an ability to appreciate the level of

difference between the job behaviours of teachers from those of non-teachers.

“The amount of flexibility and autonomy I have in this profession urged me to leave my well-paid corporate job. In the corporate sector you know the hands are tight, you work like a robot and you cannot do whatever you would like to and the way you want to. But in teaching, I have my own horizons and I have my own flexibilities and I know I can make my own ways. I am an innovative person by nature and an office job does not suit my personality, I cannot be bound in any way.” (Musa, 46-12-16)

The above excerpt explains the perspective of a private sector university teacher who has previously been working in the telecom sector. Musa joined the teaching profession because it offers a greater amount of flexibility and autonomy. Musa relates his decision to his personality characteristic of being innovative. He believes that the teaching profession has given him more opportunities to perform things according to his own will. He uses the metaphor of robot for his non-teaching job considering the fact that the corporate jobs have set job descriptions, rules, policies, and procedures to follow; whereas teaching provides an opportunity to design and implement one’s own scheme of work. Another quote used as the title of 5.1.1. is taken from the interview with Musa where he used the metaphor of ‘a blank canvas’ for the teaching profession considering that he has the freedom to execute his own ideas in this career.

Contrary to the above excerpt, Sonia, a 26-year-old female teacher in the public sector university, perceives teaching as less

innovative. She believes that unlike the jobs in the corporate sector, teaching is not a target-oriented occupation. She believes that the targets are the source of motivation which is lacking in the teaching profession.

“I have always been with the corporate sector and I really like it because you have authority, you assign tasks, you have deadlines to meet and it motivates you and it encourages you to work harder and then you see yourself moving up and forward. Whereas teaching, Ahhhhhh [sounded doubtful] it's good but a teacher's job is only to teach. There is not much innovation you can practice. If you are teaching the same courses every semester, you use the same material and slides and deliver the same lecture. I am already bored after 2 semesters.” (Sonia, 26-3-16)

Sonia's perception of teaching as less innovative and less driven is mostly coming from her own way of performing her job. Participants' accounts of how they perceive teaching as a profession is mainly derived from their own experience, understanding, or past learning. Following is the quote taken from the interview with Fatima, a 26-year-old female teacher in a private sector university, who describes her shift to academic work as very challenging and demanding.

“I tell you frankly that before joining this job I was against the teaching profession. I always thought that it required no competency or learning and that it was not challenging at all. But after joining this university job, my feelings have entirely changed because it's a very challenging job, it's a tough job. So many things like, how to handle people, how to handle students, how to deal with the management, how to organize yourself. It has a variety of things. Imagine how much more challenging it is to repeat the same course in the next semester and you have to make it more interesting, keeping in view new the understanding of the new students. It takes creativity and innovation. It's tough [Laughing] but mind you I discovered all this after being a teacher myself.” (Fatima, 26-6-12)

Fatima negates the idea of teaching being a less challenging or monotonous job. She, however, admits that the characteristics of the teaching profession can only be appreciated once you fully adopt this profession. Contrary to Sonia who believes that teaching the same courses over the semesters could be boring, Fatima argues that it creates challenges for the teachers to make the same lecture more interesting and comprehensive for the new students. She believes that every semester new students come with different intellectual needs and the teachers have to re-design the contents of their lecture and methodologies to suit the comprehension of the new students. She finds it challenging yet interesting.

The findings in this section provide significant understanding of the context in which the university teachers will develop their perception of in-role and extra-role job behaviours (OCBs). These findings discussed above indicate that perhaps participants do not consciously develop their perceptions of OCB or decide to perform or not to perform these behaviours, but their perception of the teaching profession clearly provides a context in which their subconscious perceptions of job activities are developed.

SECTION 5.2 Understanding University Teachers' Subjective Perception of In-role or Obligatory Job behaviours

The previous section provides the context in which the university teachers' accounts of in-role and extra-role job

behaviours are perceived. Given the fact that the participants of the study describe their profession as an uncertain, flexible, and autonomous profession, in which they are free to design their own job behaviours, the division between assigned tasks and organizational citizenship behaviours is purely based upon participants' subjective perception.

In the current section, I will consider which activities are subjectively perceived by the university teachers as a part of their profession. While some participants recognize the difference between the activities they perform as an obligation and the voluntary or extra-role job behaviours, many had difficulty in drawing a differentiating line between the two. Based upon the accounts of university teachers, I have divided their obligatory job behaviours into two subsections; the behaviours which are directly related to their academic / scholarly responsibilities are examined in the first subsection. It is aimed at examining teachers' accounts of how they perceive their pedagogical responsibilities. I will also consider the variations among their accounts and the reasons behind these variations. The second subsection will consider teachers' accounts on their non-academic yet obligatory responsibilities. It was interesting to note that there are not many differences between the perceptions and the carrying-out of the academic responsibilities of the university teachers. However, in

the case of their non-academic activities, their accounts showed a wide difference between their perception and their performance.

5.2.1. University Teachers' Subjective Perception of their Academic Responsibilities

Teachers' accounts of what is considered to be their pedagogical activities are mostly common. I have divided the account on subjective perception of academic responsibilities of the participants into four categories: imparting knowledge; pedagogical responsibilities such as lesson preparation, student evaluation, and student record keeping; administrative responsibilities, such as participation in the activities of a departmental team; and student facilitation and counselling.

5.2.1.1. Imparting Knowledge

Imparting knowledge is considered to be the primary responsibility of the teachers. Zoha, a 26-year-old female teacher in the public sector university, believes that the primary responsibility of the teacher is to impart information to the students. The excerpt below explains Zoha's perception of her academic responsibilities.

“My responsibility is imparting knowledge. Making students absorb the knowledge and reproduce it is the primary task of a teacher. The responsibility of a teacher does not end until the student is able to use that knowledge. I believe that it is the teachers' responsibility to make

each student learn the concept. This learning should then enable them to develop themselves and others around them.” (Zoha-26-1-page5)

Zoha has stressed the transmitting knowledge and ensuring that the students are not only able to understand but reproduce it. Keeping in view the diverse intellectual background of her students, she suggests that the responsibility of teachers is to ensure that every student in the class is able to comprehend the information and apply it to develop his or her intellectual abilities. Hina, a 26-year-old female teacher from the same university maintains a similar view on the responsibilities of the teacher. She believes that a teacher should have a thorough knowledge of his or her field; be able to transfer this knowledge through clear communication between students and teachers.

“I think that the first thing that a teacher should have is command of the subject that he or she is teaching and the second element is the ability to communicate the knowledge to the individuals. One may have the knowledge but be unable to transfer it to the students, and the third element is definitely the understanding and communication between the teachers and students. Unless I go and ask them or I allow students to come to me and discuss their understanding or lack of it, I cannot bring about any change in their intellectual level.” (Hina-26-3-34)

Hina’s account on imparting knowledge is a complete reflection of the traditional approach of Kember (1997), who presented the model of higher education teaching with two extremes along the continuum. These two extremes are a teacher-centred approach to teaching and a student-centred approach to teaching. These extremes are mediated by the level of interaction between students and teacher. Kember considered these

approaches a progression from imparting knowledge to conceptual change. This progression can only take place in the presence of interaction between teachers and students. Hina has supported the same approach and emphasised the importance of maintaining an open communication between teachers and students to avoid any kind of distortion of the message.

With an addition to the above perception, Khawar, a 31-year-old male teacher of the private sector university has followed the *professional paradigm* approach (Light, Calkins and Cox, 2009).

“Teachers should be very much current and updated on the subject they are teaching. And the second most important thing is the communication skills. The teacher should be able to adjust his or her language to the needs of the audience. I think in teaching I found that the feedback you could say was frequent and quick. I believe that apart from my routine task of lecture preparation, I should be aware of what are the demands of society upon these young graduates and my lectures should address all these demands and prepare my students to be useful members of their society”. (Khawar, 31-10-38)

Khawar has expanded his spectrum of duties by adding on his responsibilities in a broader society. He has strengthened a shift from *reflective practitioner (dealing with academic activities only)* to the *reflective professional*, where he acknowledges the broader perspective and believes in responding to the societal needs (Light, Calkins and Cox, 2009). The idea of explaining the teacher’s obligatory role of imparting knowledge is now undergoing a new shift where it contradicts the perceptions of many other teachers who believe that imparting knowledge is the only fundamental duty

of the teacher. As mentioned in the previous section, the absence of a strict job description makes teaching an undefined profession where everyone is free to draw their professional boundaries thought necessary and appropriate. This provides a basis for my investigation of the extra-role job behaviours of the teachers in the next section.

5.2.1.2. Pedagogical Responsibilities:

In addition to imparting knowledge, the key responsibility of the teachers is considered to be the pedagogical responsibilities that include lesson preparation and lecture delivery; student evaluation; and student record keeping concerned with attendance and scores and so on. Another factor associated with the pedagogical roles of university teachers is their orientation towards research activities. This results in an enhancement of knowledge of their subject throughout their career. The extract below represents the overall perception of the academic responsibilities of the participants.

“Preparing lectures, taking the regular classes, keeping the record of students, like attendance records plus their quizzes and assignment records, such as their internal marking and final exam results; and other than that, being a researcher I keep on looking for new things for my own research work, selecting some projects and doing research on them. These are the basic activities I do in routine.” (Sara, 26-1-3)

Sara, a 26-year-old female teacher in the public sector university, has summed up her responsibilities into three activities,

namely preparation and delivery of lectures, maintenance of student registers and student assessment. Although the research on the professional identity of teachers is increasingly demanding that teachers should go beyond their traditional roles, these roles widely differ between different individuals and countries. However, pedagogical responsibilities continue to be the foremost characteristic of the whole teaching profession “*and cannot be regarded as less important at higher education level*” (Ramsden, 1992, section 2.1.5. pg. 10). Nevertheless the way in which these responsibilities are implemented is largely varied and idiosyncratic among different university teachers.

5.2.1.2.1. Teaching or Research?

Sara also considers research work as an academic responsibility to keep her knowledge updated. She holds a perception that although preparing lectures for every new semester and updating current knowledge is the basic part of her duty, it is different for her colleagues. She maintains the view that not every faculty member will prepare new lectures for next semester as it takes time and effort.

The biggest problem for me is that I don't repeat the same thing in the next semester. I always go for new things. I always go for adding on interactive activities during the course so that students understand the theoretical concept with practical implementation. The majority of my colleagues will make one set of lecture notes and will keep on delivering the same for years. It saves them time and hassle but I cannot justify myself doing that. I think it is dishonesty if we do not give 100 percent to our profession. And you see, no one in management recognizes our

efforts, neither are we promoted nor rewarded on this base. So why would someone consume their time doing this. But I firmly believe that it benefits the students because it gives them a better understanding. And for that, research is important. When I do my duty honestly, I believe I encourage my students to develop themselves and not just reproduce what I'm telling them (Sara, 26-1-3)

Sara relates her style of teaching to her own personality. By referring to her way of performing the pedagogical responsibilities to her personality, Sara has agreed to what Biesta and Miedema (2002) assert that teachers' methodologies and approaches to teaching are a reflection of their personalities. The finding here reveals that not everyone from the faculty members is involved in research, but it is a discretionary behaviour. My reason for mentioning this point under the heading of in-role job behaviours is that a few other participants regard the research work as their primary responsibility and see their research work as a path to further promotion. The extract below is taken from an interview with Moez who believes that at university level, it is the research which should be considered as the primary job and not the teaching.

"The primary job of a university teacher is research, not teaching. This is how a model works worldwide. The university teachers do research and college teachers teach. In our case, we are given six courses and we are also expected to produce research work of international quality in order to get promoted. It is not possible at all. The reason being we are heavily bombarded with courses so that it looks as if our primary job at university is teaching rather than research. In my opinion, teachers should be given one or two courses and then they should be given free time for the research." (Moez-31-9-24)

By relating the research to the promotion, Moez sees the research as a compulsory feature of the job. According to the

policies of the higher education commission of Pakistan, promotions of lecturers and assistant professors are subject to their publications in internationally recognized journals taking their years of experience in to consideration. However, the dichotomy of ‘research or teaching’ at higher education is still prevailing. In many universities research and teaching are given equal weight in their definitions of the criteria for promotion. However, it frequently occurs that the research is seen more “more equal” (Svinicki & McKeachie, 2006).

5.2.1.3. Departmental / Administrative responsibilities

Although many teachers believe that their primary role is pedagogical in nature, there are others who also carry out various administrative responsibilities. This trend is more common in the public sector university where faculty members are expected to perform a few administrative roles. These roles include participation in various work groups, for example, admission committees, research project committees and disciplinary committees. One faculty member is found to be a member of more than one work group based upon his or her seniority, personality and popularity among students. I have included these roles in the in-role job behaviour section because these are the assigned tasks; and due to insufficient manpower and a lack of other resources, university management involves teachers in administrative tasks.

The following excerpts reflect the facts that not only university teachers are expected to perform these behaviours as part of their job by the management, but also the teachers themselves expect to carry them out.

“Sometimes we are assigned some administrative tasks. Every colleague gets different kinds of tasks. For example, there are various committees in the department such as admission committees, disciplinary committees and research committees. I am a member of all these committees. There are other colleagues who look after the class schedules, timetables, hiring of visiting faculty and so on. It is basically a coordinator’s job but in this university these tasks are assigned to faculty members. (Nasir, 31-8-62-63)”

Noshaba: Do you think these activities are part of your job?

Nasir: Yes certainly! Almost every university involves their faculty members in some sort of administrative job. In our university it is mainly because of lack of resources to hire people for separate tasks. But to be honest I think this helps me develop my managerial skills besides teaching.

Nasir, a 31 years old public sector university teacher is able to identify the possible administrative responsibilities. Nasir is a member of all the departmental committees. He considers these activities as a part of his job. He is able to look into the rationale behind these tasks since he considers that administrative responsibilities are a means of developing managerial skills. He also recognizes the lack of resources in his university and feels it is his responsibility to contribute. Saba, a 26-year-old female teacher in Private Sector University, also has an understanding that she has to perform some administrative roles as a part of her job but she is able to recognize that there are reasons for her appointment to these tasks.

Just a week ago, there was a discipline case. I was not in the discipline committee but the discipline committee called me to come and sit with them. I said that I was not concern with this and asked why they called me. They said that it was because I knew the students very well. He had heard that the students were very comfortable with me and so thought that my presence might make them more comfortable and therefore they would be able to defend themselves very well. (Saba, 26-5-40)

Noshaba: What makes you develop this good interaction with the students which is appreciated by the management as well?

Saba: It is mainly because of my personality. I love talking to my students about almost everything. I don't limit myself to course-related discussions and this makes my students relate with me closely and they feel comfortable while discussing their issues with me.

Saba believes that the management recognizes her close interaction with the students and based upon this, she is invited to participate in the disciplinary committee even though she was not a formal part of that committee in this particular semester. It is interesting to understand that apart from the traditional roles of teaching, lecturers perceive administrative responsibilities as a part of their job as well. However, their reasons for being appointed to these activities are different. For Saba, it is her personality to build close and informal contact with her students in order to make them feel more comfortable while interacting with her. This fact is also recognized and appreciated by the management and they engaged her in disciplinary matters to get factual points of view from the students. The excerpt below by Ghania, a 36-year-old female teacher in Public Sector University is also able to recognize her role in the administrative tasks.

“I am a head of research and disciplinary committee. I am the only permanent faculty member who has done a PhD so I am handling the final year projects of the students but I have all the staff to help me. I am only supervising the activities, and not carrying them out myself. And disciplinary work is needed only occasionally when some incident occurs that asks for a review. Use of unfair means during examinations comes

under disciplinary action. I know my students think that I am a strict teacher. Maybe this is why they have involved me in the disciplinary committee because sometimes you need be firm to investigate certain disciplinary issues. With this involvement in administration, I teach only 3 courses.” (Ghania-36-15-38)

Ghania is also participating in two work groups namely research committee and disciplinary committee. It is note-worthy that Ghania is also able to relate some reasons for her appointments in these committees. For instance, she links her qualification with her engagement as a head of research committee. Since she is the only PhD faculty member with most of her colleagues enrolled in PhD program, she believes that she is the best choice to handle the research projects of the final year students. She recognizes the participation of other faculty members in the committee. While she supervises the research project evaluations, her colleagues are involved in conducting oral examinations and the marking of these projects. Ghania is also leading the disciplinary committee of her department. Similar to Saba, Ghania also sees her personality as a reason to be appointed in the disciplinary committee. However, it is interesting to note that both have been selected on entirely opposite personality traits. Saba has been assigned the role because of her leniency and open communication with the students so that students are able to comfortably defend themselves in front of the committee, whereas Ghania considers her authoritarian personality appropriate to investigate the disciplinary matters more rigorously. Whatsoever the personal reasons are, both the participants are clear about the

fact that they have to perform these tasks as a part of their job. However, the extent to which these responsibilities are assigned to different teachers is largely varied. Based upon the degree of their engagement in administrative work, the teachers get some relaxation in their pedagogical responsibilities. As stated by Hina in the excerpt below, teachers who are excessively involved in administrative tasks get reduced teaching load.

“Some faculty members perform certain administrative tasks without even being assigned and some participate because they are assigned by the management or the H.O.D or the coordinator. I have been a coordinator for the last two years and it was a duty I was assigned by the in-charge campus. Usually other universities have separate coordinators to arrange the faculty, make timetables, arrange classes and so on. But in our university due to lack of resources they did not hire a coordinator and always assign this job to one of the faculty members. I get fewer courses to teach when I’m coordinating.” (Hina-26-3-40)

Hina, a 26-year-old female teacher in the public sector university, perceives the administrative tasks both as in-role as well as extra-role job behaviours. She argues that some faculty members perform these tasks without being assigned to them. Hina shares the same perception of Nasir that lack of university resources makes the management assign the administrative tasks to university teachers. However, like Ghania, Hina also gets reduced teaching load compared with her colleagues. This is mainly because she is responsible for a larger administrative activity that is coordination of the department which includes arranging classes for the students, making faculty available, devising timetables, ensuring the smooth running of classes and so on. She realizes that it is a

separate job for which many other universities hire staff but due to insufficient resources of her university, she has been assigned these tasks apart from her traditional responsibility of teaching. Where the above quotes represent the faculty members who expect administrative tasks a part of their job, there are a few faculty members who learned this after joining their jobs. Both of these members of staff consider these responsibilities as been imposed upon them.

I was of the opinion that I only have to teach [.....] but in every semester the requirements are different. At times you get some kind of instructions from HOD that a prospectus has to be changed, the fee schedule has to be changed, the curriculum have to be changed. Now we have a new program for MBA because it includes a course of three years and another two and half year. So we have to develop a curriculum for the new programs [.....] Luckily it is on a rotation basis so that if I am in the discipline committee during this semester, somebody else would be in the committee in the next semester. The dilemma is that I know that all this is more than the job I was hired for. But I have to do it in order to maintain good a relationship with my HOD. Being here for couple of years, I'm learning now that my job also entails this work (Saba-26-5-24)

Contrary to the above perceptions of various teachers who consider administrative responsibilities a part of their formal job, Saba believes that her only responsibility is to teach. She sees administrative tasks as enforced duties. Saba's perception of departmental and administrative activities has reflected the concept of compulsory organizational citizenship behaviours (COCB). According to Vigoda-Gadot (2006), the management of various institutions will tend to form a work setting where the employees are compelled to perform behaviours which are neither a part of their formal job description nor willingly performed activities. He named these behaviours COCB. Vigoda argued that

these behaviours should be regarded separately from the in-role or extra-role job behaviours. However, the reason for these accounts to be included in this section is that all the participants are assigned these or similar activities by their heads of departments or other authorities. Saba herself acknowledges that although unaware in the beginning, she has realized that apart from teaching, her job involves working for her department as well. Soban, a 36-year-old male teacher in the private sector university also developed this understanding after joining his present job. He was previously working in the corporate sector and joined his current job with an expectation of delivering lectures only. The following quote explains his perception of performing administrative tasks.

“I left my previous job thinking that the current job would only involve lecturing. But here I was assigned the coordination for the internship programs. I am also making the liaison between the university and industry and the other commercial institutes so that I can send the graduate students for the internship program. Earlier I thought it was unfair and that some person from administration should perform this task. But now I have started enjoying this side of the job as well. It’s as if I am doing something for my university. What I feel relieved about is that at least I don’t have to coordinate the staff in the department, since many other universities will ask their faculty members to perform this duty as well” (Soban, 36-12-70)

Soban has been assigned to coordinate the internship program for the students of his department. As a part of degree completion, every student of his department has to get practical experience by working in some business organization. Soban creates links between various organizations and the university, in order to

find appropriate placements for his students. Soban has also formed his perceptions after joining his job. Although these were unexpected activities, Soban appears to enjoy his involvement in the administrative role unlike Saba who regards these behaviours as compulsory. Soban and Saba are working in the private Sector University where they have separate a coordination unit which is responsible for all the matters relating to arranging classes, timetables, and visiting faculty members. On the other hand, public sector university teachers are assigned the responsibility of coordination due to lack of resources for hiring and managing the coordination unit. Apart from their departmental and administrative responsibilities, participants are assigned activities related to students. Based upon the repeated occurrence of such accounts, I have discussed these activities in the next subsection.

5.2.1.4. Student Facilitation and Counselling

The present subsection demonstrates how the public and private sector university teachers perceive their job behaviours with reference to their interaction with the students. The section will only highlight the behaviours which are in-role or assigned. Teachers from both public and private sector universities are involved in student counselling and coaching. However, it works differently in each of the two different setups. In the public sector university, each teacher is made responsible for all kinds of

counselling of a group of students, whereas in the private sector university, student-related problems are distributed among several different teachers.

“With respect to the course, I provide them not only with lectures but also with the course material, the course contents, the reference material, quizzes, assignments, assisting them in their projects, giving them the advisory guidance for their courses for example what courses they should take and what courses they should not take, sports activities, debate activities. If a student wants to participate in some kind of sport, I advise him about whom he should contact, what he should do. So we assist them, these are the things I am doing. So apart from being a teacher, my job is to guide them as well” (Ayla-26-9-26)

Ayla, a 26-year-old female teacher in the public sector university summarizes her student-related job behaviours. She believes that her responsibility towards the students involves both course-related as well as extracurricular guidance. She perceives her role as a guide who not only provides the students with helping material for the course preparation but also guides them through their career choices and extra-curricular activities. This extract offers a wide range of key findings. However, Ayla is referring to her own perception of student-related job responsibilities and not what management has assigned to her. The quote below is taken from an interview with another participant from the same university. Kiran, a 21-year-old female, describes her perception of the obligatory duties with reference to her students.

“Every teacher is assigned to a class of students for counselling and deal with their issues. I try to solve the problems of the students whenever they approach me. For example, if they have any problem regarding their attendance, or if they are not satisfied with their teachers or anything like that, they can come to me and register their concerns and then I am supposed to present their problems to my head of department. I strongly

think that students need such avenues whereby they may speak up, because there is a lot of anxiety at the students' end which, if not dealt with, can create adverse effects for them and for the department as well. I wish I could have had the same opportunity in my university days. It is terrible if no one listens to your genuine concerns.” (Kiran-21-2-28)

In the first line of the excerpt, Kiran talks generally about the student-related assigned tasks. This implies that every member of staff is assigned a student counselling activity which includes listening to students' concerns about their day-to-day academic affairs. Kiran emphasizes the importance of counselling by recalling her own experience of university studies. She believes that an opportunity to speak about her concerns would have made a positive difference to her experience of university studies. Considering the significance of the counselling task, every faculty member of the public sector university is assigned a group of students to deal with. Taking the similar stance, Hina, a 26-year-old female teacher in the public sector university believes that although student counselling is formally assigned to all the teachers, they should voluntarily participate in such activities, knowing the importance of listening to students' accounts.

“what I believe is that other than having the lectures everyone should focus on solving the problems of the students and having the time with them and counselling them will definitely have an effect on the overall satisfaction of the student, [...] This system has been started now in this department and in the university overall to create class counsellors [....] This depends upon the size of the class and each faculty member will be responsible for all the administrative issues. For example, students have problems regarding the enrolment or their registration, or any teacher-related issues then the counsellor will be linking up with the top management. In this way the burden may be shared and all students can be satisfied. I wish it had been done when I was a coordinator; it would have lessened a lot of my burden. (Hina-26-)

Hina is able to appreciate the role of teachers in the counselling of students. She implies that such activities will on the one hand create satisfaction among students, and on the other hand will reduce the burden on the management. Hina's experience of being a coordinator for 2 years in the same department has shaped her account of student counselling (section 5.2.1.3). While talking about her responsibility as a coordinator she felt enormous pressure of work because there was no support available from the other colleagues. However, once all faculty members are assigned the groups of students whose issues and concerns they are to address, Hina believes that it will serve various purposes both for the students and the management. Hina's account of why every faculty member should be involved in student support is mainly impacted by what difficulties she faced being a coordinator. She holds a position that even if not assigned, every teacher should take an active part in handling student concerns as a part of their job. It is interesting to note how some teachers regard these behaviours as compulsory whereas others perceive them as completely voluntary. This dichotomy persists while studying OCB in helping professions (Hannam & Jimmieson, 2002) where it becomes difficult for the professionals to distinguish between their required and voluntary behaviours. This is another reason for the need to understand the concept of OCB through a qualitative lens which enables the participants to contextualize their accounts of considering a particular behaviour discretionary or obligatory.

SECTION 5.3 Understanding University Teachers' Subjective Perception of Extra-Role Job Behaviours or OCB

As discussed in the chapter 2 section 2.1.2., the flexibility in the teaching profession allows teachers to perform the job according to their own understanding, perception, and will. Teachers' perception of their job then directs their behaviours in various situations (Ornstein 1989). It is more common in any helping profession where the job descriptions are not definitive but provide only the guidelines. Thus the job holders create a variety of perceptions of the job according to their own explanation of the professional responsibilities. The previous section has elaborated the various perceptions of the participants on their in-role or obligatory job behaviours. The current section will explore the participants' accounts identifying their perception of extra-role job behaviours which are names as organizational citizenship behaviours or OCB. The section is divided into three broad sub-sections i.e. teachers' OCB towards students, Teachers' OCB towards colleagues, and teachers' OCB towards their university department as a whole.

5.3.1. Teachers' OCB towards Students

The students remain the core stakeholders of all the teaching activities according the accounts collected from the

university teachers. No matter these are the in-role behaviours or the extra-role job behaviours, the university teachers regard their students as the prime beneficiary of their behaviours. The participants of the current study were able to identify various activities they perform for their students. In this section I have included only those activities which are regarded as extra-role or 'beyond the job description' by the participants themselves. These activities relate to students' academic as well as personal lives.

5.3.1.1. Experimenting Innovative and Interactive Methodologies

As stated in section 5.2.1.2.1., adopting innovative strategies and developing new sets of instructions has a mixed perception by the university teachers. Some believe that it is a part of their in-role job behaviour that they have to keep their knowledge updated and revise their lectures every semester. Because lecturers of both the public as well as private sector universities are not evaluated on the basis of the quality of their lectures, those teachers who spend time and effort to improve their lecturing quality and experiment with different teaching approaches consider it to be extra-role job behaviour as stated in the excerpt below:

"The biggest problem with me is that I don't repeat the same thing in the next semester I always go for the new things I always go for adding on interactive activities in the course so that students understand the theoretical concept with

practical implementation. I believe that doing so is something beyond the requirement of my job. Majority of my colleagues will make one set of lecture notes and will keep on delivering the same for years. It saves them time and hassle but I cannot justify myself doing that. I think it is dishonesty if we do not give 100 percent to our profession. And you see no one in management recognizes our effort neither we are promoted or rewarded on this base. So why would someone consume their time in this. But I firmly believe that it benefits the students because it gives them better understanding (Sara-26-5-28)

Sara, a 26-years-old female teacher of the public sector university, believes that introducing innovative teaching methodologies and updating lecture notes in every semester help students to understand their subject. At the same time she recognizes these activities 'going beyond the job requirements' since no formal reward is attached to such performance. She is also able to differentiate her behaviours from that of her colleagues who repeat their lecture notes in every semester. There is an interesting conflict in Sara's account. She on one hand regards these behaviours as extra-roles; however on the other hand she criticizes the lack of recognition of these roles by the management. Since these behaviours are not related to her appraisal, she sees a reason for other colleagues not wasting their time in such activities even though she believes that these activities are in the best interest of the students.

Similarly, introducing case studies as a methodology of teaching is considered to be effective for students' learning according to Soban who is a 36-years-old male teacher of the private sector university. Soban maintained that the business

students need the learning of practical aspects of the business. The following extract is taken from the interview with Soban:

“For student benefits I am also making photocopies of the latest case studies, so that the business graduates can understand what is happening in the real world. Similarly some articles which are quite important and they are quite relevant to their studies. If you say these are the requirements, No they are not by the university or anyone but I am doing it because I have seen the benefits of these methodologies. But maybe it varies course to course so not all teachers will do that. We are also conducting one seminar regarding the course. For example, managerial economics I am teaching nowadays, you know we are studying the market structure so I am taking one dignitary from the Competition Commission of Pakistan (C.C.P) who will speak on how they are regulating the price and other matters, and how they are against the cartelization of the law” (Soban, 36-12-84).

Soban believes that the case studies, research articles, and seminars have a constructive role in students’ learning. But at the same time, he is not bound by the management to perform these activities. He uses all these techniques only for the better understanding of the students. He believes that the practical orientation of the business graduates will help them relate the theory with the real world scenario. Contrary to what Sara believes, not many teachers will exert their efforts and time to introduce innovative teaching methodologies. Soban has an opinion that each course has a different requirement, therefore every teacher will perform these activities according to the requirement of the course.

5.3.1.2. Behaviour Modification

Although discussed earlier in chapter 2 section 2.1.1 that students at the university level are considered to be responsible for their own behaviours, there remains a need to modify or redirect

their behaviours by the teachers at the university level. I have included this section in the current study based upon the emerging theme within the data set where various participants believe that because students come to the university from diverse backgrounds, they need and are able to modify their behaviours according to institutional and course requirements. Some of these students come from extremely backward areas and feel it difficult to associate with the other fellows. In this particular case and many other situations students are required to be counselled by the teachers. However, there are others who believe that at the university level the students are mature enough to learn by themselves. Some believe that they have already shaped their personalities which can no longer be re-formed as stated in the following excerpts:

“At university level, my teaching will be more targeted to create a link of my students with practical life rather their character building. I think they are quit learnt people when they reach at university level and they should be responsible for their acts. As a teacher I can tell them what they are expected to do and rest I will leave on them because this is the level where they [the students] should be able to understand their good and bad and should behave reasonable according to the need. I have seen teachers counselling students all the time but I think by doing so they are making them dependents whereas this is their age to think and act independently (Tahir-31-10-Urdu Pg.6)”

The above quote is taken from the interview with Tahir, a 31-years-old male teacher of the private sector university. Tahir believes that the personal counselling at university level makes the student dependent whereas he expects his students to behave rationally and be independent. He considers university students mature enough to understand the good and bad consequences of

their behaviours and they should be allowed to learn by themselves instead of being guided by the teachers. Contrary to what Tahir perceives, Sabina considers it the teachers' responsibility to guide students at all levels claiming that the learning never ends. The following excerpt is taken from the interview with Sabina, a 26-years-old female lecturer of the public sector university.

“I have always tried to groom my students and in some students I saw a remarkable difference. There was one student in my previous university of Quetta. His mother said to me that he is very careless and does not study and you could say he was a good and intelligent student but he was not hard working. He never showed a serious attitude towards life. I started counselling him and discussing matters with him. He was having certain psychological problems. So I spent some extra time with him after the classes and there was such a remarkable change in his personality that he got gold medal in B.S IT. In Baluchistan in all the universities he was the toper and now he is more qualified than me and when I see him, I feel pride that I have contributed in the life this person. So I don't buy the idea that students only need such guidance at school or college level but it is equally worthy at university level” (Sabina-26-5-36)

Sabina strongly believes that the attitude and behaviours of students can be shaped and re-shaped even at university level. She negates the notion that guidance is only required at the undergraduate level and provides her own example of modifying the behaviour of one of her students and helping him to achieve the best results. She believes that the teachers are responsible for addressing the personal problems of the students if these problems are creating a hindrance in their learning. Maheen, a 26-years-old female teacher of the private sector university agrees with what Sabina believes. Maheen regards the teaching profession a facilitating the students in developing their lives. The following

excerpts reveal how Maheen talks about the role of university teachers in modifying their students' behaviour:

Maheen: we are helping somebody out its not just teaching its facilitating more of counselling somebody helping people out in developing their personalities its not just text study is not just confined to text books and contents no so we really feel pride in this thing that we are taking care of the youth the young lot

Noshaba: Do you think u can really bring about some change?

Maheen: Yes I think so, yes why not sure. Because every student like when I was a student I used to idealize some of my teachers we teachers here try to be the role models first. I say discipline is me I am discipline if I do this it means this is something right or this something wrong so we as teacher u know if we do the right things people are going to follow us if we do the wrong things they are going to follow us so we have to take care of this thing. And I feel no harm in even helping individual students if they face any problem and it can be study related or sometimes personal or psychological, I think it is the responsibility of the teacher to talk to the student and try to help. In my case whenever I see any student who needs some guidance I don't wait for him to come and ask for help but I will call the student myself and try to groom as much as I can do. This is what my teachers have done for me as well. What else we are here for. They can read books at home and seek help from google. (Maheen-26-4-14)

Maheen sees the role of teacher as the role model for the students. She believes that her responsibility towards students is not only to help them in academic affairs but also to build their personalities. It is interesting that Maheen extracts her idea from her own time as a student. She believes that the students idealize the teachers and the teachers can play a constructive role in shaping up their personalities. She believes that the teacher's approach toward students should be proactive in such a way that before the student approaches the teacher to discuss his or her problem, the teachers should have taken a step to anticipate the right kind of guidance for their students. Since Maheen's teachers have helped her develop her personality and therefore she has

adopted this behaviour, considering it effective in her own case. She negates the idea of teachers being confined to the pedagogical activities only, stating that students are quite capable of doing this on their own. But she maintains that the main responsibility of the teachers is to motivate the right attitude and behaviours among their students.

5.3.1.3. Out-of-hour assistance of students: Career Guidance and Personal Advice

This subsection is aimed at describing university teachers' account of their out-of-hours assistance to their students. I have included this section under the heading of extra-role job performance, based upon teachers' perception that the time they give to their students after their classroom study is not a part of their job except for those hours which are assigned by the management. However, this practice varies in different universities. It is also important to understand that the time referred as 'out-of-hour' is not a part of their formal counselling hours described in 5.2.1.4. This time can be inside or outside the university premises, spent with the students with an intention to assist them in academic or non-academic problems which may affect their performance in their academic or social life.

“Some students may approach me sometimes to discuss problems in their studies or personal life. No matter I am teaching them or not or they are a part of my formal counselling group or not, I always give them my personal time. I always think that my 15 minutes or half an hour can make this student a better person maybe. I feel associated with them.

It's something like a personal relationship with the student; it was not assigned to me." (Naz, 21-2-60)

The above quote is taken from the interview with Naz, a 21-years-old female teacher of the private sector university. She believes that her time with students can affect their lives in a positive manner. Although Naz has been assigned a group of students for counselling purposes, she is always available to the students outside her counselling group or class. Similar views are shared by Hadi, a 26-year-old male teacher of the public sector university. Hadi stresses the need for giving an extra time to the students to discuss their personal, professional, and academic problems. The following excerpt describes Hadi's feelings on giving out-of-hour assistance to his students:

"I had my ideal teachers in school, college and university. I always go to my teachers even now when I am in trouble of any kind I go and discuss it with them. I always feel satisfaction by visiting them. And sometimes I will go to them in search of something new. Words are important to me. Similarly I can also go to extremes to satisfy my students no matter what kind of problem they are facing. Because sometimes students come to me and discuss their personal problems, even their family problems with me and I always give them suggestions and try to solve their problems. And at times they need some professional advice, so I try to advise them according to their calibre and interests. You see I don't need management instructions to do it but what I like in my teachers I try to adopt myself because I know how useful it is to maintain a continuous communication with the student." (Hadi-26-1-56)

Hadi not only describes his views on giving out-of-hours assistance to students, but he is also able to relate it to his own experience with the teachers at his school, college, and university. He feels it helpful to discuss the matters with the teachers and he

believes that his students have the same perspective as well. Contrary to those participants who believe that providing out-of-hour assistance to students helps them in various ways, there are others who believe that the assigned behaviours are so many that they are not able to take out time for the extra-role job behaviours.

“I understand that students have problems about academic and non-academic issues, administrative issues etc. but that is not possible to accommodate them all the times beyond their consultation hours. Especially when the semester is on, full burden is there, demanding time to research work and papers. I give some time to reading articles and academic discussions; these are the major duties I perform which leaves me no extra time for students. Neither do I believe that it is inevitable.”
(Nadeem, 36-10-36)

Compared with Naz and Hadi, Nadeem is not involved in giving extra time to his students for mainly two reasons: firstly he feels that the in-role job behaviours keep him busy throughout the semester and he can hardly find any time for extra-role job behaviours. Secondly, Nadeem does not feel it important to give students an out-of-hour consultation. He claims that he will do it only if it is inevitable for him to do. Now there arises the question of why do the university teachers who give their time to students do so. Below I discuss two major reasons for which participants invest their time in student consultation. Hadi argued that during the office hours he is not able to provide the career-related advice to the students, which is a very important aspect as discussed in the following extract from his interview:

Hadi: I am going to form an old students' society. I am also an old student of this university. I will contact the old students of the university who are working in different corporations. We will arrange seminars to advise my students as to how they should get themselves ready for the job market so it will be kind of career-focused seminar in which our old students will provide directions for entering the corporations successfully. We will try to arrange jobs and internships for our students in the organizations where old students are working. And we will have frequent meetings, monthly or quarterly and we will discuss the problems of the university, course contents, and student orientation and they can offer suggestions.

Noshaba: Do you think that it is your responsibility to perform these activities?

Hadi: That's not my responsibility. That's why I am saying that this is something extra I would like to do for my students but somehow I think it should be a duty of every teacher, though it is not written somewhere exclusively that they have to get the job for the students but at least they should provide them maximum information and guidance. (Hadi, 26-1-70-72)

The above excerpt provides an understanding of how an individual stance on professional responsibility can influence some participants' involvement in extra-role job behaviours. Although Hadi recognizes that the tasks he is performing are not a part of his formal duty, he appreciates the need for these tasks to be performed. He considers it his responsibility to help students find better jobs after they complete their degrees. Similarly Moeez, a 31-year-old male teacher from the public sector university maintains that the teachers must provide consultation for their student and help them find a good job.

“The prime objective of a business student will be to get a good corporate sector job. And I believe it is my responsibility to make them get good jobs. It's not like that it's my responsibility as per the job description but I think that as a teacher I should work it out for them, help them look for a good job, encourage them to be presentable and get the job, advise them making good CVs so that they get more and more interview calls and eventually get a good job. I think if the university starts a formal career advice or placement offices, it will be best for the student because at the moment I have to give my students out-of-hour time to provide them with this guidance and it can sometimes disturb my personal work” (Moeez-31-9-53)

Moeez's quote illustrates the type of career advice he provides to his students in an out-of-hour consultation. He also stresses the role of university in facilitating students to find and get a job. It is apparent that his personal tasks sometimes are affected by providing extra time for his students. He ascribed it to the university failing to provide such facilities to the students. Moeez suggests that the university should start a formal career consultation and placement service to help students find good jobs.

The second main reason for which the participants provide out-of-hour assistance to the students is listening to the students' personal problems. The next excerpt is taken from an interview with Kiran, a 26-year-old female teacher of the public sector university.

"I sometimes go home late because if any student comes to me with a problem I will listen to it no matter it is beyond my duty hours. And especially because I worked in the administration department before joining as a lecturer, students think that I can guide them in various matters. Then there are students who will come to discuss even their personal problems. Even many old students come for my advice. And I see no harm in doing this because I personally believe that teaching is a 24 hours job anyway and students always look to the teachers for whatever problem they want to talk about." (Kiran-26-2-48)

So far the findings in this section have highlighted the extra-role job behaviours of the participants towards their students. This subsection has shown that there are a mixed set of perceptions of the participants on performing extra-role job behaviours for their students. Although students are regarded as the main beneficiaries

of their job activities, not all university teachers are equally involved in performing the extra-role job behaviours. There seems to be an agreement among the participants on putting themselves out for their students, but not everyone goes about it in the same way.

5.3.2. Teachers' OCB towards their Colleagues

This subsection deals with the participants' subjective perceptions of their extra-role job behaviours performed for their colleagues. In an environment where the colleagues are performing activities of a similar nature, it is more likely for them to get involved with each other on a regular basis. However, it is interesting to note that while talking about their obligatory or in-role job behaviours, the participants were not able to identify any of the tasks performed for their colleagues. In the current section it will be shown what kind of OCBs are performed for their colleagues by the participants. I have divided these activities into three subsections according to the nature of the activities.

5.3.2.1. Exchange of Necessary Information / Teaching and Research Assistance

One of the main extra-role job behaviours performed by the participants for their colleagues is related to sharing course-related information and assist their fellows in designing creative activities

for class room teaching. The following excerpt is taken from an interview with Sabir, a 36-year-old male faculty member of the private sector university, where he stresses the need for sharing information among the colleagues.

“I help my colleagues who are working on research papers and even when they are preparing something new for their lectures. I have an orientation of both practical and research aspects of human resource management. They bring their research papers to me for consultation about which test may be applied and how the analysis should be done. I try to do it although it is not my formal job. I try to share with people whatever I know, whether I am in the class or elsewhere.....mainly the new faculty members need a lot of help in designing lectures. Especially to link their lectures with the real world they need case studies and relevant articles. Being in the profession for a long time I have lots of resources available which I share with these newcomers. And senior faculty sometimes need help in research. So I provide them with assistance. So the help is there, though of different nature for different colleagues” (Sabir, 36-9-50)

It is considered a common practice to share relevant information among colleagues. However, Sabir has made a distinction between the types of assistance provided to his colleagues. He believes that the new faculty members need more help in designing their classroom lecturing or other activities such as case studies. Being an experienced teacher, Sabir has access to various information resources which he shares with his colleagues as well. On the other hand he mentions that the senior faculty members are more involved in the research activities, so the nature of OCB he performs for his senior colleagues is mostly research-related. Khawar, 31-year-old male participant from the same university, agrees with Sabir. In the next excerpt, Khawar quoted his own example that he intentionally shares his recently read

articles or case studies during coffee or lunch breaks so that his colleagues could benefit from these readings. He believes that keeping the knowledge to himself might benefit him alone but sharing this knowledge will help the generations to grow. This indicates that Khawar makes an informed decision of sharing latest course-related information with the colleagues with a bigger objective in his mind.

“On our gatherings when at lunch or tea when we sit together it is quite common for me that if I have read something new in newspapers, articles, or case study even if it is directly related to my area of expertise or not, I will share and discuss its implications. Such discussion benefits the new teachers more than anyone else. Not many people will do this and would prefer to keep the knowledge to themselves. But I think it makes you grow alone but if you share, it will help other teachers to learn more concepts and when they will discuss it in class rooms, it will help generations to develop.” (Khawar-31-20-50)

Khawar indicates that sharing knowledge with colleagues has multiple effects. It will not only improve the performance of teachers inside the class but when the relevant information is spread to the students, it will help them to develop their knowledge base. The next quote is taken from an interview with Musa, a 46-year-old male teacher of the private sector university. Musa provides his perception on sharing knowledge with his colleagues and like Khawar he talks about his reasons for doing so.

“For example, research is my interest and my colleagues like to come and discuss their research projects. Universities do not have formal research groups or any other facilities, which make me take the initiative. So kind of, you can say my self-imposed behaviours. I don’t get my name published on their papers but I feel pride that I have been a part of it. I mean if I know something so I should disseminate, I like sharing. Basically, it goes back to the teachers; the way I have been

trained is reflected in me. I have been trained in England, my supervisors John Clever and Robin were really nice and they guided me. Here when I see people are deprived of the opportunities I feel I owe them, if I know something, I will share and in return I get respect from them. So if you will hide information you will be a loser and if you will be sharing then you will be winner and your knowledge grows, so why loser, why not be a winner? It keeps me informed as well.” (Musa-49-12-56)

Musa has stressed the sharing of knowledge with his colleagues. In the absence of a formal research environment, Musa believes that it is his self-imposed duty to share the information with those who either lack the resources or the basic skills to start and conduct the research. It is important to note that Musa recognizes this behaviour as self-imposed activity and has opted this duty for himself as a voluntary act to help other colleagues in research activities. Musa also refers to the determinants of his behaviour. He believes that the way one has been educated is reflected in one’s behaviour. Since he was privileged to get good teachers who guided him and helped him to become a learned person, he feels it a responsibility to do the same for his fellow beings.

Contrary to the above perceptions of performing extra-role job behaviours for their colleagues, Kiran found it hard to seek any kind of guidance from his senior colleagues at the time of starting her job. Based on her personal experience of joining the current job, Kiran believes that most of her colleagues only think about their own targets and achievements and do not assist the junior colleagues as they should do. Kiran is a 26-year-old female teacher

of the public sector university. The following excerpt reflects her expectations from her senior colleagues.

“When I joined, it was like a nightmare. Maybe I needed an extra bit of training or you may say an informal guidance which I was so sure I will get from my senior faculty members. But to the height of my disappointment, even if I asked for help, it was rarely provided. It’s like most of these teachers do not like to share their knowledge. I know my colleagues who are really good in their profession but when it comes to sharing their resources, they will start giving you excuses. They don’t want anyone to excel and be better than them. But at least I have learnt it and now when I have all my lectures and extra material ready, I always share it with my colleagues and the juniors as well” (Kiran-26-2-54)

Kiran’s experience of her senior colleagues has been different from what is perceived by the above three participants. Kiran indicates the element of competition and professional jealousy which prohibits colleagues from sharing information and resources among their fellows. However, Kiran is able to recognize the importance of sharing knowledge through her experience. Thus, now when she has two years’ experience of working and has gained adequate understanding, she extends a helping hand towards her junior colleagues.

5.3.2.2. Assistance of Colleagues in their Teaching / Administrative Tasks Completion

Although teaching is an individual profession (Biesta and Miedema, 2002) where the activities are mostly carried out by the teachers independently. However, there are various ways in which teachers are able to help their colleagues to carry out their tasks. In the above subsection, I only highlighted the university teachers’

subjective perceptions of the activities they perform related in particular to sharing of information and knowledge with their colleagues. This subsection will describe the participants' accounts of these extra-role job behaviours in terms of helping their colleagues to complete their various teaching, as well as administrative tasks. Khawar, a 31-year-old male teacher of the private sector university, provides an example of the most common extra-role job behaviour which teachers perform for each other.

“Most common example in academics is swapping classes like you can say if they are not available for certain and personal or other meeting reasons, official reasons, such as helping their students in their assignments, in their projects. And I would say I get the same in return that sometimes, I need to take off from my class without even making it visible to the top management. We quickly swap classes so that no one sees my students wandering in the corridors when I am not here in the premises.” (Khawar-31-10-50)

Khawar indicates that taking a class on behalf of his colleagues is the most common kind of help he provides them with. He offers various reasons for which his colleague may not be able to take their own classes, and if possible Khawar will conduct their classes for them. Khawar can get a similar favour in his turn from his colleagues so that they sometimes can conduct his classes when he is not available. Khawar also highlights here an important point that this arrangement between the colleagues helps them to escape from the premises without being noticed by the management. Although negative consequences of OCB have been raised by a few

researchers e.g. Bolino and Turnley (2005), this aspect largely remains unscrutinized. Khawar's account of colleague's assistance has raised an important question on the possible consequences of these helping actions for the university and the management. The contextual determinants of performing extra-role job behaviours and their possible consequences as perceived by these participants will be discussed in later chapters. Maha, a 21-year-old female teacher of the public sector university, also sees it inevitable to swap various duties with her colleagues. These duties can include taking each other's classes, switching exam duties, and helping students in their coursework. The quote below provides Maha's perception of performing extra-roles for her colleagues.

I am always there to help however I can do. And professionally if they need for example they have to switch duty, like if my colleague is busy at her class timings like her daughter was sick and she had to take her daughter to the doctor, so I swapped my class with her. She took my time slot and I took hers even if I had to stay in the university later in the afternoon. But come on! this is something minimal we can do and we should do. Or similarly a few of my male colleagues go for visiting lectures in other universities not to mention under cover [laugh], I understand their financial constraints, that one salary can't feed their families, I sometimes perform their exam duties or similar tasks. (Maha-24-1-46).

Maha has highlighted various occasions on which she performed extra-role job behaviours for her colleagues. But mainly these tasks remain the same as described by other participants. However, Maha raised a similar point as suggested by Khawar that sometimes her helping a colleague is to save them from the top management. As she illustrates, a few male colleagues teach as

visiting faculty in other universities which they are formally not allowed to do. She facilitates them by sometimes swapping their exam duties or switching classes with them. This reflects the fact that the collegiality among the university teachers can sometimes result in some people taking advantage of the system. It is also note-worthy that such extra-role job behaviours are common in both public and private sector universities. Apart from the structural differences in both work settings, the university teachers in public and private sector universities perform similar kinds of assistance to their colleagues.

Nida, a 26-year-old female lecturer of the private sector university describes her experience of performing extra-role behaviours for her colleague. She describes even more types of activities than those highlighted by the other participants. The excerpt below is taken from her interview where she emphasizes the need for supporting the junior colleagues to help them improve their techniques and methodologies.

“We share things on a daily basis. I used to guide my junior colleague sometimes when she needs assistance.... We are teaching different courses to the same class. She is new and I have been teaching here for 4 years so students are more open with me and they tell me whatever happens in the class, whether good or bad. I always take a positive view and try to guide my junior in order to improve her teaching methodologies. Similarly I help her in conducting events such as seminars or workshops though I am not a part of it and I don't get any recognition but I think by doing so I will be satisfying myself because if something goes wrong in front of me and I am not pinpointing that thing then I am equally responsible for that thing. When things get smoothly, I leave the stage to her so that she may not think that I am trying to show off in front of the top management.” (Nida-26-4-38)

The above extract illustrates the types of supporting activities Nida performs for her colleague. These activities include helping her colleague in improving her teaching methodologies and guiding her in conducting extra-curricular activities such as seminars and workshops. It is note-worthy that Nida is aware of the fact that performing these activities will improve her integrity in front of the top management, whereas she imparts that she does not want to take the due credit of her colleague by saying, *I leave the stage to her so that she may not think that I am trying to show off in front of the top management.* Consistent with Snell and Wong (2007), the findings imply that performing extra-role job behaviours has an association with the impression management. The top management considers the teachers who are involved in performing these extra activities as more diligent and conscientious. In addition to supporting their colleagues in the premises of the university, the participants are also likely to help them in building contacts out-side the universities, as suggested by Khawar in the following excerpt:

“I know I need to be helpful towards my colleagues. Most of the time, I am the one who always asks for the favours in term of swapping classes and switching other duties but whenever it comes to networking they know they can rely on me. I try not to disappoint them because, having taught in various institutes both as permanent and visiting, I know lots of people in this industry so I help my colleagues find better opportunities for visiting.” (Khawar-31-10-48)

The above excerpt illustrates that the participants will not only help their colleagues in performing their academic, research, and administrative tasks within universities, but they will also help them build liaisons with other universities.

In this section, participants' perceptions and expectations of extra-role job behaviours for their colleagues are examined. The participants are mainly involved in two types of OCBs for their colleagues; firstly, they provide their with colleagues necessary information required for teaching as well as research activities, and secondly, participants are involved in assisting their colleagues in completing teaching and administrative tasks. Participants have an agreement in general to be involved in these activities, apart from a minor disagreement where the expectations of the participants are not met by their colleagues. However, these are subjective perceptions which are formed and reformed continually.

5.3.3. Teachers' OCB towards their Department / University

University teachers' OCB towards their department and university was the third major category emerged while analyzing the findings of their subjective perception of extra-role job behaviours. This section explores participants' accounts of their activities generally for the university and in particular for their department. Their accounts are examined and further divided into

two main themes; first, university teachers' involvement in extra-curricular activities such as conducting or participating in seminars or workshops; and second, university teachers' involvement in academic groups or committees.

5.3.3.1. Participants' Involvement in Extra-Curricular Activities

Although there is no consensus on the sole purpose of higher education so far (Schwartz, 2013), the universities are considered worldwide as multidimensional institutions with a wide range of objectives. These establishments not only teach the students theoretical concepts but prepare them and develop their skills to compete successfully in practical life and instil social and civic values. Every educational institution conducts various extra-curricular activities in order to develop these skills. In this subsection, I will examine university teachers' perception of conducting extra-role job behaviours for their department or university with a focus on their involvement in extra-curricular activities. The passage below is taken from an interview with Hina, a 26-year-old female teacher of the public sector university.

“Being in a public sector university which is newly built, I understand that the resources are very limited so I decided to raise funds for the department. Me and my students arranged a fun fair the other day just to generate some money for our department. I did it last year as well but there were so many hurdles you know this bureaucratic structure. They wanted to know my hidden agendas to conduct this funfair. It was terrible but eventually it happened and we raised 10,000 rupees and I gave the department all the facts and figures to keep the whole thing transparent. Everyone was satisfied then. I did it because I came from a

privileged institute and I know how important these things are. But if I don't get the same response from the university, like some acknowledgement, why would I be bothered next time? But maybe I still do it for the sake of my students. Appreciation helps but it's not the only motivator I believe. And trust me conducting these activities help students to learn a lot of things outside the classroom" (Hina-26-3-68)

The above excerpt illustrates how university teachers perceive themselves as responsible for the improvement of their department. Hina recognizes her role in upgrading the departmental facilities so that the students are able to learn in a better environment with all the learning facilities. Although appreciation by the management is considered to be a motivator, Hina derives inspiration from her students. Despite a lack of trust and objections from the university management, Hina was determined to conduct social events in order to generate resources. This implies her motivation to perform an extra role for the department and the students was stronger than her bond with the university. Consistent with Oplatka (2006), Hina believes that the purpose of an educational institution is also to develop a social sense among the students, and such activities help them to utilize and refine these skills. Hina's extra-role job behaviours are targeted at departmental improvement in particular and the university in general.

Khawar, a 31-year-old male teacher of the private sector university holds the similar approach towards performing extra-roles for the department and university; however his focus of behaviour is the university in particular. He believes that the

departments will grow automatically when the overall institution grows. The following passage is taken from his interview.

“Departments grow with the development of institutes. Personally I feel obliged to this institute because I am earning my bread and butter from here. I am not bound to do anything specific for the university but I am the kind of person who will actively find opportunities to promote the institute. And for this purpose I arrange seminars every other month. This has a two-fold effect. It is good for students to interact with the people in the industry and then imagine the impression this university gets in the outside world. Conducting activities such as workshops and seminars and job fairs etc in which professionals talk about practical matters, promote the university in a positive way and later on, our students will get benefit from these activities. First, they will know how to arrange these activities and secondly, they will interact with corporate people, which will help them get better jobs.... if it sounds like I am in love with this place, it's not that true, as these activities earn me a lot of good as well, like learning, good repute and off-course networking in the industry. But mind you, I invest a lot of extra time in these activities as well, so I deserve it [laugh]” (Khawar-32-10-72)

The above findings can be summarized and classified in three major categories. Firstly, Khawar has highlighted the type of activities he performs for his department and university. He arranges seminars, workshops and job fairs where he invites the professionals from the industry who talk about the latest trends and practices in their organizations. Secondly Khawar has stressed the outcomes of such activities for both the students and the university. These activities provide students an opportunity to plan and organize such events and apply their knowledge, and secondly they are able to interact with the professionals from the industry. It helps them to build a network and understand the demands of different industries so that they can equip themselves to get a successful entry into one of these industries. Khawar believes that such events earn a good reputation for the university as well. The

third and the most interesting finding, is that Khawar is aware of the positive outcome that these activities can give him. These outcomes are favourable in terms of his personal learning and development. Staying visible by conducting these activities also earns him good reputation. Unlike Nida's account of helping her colleague in section 5.3.2.3, Khawar takes the credit as an earned reward. Since he invests his extra time in conducting these activities, Khawar strongly believes that he deserves the appreciation, good reputation, and industrial networking as a reward. These findings recall what Bolino (1999) called OCB or *impression enhancing and self-serving* activities. Khawar's accounts of OCB towards his department and university imply that apart from the other beneficiaries who in this case are students and the university, the OCB can be regarded as a tool to serve one's own objectives.

5.3.3.2. University Teachers' Involvement in Academic Groups/Committees

In this sub-section I explore university teachers' account of performing extra-role job behaviours, particularly with reference to their involvement in working groups and committees. Although in the sub-section 5.2.1.3 *Departmental / Administrative Responsibilities*, I have discussed tasks of a similar nature, those were the tasks assigned to different faculty members by the top management. This section will explore university teachers'

accounts of their voluntary involvement in such groups and committees. The next extract is taken from the interview with Kiran, a 26-year-old female teacher of the public sector university.

“No, I am not a formal part of this research committee but I am kind of helping my senior colleague who has also been my teacher. But I am mainly helping because she needs manpower when there are hundreds of dissertations to be evaluated and recorded. I assist her in collecting these dissertations, maintaining a record of who have submitted and who haven't. You can see everyone in this university is like helping in each other's tasks because of lack of resources in the department. And we are kind of a family in this department so I don't mind doing an extra bit for it.” (Kiran-26-2-50)

Although Kiran is clear that her involvement in the research committee is completely voluntary, she describes two main reasons for undertaking this task; firstly, the task is been assigned to a senior faculty member who happens to be Kiran's teacher as well so she is trying to help her colleague and a teacher in a way. Secondly, Kiran has a strong association with her department which is illustrated when she calls it *kind of a family* and therefore she feels it her responsibility to play an extra role whenever required. Similarly Razzaq who is 36-year-old male teacher of the private sector university, also regards his department as a family where everyone needs to understand his or her role, whether assigned or not. In the following excerpt, Razzaq points out the kind of voluntary involvement he has in various work groups and committees.

“For me it's like working at my home for my family [talking about working at his department]. Nobody needs to tell me what I should do but I should be vigilant myself. Here I not only help the coordinator in

various matters but I have developed a group of my own to lessen the burden of the assigned coordinators. I have formed student committees which are responsible for collecting any requests or feedback from their fellows. They collect them and submit it to me. I sort these cases out and make a record and hand it over to the coordinator concerned. This saves all the hassle of student affairs. Otherwise they will have to deal with hundreds of students every day. Instead I have taken this job on myself and have further delegated it to students. This orientation comes from my previous corporate job where we used to work in teams. There is no harm in making an extra effort when your department needs it. I will definitely call it 'going beyond' but certainly it is for a reason" (Razzaq-36-13-52)

Razzaq sees performing extra role job behaviours as an inevitable part of the job. He understands that although these tasks are voluntary but yet they are important for the department's smooth flow of activities. He uses the notion of "family" for his department and believes that as he performs multiple tasks at home without been told, he should do the same for his department. He has voluntarily created work groups where he has involved his students and delegated some responsibilities to them. Razzaq's previous experience of working in the corporate sector for team-based job has trained him to work for, and with the groups. Razzaq refers to his extra-role job behaviours as '*going beyond*' the required job description but he sees an inevitable need for doing so. Extending the position, Abdul, a 40-year-old male teacher of the public sector university, has also stressed the need for performing extra role job behaviours for his university. The next passage describes how Abdul perceives his role in various work groups and department committees.

"I perform the exam duties very often. Having worked as an invigilator in the previous university, I offer my services to organize the exams, even if

I am not a member of the exam committee in this university. I work in close contact with the controller of examinations of the university and the exam committee within the department. I believe they are happy that I'm working with them because not all the committee members are trained to conduct exams, as they are only regular teachers of the department. So sometimes they rely heavily on my suggestions" (Abdul-36-17-58)

It is note-worthy that Razzaq and Abdul have used their core competencies while involved in a particular work group. Razzaq feels that he is capable of developing and working in a team, therefore he has formed new groups and delegated the work responsibilities to students. Since Abdul has an experience of working in the exam department previously he works voluntarily with the examination committee of his current department. The examination committee of the department consists of a number of teachers from the same department who have no experience in conducting the exams. Abdul believes that his expertise is largely appreciated by all the committee members.

This sub-section has brought forward a few positions taken up by the participants while talking about their subjective perceptions of their voluntary involvement in various work groups. The participants are able to identify different roles they perform and in most cases why they perform these activities.

SECTION 5.4 Chapter Summary

The current chapter has addressed the first two objectives of the current study where I have examined various activities which

are subjectively perceived as in-role or compulsory behaviours and extra-role or OCBs by the public and private sector university teachers. The chapter was also aimed at exploring the socio-cultural context and structural conditions under which these perceptions are developed. These structural conditions included their work settings, such as public and private universities.

Consistent with the literature, teaching is considered to be a 'complex' and 'vague' profession with 'endless boundaries'. The participants shared a mixed set of perceptions about teaching as a profession with a consensus on the contribution teachers make towards individuals and society as a whole. The chapter also explored university teachers' perceptions of how others perceive their profession because in a few instances, these societal perceptions developed into roles which are generally expected of teachers. The participants were able to distinguish between their in-role or compulsory job behaviours and the extra-role or voluntary job behaviours. However, these perceptions sometimes intermingled, where one activity was perceived as an in-role by one participant and an extra-role by another participant. This difference was mainly because of their personal experiences, preferences, and socio-cultural context in which they developed these perceptions. Not much difference is found between the perceptions of OCB among public and private sector university teachers. The participants from both the work settings formed

almost similar subjective perceptions of university teachers. In table 5.1, I have summarized the findings on participants' perception of in-role job behaviours followed by the next table which provides an overview of their subjective perception of extra-role job behaviours.

Table 5.1 University Teachers' Subjective Perceptions of in-role or Obligatory job behaviours

In-Role Behaviours	Job Description	Terms Used to Reflect these behaviours	Difference in Performing Behaviours
Imparting Knowledge	Mainly concerned with <i>intangible aspects of learning</i> . Ensuring a smooth communication between teachers and students to develop students' learning of concepts and their applicability.	Transmitting knowledge, creating communication link between teacher and student, ensuring absorption and reproduction of the concepts, preparing students to meet the demands of the society	Public: Equally important Private: Equally important
Pedagogical Responsibilities	The classroom activities of the teachers in terms of more <i>tangible aspects of learning</i>	Lesson preparation, lecture delivery, student evaluation, students' attendance and score record keeping	Public: Equally important Private: Equally important
Teaching Research	OR Teachers' orientation towards conducting research	Conducting subject-related research, writing and publishing research articles	Public: Less important Private: More important
Departmental/Administrative Responsibilities	Helping department in particular and university in general with various activities other than teaching	Participation in various work groups, such as admission, research project, examination and disciplinary committees	Public: More Involvement due to lack of resources Private: Less Involvement
Student Facilitation	Involvement in students' coaching and counselling on academic and administrative issues	Course guidance, student counselling, presenting student problems to the	Public: group of students assigned to

	management, providing feedback,	each faculty member
		Private: Each faculty member is responsible for a particular academic or administrati ve issue

The above table provides an overview of the findings presented in the current chapter. These findings will be discussed in the light of theories and approaches in chapter 7. The table below will highlight the university teachers' subjective perceptions of their extra-role job behaviours or OCBs.

Table 5.2 University Teachers' Subjective Perceptions of extra-role or organizational citizenship behaviours

Area of extra-role job behaviours	Description	Terms Used to Reflect these behaviours	Difference in Performing Behaviours
University Teachers' OCB toward Students	The behaviours that are not a compulsory part of teachers' job but aimed at benefitting the students	Experimenting with innovative and interactive teaching methodologies: <i>developing new lectures every semester, conducting interactive activities in the class, discussing latest case studies, conducting seminars and workshops for better learning</i> Behaviour Modification: <i>Guiding students, facilitation, counselling on academic and personal matters, personal and psychological assistance, proactive approach towards students' problems</i> Out-of-Hour Assistance:	Public: Equally Important with Different Individual Orientations Private: Equally Important with Different Individual Orientations

			<i>Listening to students' problems, career advice, Personal advice, staying beyond duty hours to help students</i>	
University Teachers' towards Colleagues	OCB	These behaviours are particularly aimed at benefitting colleagues in various aspects.	Exchange of necessary information/Assisting in teaching and research activities: <i>Sharing relevant information, sources, and materials with colleagues to help them conduct their classes as well as research activities. Helping newcomers in preparing effective lectures</i> Assistance in Task completion: <i>Swapping classes to facilitate colleagues, switching or performing exam duties on their behalf, assisting colleagues in their administrative duties.</i>	Public: Equally important with Different Individual Orientations Private: Equally Important with Different Individual Orientations
University Teachers' towards Department or University	OCB	The behaviours performed voluntarily to benefit their department or the university as a whole.	Involvement in Extra-curricular activities: <i>Conducting seminars, workshops, and fairs etc. to promote the university</i> Involvement in Academic / Administrative Groups: <i>Voluntarily helping different work groups according to their abilities and competencies.</i>	Public: Equally important with different individual orientations Private: Equally Important with Different Individual Orientations

The chapter also addressed research objective 2 namely, to *explore the personal, socio-cultural and structural contexts under which these perceptions of OCB are developed*. The findings imply that there are a variety of personal and socio-cultural elements that shape university teachers' subjective perceptions of performing OCBs. These elements are largely varied across individuals, groups, and gender. However, these perceptions are

regardless of their work setting which suggests the fact that no matter which sector (public or private) these teachers are working, their perceptions of OCB mainly remain their individual preferences. There are a few exceptions, but rather drawing their perceptions from collective work settings, mainly university teachers relate their extra-role job behaviours to their individual choices, preferences, and inspirations. These findings will be discussed in chapter 7 with an integration of different theories and approaches cited in the literature.

CHAPTER 6 GENDER PERSPECTIVE OF THE UNIVERSITY TEACHER ON THEIR CONCEPTUALIZATIONS OF OCB

The gendered aspect of OCB has largely been ignored in the OCB research, and the phenomenon has been treated as gender-neutral (Kark and Waismel-Manor, 2005). Although in the few studies conducted on gender and OCB, the participants exhibited different perspectives on the nature and consequences of OCB for males and females (Kidder, 2002). There remains a need for an in-depth investigation of these differences. This chapter will address the third and final research objective, which aims *“to examine the impact of gender roles on the conceptualization of OCB”*. The aim is to explore the difference in the subjective perceptions of OCB by male and female university teachers. The present research has studied the conceptualization of OCB in general and the findings have been presented in the previous chapter. Here I will examine the participants’ accounts on perceiving and performing OCB with reference to their gender. The objective will be to identify the differences in the perception of performing extra-role job behaviours and possible implications of these behaviours with reference to a particular gender. The chapter will attempt to address the objective in three main sections. The first section will highlight university teachers’ perception of teaching as a profession particularly with reference to their gender. The second section will highlight the difference in the subjective perceptions of male and

female university teachers with reference to their performance of OCBs. In third and the final section, I will attempt to explore the possible implications of performing extra-role job behaviours for male and female university teachers.

SECTION 6.1 Gender Perspective of University Teachers on Teaching as a Profession

Although teaching is considered to be a well-respected profession in society, yet the profession is termed as gendered, with females entering this profession in a larger number as compared to males. This notion may not seem valid for university teaching; however Richardson and Watt (2006) argued that there are different motivational factors for males and females to choose the teaching profession. In the current section, I will examine the way in which university teachers perceive teaching as a profession in relation to their gender. The purpose of this analysis is to identify the similarities and differences among these perceptions of male and female teachers. The excerpt below is taken from an interview with Naima, a 26-year-old female teacher of the private sector university. Naima reveals how she made an informed decision about choosing teaching as her career.

“After my MBA I was also offered an interview at a bank but I preferred to do teaching and chose teaching as my career, because of various reasons. Being a female, I was comfortable with the timings basically, as you know being a female I have to be back home on time and then I am also concerned about what type of people I am working with. I was comfortable here with the environment and the colleagues and with my

seniors. In banks, appearance matters a lot especially for girls. Most of these girls are treated as fashion models in the big corporate banks even though they have good degrees. I was wearing my scarf (head-cover) in those days so some people told me to go to an interview without the scarf so that it would be easier to get the job. I never even went for the interview because I was not willing to compromise on my culture and on my religious values. I hate it when people around me treat women as a show piece and see only the beauty and not the brain. But teaching is the best profession especially for females because you will not be judged by what you are wearing but rather by what is there in your brain.” (Naima-26-7-22)

Naima has illustrated her choice of teaching profession by comparing it against a banking job. While making a choice between the two jobs, she made a deliberate choice to enter the teaching profession. Naima’s account of choosing her profession has underlined an important criterion which she used while considering the jobs. She believes that females are stereotyped in banking jobs where they are not appointed on the basis of their abilities or skills, but the sole criterion is being a ‘presentable woman’. She shows her discomfort with this approach and categorized teaching as the best profession for the females. All the reasons Naima disclosed for adopting the teaching profession were gender-related. She is concerned about the timings of the job and believes that being a girl she is restricted to reach back home at an appropriate time and the working hours in the teaching profession matched her need. The usual working hours in any other corporate job can be from 9 to 5 or sometimes 6, whereas the teachers in most of the universities work from 9 until 3 or 4. Similarly she is concerned about the environment and the colleagues she will be working with during her job. Naima’s expression of associating all her decision

criteria with her gender provides good evidence for her perception of teaching as being a gendered profession. The next quote is taken from an interview with Usman, a 21-year-old male teacher of the private sector university who agrees with Naima's standpoint about teaching as a favourable profession for females.

“Our ladies are not allowed to work outside. In case I would be a woman I will be doing dishwashing at home at this moment [laugh]. The tribe I belong to, we do not allow our women to do office jobs at all. We get them married as soon as they reach the age. The maximum we allow them to do is teaching but not to go in the corporate sector. I would like to do the same thing for my daughter. Being my daughter, she might complete her studies not for the job but just for the sake of proper care of her children. (Usman-21-2-204)

Usman represents a mindset of a well educated yet conventional person who values his customs and traditions just like any other less educated or maybe illiterate person in his tribe. He sees women working as against the culture of his tribe. It is also note-worthy to examine the expression Usman has used while talking about the women around him. He uses the terms '*our ladies*', '*our women*', and '*being my daughter*' which reflects his authority over the women around him. Another important point to note here is that even though Usman straight away rejects the idea of working women, he approves of teaching profession for them to some extent, which suggests a favourable attitude toward teaching as a profession for females. Usman may not represent the majority of Pakistani men's attitudes towards working women but it provides a glimpse of stereotyping women in certain roles, especially in the rural and backward areas.

Illustrating another account of tribal traditions about working women, Naz argued that she was raised in a household where she could only grow up, get married and bear children. The excerpt below is taken from an interview with Naz who is a 21-year-old female teacher of the private sector university.

“I was raised up in a backward village but fortunately in a progressive family. The sole purpose of a woman in that society was to be obedient to her parents when a child, get married when she reaches at minimum marriage age and bear her husband lots of children and die quietly [laughs]. Fortunately my father got educated and let me study as well and then we moved to the city. Even though teaching was my own passion as well, my father always told me that if I want to work outside home I can only be a teacher. I am telling you about a person who is well educated so just imagine what it is like with those who have been illiterate and ignorant for generations. And to be honest when I say I liked teaching as well maybe its because deep down I am still bound to my traditions I believe that being a girl I need to be in a safer and socially acceptable profession.” (Naz-21-2-34)

Naz belongs to a small town in the north of Pakistan. Her phrase reinforces the mindset which Usman displayed in the above excerpt and provides a context in which these perceptions are formed. She imparts the background in which she was raised up and is able to see the impact of those traditions on her perceptions of ‘being a woman’ and ‘being a teacher’. Unlike many others in her town, her father allowed her to study and become a professional but he bound her to become a teacher only. This implies the value, respect, and the trust generally people in the teaching profession and its suitability for women. Kiran, a 26-year-old female teacher of the public sector university maintained that teaching was the

best profession that suited her newly married life. She contextualizes her choice of profession in the following way:

“You know girls need to be more careful while selecting a job for them. Boys follow their dreams and girls follow the families [laugh]. Earlier I was in the administration job, but when I decided to get married I knew that it is only teaching which can provide me with the flexibility of running my family along with the work. So I switched to teaching although I never liked it as I said before. And also my in-laws will not mind if I am in the university sometimes later in the evening during exams and other activities. But if it had been any office job, I don’t think my husband would have allowed me. Secondly I am living in a joint family setup where I have to give time to a large family. In my teaching job I arrive back home early and I rarely take any task home, so I am able to manage well.” (Kiran-26-2-16)

Kiran provides another perspective of teaching with reference to her gender roles and responsibilities. Differentiating from the males who can independently choose their professions, Kiran argues that females need to keep in mind the household requirements while selecting their professions. In sub-section 5.1.1., I have indicated Kiran’s lack of enthusiasm for the teaching profession because of its ambiguous nature. She enjoys a profession where she is provided with instructions and a clear job description. However, in order to fulfil her role after marriage, she reluctantly adopts the teaching profession mainly because of the flexible timings it offers to her. She asserts that she is able to manage her family requirements in a better way. This also highlights the fact that the teaching profession offers the best possibility for a balance between work and family life. Sabina, a 26-year-old female teacher of the public sector university agrees with Kiran’s stance on the suitability of the teaching profession for managing a successful

household. In the next excerpt, Sabina brings forward her perception of the teaching profession with reference to her gender.

“When I see my sisters, both of them working in banks at very respectable designations, I feel that their clients come, especially in my town when I see the environment over there, I think the people are not giving that much respect to the ladies working in the banking sector as compared with the level of respect I get. When I tell people I am working in a university as a lecturer, they respect me and show deference, so maybe for a female it is the right profession and I especially noted this after marriage that I can create a better balance between my job and work as compared with my other sister who is working in a bank and finishes very late. She has to suffer all kinds of problems in the family of her in-laws. You have to make a choice between a careerist or a wife or mother or any other household role. But I personally feel that teaching provides you a chance to manage both perfectly.” (Sabina, 26-4-20)

Sabina has provided two inter-related perspectives on the teaching profession. Consistent with all the above participants' accounts, she believes that teaching is considered to be a more respectable profession for females as compared with any other job. She has offered the example of her sister who is working in a bank and deals with a number of customers every day. Sabina holds the stance that the amount of respect she gets for being a teacher is far more than what her sister gets by being a banker. Moreover, recognizing the flexibility of time in teaching, she perceives that teaching provides an opportunity to create a balance between work and family life. Keeping in view the culture of Pakistan, where the female has to share more responsibilities in the home, it is very difficult to sustain both positions namely the profession and the family; however, the female participants are of the opinion that they are able to create a better work-life balance in the teaching profession.

Contrary to the above findings, where the participants hold a positive perception of the teaching profession, Sabir, a 36-year-old male teacher from the private sector university believes that the teaching profession still carries a stereotypical image of being less-paid and less-recognized for men.

“They [talking about other people’s perception of him being a teacher] think that it is not very much recognized or status-wise it’s not a very good job especially for men. You know women have different needs so it might suit them. When I left my public sector job, people opposed it. My father, who had been in government service, asked why I was joining teaching. And he literally said “leave it for your sister to be a teacher”. So socially this job has no recognition for me but personally, I think it is a different job because you get an opportunity to update your knowledge. I enjoy the flexibility and now the salaries are not that bad as well.” (Sabir-36-90-18)

Sabir brings in a new perspective in findings where he believes that the teaching profession may be considered good for women for various reasons, but being a man, he faces disapprovals from his family and friends. Sabir has switched his well-paid commissioned job to become a university teacher. Consistent with Richardson and Watt (2006), the participants have different motives for choosing their profession. Sabir adopted the teaching profession because he wanted to continuously update his knowledge by conducting research; therefore he switched his well-paid job to become a university teacher. However, Sabir has also reflected on recent improvements in the salaries in teaching profession. Sabir negates the impression of teaching as an underpaid job and confirms the findings of Munaf (2009) that there

is a significant increase in the salaries of the university teachers by HEC in the past few years. A similar stance is shared by Moeez, a 31-year-old male teacher from the public sector university. The next passage portrays Moeez's perception of his profession with reference to his gender.

"They say when you can't do it, start teaching [laugh]. But Madam trust me, I heard all kinds of remarks when I left my job at the corporate sector and started working as a visiting teacher and later became a full time lecturer. Although I had a number of male professors who taught me and I think there are more male university teachers as compared with females, but people don't easily approve for a man, of the idea of becoming a teacher. We are 5 brothers and everyone is working in the corporate sector so maybe this was the reason for my family not understanding that a man of the family could be a teacher as well. But as I said, I was and I am fully satisfied with my job and feel great about it." (Moeez, 31-6-54)

Moeez shares his experience of switching from a corporate job to academia. He was working with one of the leading companies of Pakistan before he switched to the teaching profession. Similar to Sabir, Moeez also received negative reactions from his family where the rest of the male members of the family were working in the corporate sector. He contextualizes that since he was the first one in his family to enter the teaching profession, it was hard for them to accept this fact. As far as the participant is concerned he has a positive perception of being a teacher, no matter how the other people around him see his profession. Williams (1995) stated that although in a profession which is perceived as female-oriented by society and males are seen as violating their traditional gender role by entering these professions

and vice versa, it is not necessary that the job holder should share the same perceptions. Contrary to the above perceptions of Moez and Sabir, Uzair, a 26-year-old male teacher of the public sector university argues that there is a shift in the overall perception of the teaching profession being underpaid and thus being unsuitable for males, who in the most cases are the only bread-winner of their families. In the excerpt below, Uzair highlights his perception of the teaching profession in relation to his gender:

“I see a change in how they [people around] used to see teaching and how they are currently seeing it. Earlier maybe it wasn’t for men because the salaries were so low that you could hardly run a family and here in Pakistan where sometimes you have to live in a combined family, you might need to support a family who is earning less than you. But now from these reforms in higher education, I don’t see a reason for men not joining this profession. It’s better than even some well-paid corporate jobs. (Uzair-26-3-72)”

Uzair’s perception provides a differing perspective of suitability of the teaching profession for men. He believes that teaching was supposed to be an underpaid profession, and thus the males were reluctant to adopt it, considering their greater family responsibilities. However, he appreciates the improvements made in the salary structure of university teachers which makes it more attractive for every qualified person regardless of their gender.

This section has highlighted significant findings on the gender perspective of male and female university teachers on teaching as a profession. The participants’ accounts on how they perceive their profession in terms of their gender provides a

context which may guide their perceptions and performance of extra-role job behaviours. These perceptions develop their expectations of their job and the university, which eventually inform the way they execute their job activities.

SECTION 6.2 Difference in Male and Female University Teachers' Subjective Perception of performing OCB

Although often regarded as gender-neutral, different components of OCB are constructed around different gender stereotypes (Kark and Waismel-Manor, 2005). The literature provides various examples of different constructs of OCB being used differently for male and female employees (Kidder, 2002; Lovell et al., 1999). The current section will attempt to explore the differences in the subjective perception of OCB based upon the gender of the participants. Mainly the findings will explore if the participants exhibit any difference in the types of extra-role job behaviours they perform and whether these behaviours are different on the basis of the domain or the recipient of the behaviour.

The following extract is taken from the interview with Soban, a 36-year-old male teacher from the private sector university. The way in which he explains his extra-role job

behaviours suggests that he perceives these behaviours as subject to his masculinity.

“You see I told you that soon after I shifted from corporate to academia; I started working on the liaison between my department and the corporate sector. Being a man it was not a problem for me to spare time after duty hours, visit different offices, and have lunches and dinners outside with the professionals. It’s nearly impossible for the female faculty to perform these activities anyway because they are bound in various ways. For example going home on time and so on. Other male colleagues also perform such things. I don’t say that my female colleagues do not do anything but just a few tasks that require them to go out of the way is difficult for them. Otherwise the way they give time to students’ affairs is remarkable.” (Soban, 36-12-80)

The way Soban has related his performance of a certain type of OCB with his position as a ‘man’ suggests that his gender has enabled him perform certain activities which otherwise he would not be able to perform. Soban’s perceptions of extra-role job behaviours which involve out-door activities reveals that it is perhaps difficult for females to perform these activities because of their social constraints. On the other hand, Soban is able to recognize his female colleagues’ involvement in other types of extra-role job behaviours. In the passage below, Musa, a 46-year-old male teacher from the private sector university diligently provides a context in which these perceptions of female colleagues’ inability to perform certain types of OCB are formed.

Musa: The types of tasks I am doing are off-course different from what my other colleagues are doing. We have different interests and so we do different things apart from what we are bound to do as a faculty. Similarly there is a difference in my activities after office hours versus my female colleagues’ activities. Where I go and attend conferences and workshops representing our department, they can’t. Off-course there are few who are independent and can do whatever they want to but I am talking about the majority here.

Noshaba: What do you think is the reason for this difference in behaviours?

Musa: Females have some specific problems and in our society married females especially. They have double full time job, one is to keep their house in order to run that and the other one is the full time job and above that an extra bit of tasks which are you know are not obligatory but people do them. And another thing which is among the society that the ladies should not stay out late and they should come home early, so that kind of things, may be on those lines yes, that is a hurdle and I feel as a male faculty member I am able to perform a lot of such tasks which requires to stay late or go outside the university that I can cope easily..... they will be feeling that if I go further late how will I commute, maybe if they have to go by the public transport then another humiliation and the darkness is another kind of pressure on ladies. So that gives me an edge but it does not discourage females all the time and if they have nice partners who can support them only then they will be able to work freely.....When I was in the UK there was no harm for ladies in travelling alone at 3 'O clock in the morning but here females become dependent, actually we encourage them to be dependent and when they become dependent they feel a little bit disadvantaged. And sometimes they can't do what they want in their jobs." (Musa-46-12-76,77,78)

The above participants provide significant accounts related to the difference in male and female perceptions and performance of OCB. The notable point is that Soban and Musa not only identify the difference in the types of extra-role job behaviours they perform from what their other colleagues perform. They were able to draw a clear line of difference between their behaviours as men as compared with their female colleagues. Musa provides an enriched context in which he believes his perceptions are shaped. The role of female university teachers is evidently less in certain types of extra-role job behaviours especially those which require the participants to stay late in the university and commute outside after working hours. However, it is argued that the females are restricted in their behaviours for various reasons.

Musa has provided the contextual explanation of female's inability to get involved in various types of OCBs. Unlike the situation in the developed countries, the culture of Pakistan still restricts the role of women in almost every sphere of life. Giving a common example, Musa recounts how difficult it could be for females to commute on the local transport in the absence of their own vehicles. He believes that he is able to perform a lot of extra-role job activities outside the university such as attending conferences on the behalf of the department or working beyond the duty hours only because he is privileged to be a man and own a car. Quoting an example of his stay in the UK, he argues that the women in Pakistan are extremely dependent on their male fellows. He sees the men responsible for making their women dependent by not empowering them. Musa recognizes the added responsibilities of a married woman and thus finds it hard for them to go beyond their obligatory responsibilities. However, he sees the possibility of the male spouse in making it comfortable for them to execute their in-role as well as extra-role job behaviours.

Talking about the type of behaviours perceived as extra-roles, Hina, a 26-year-old female teacher of the public sector university believes that being a female, she is expected to perform certain roles. The excerpt below reveals how Hina perceives OCB with reference to her gender.

“Okay I understand that I go beyond my typical duty of lecturing etc. For example I am a good listener of my students, I try to solve their problems and also I help my colleagues to execute their jobs sometimes like exam duties and class management occasionally. But what I don’t like is that sometimes people try to take advantage of you and they think that I have to perform certain things for them. I am a sensitive person. I like helping people but they should understand that It’s not my job. I am courteous but it does not mean that it becomes my responsibility to behave in a set pattern. I think that maybe because I am a girl they expect me to be helpful all the time which sometimes is not possible.” (Hina-26-3-104)

Hina relates a few personality characteristics of her own, such as being ‘helpful’ and ‘sensitive’, and she believes that being a female she is expected to show these qualities and perform extra roles for others. The way Hina ties her gender to different qualities such as helpful, sensitive, and courteous is how the term OCB is constructed. Hina’s account reinforces the concept of OCB-construct being gender-specific where “altruism and courtesy, although not exclusively, are stereotypically associated with women’s behaviours” (Kark and Waismel-Manor, 2005: pg. 899-900). Contrary to these findings, Zakir, a 36-year-old male teacher from the public sector university sees no difference in perceptions and performance of OCB by the male and female university teachers. The following quote illustrates his standpoint on the issue.

“my wife is also a teacher in a university, since I have seen her working I think that it varies person to person irrespective of being male or female because we have also female teaching staff in university as well. They are performing a handsome job besides their teaching responsibilities as I am doing. And also there are certain male members who will not perform any kind of stuff like going on out-of-hour meetings or conducting seminars or workshops, so I don’t think that there is a matter of gender, it’s a matter of your willingness or your acceptance to perform the job beyond your traditional roles.” (Zakir-38-17-88)

Zakir's account demonstrates how gender comparison is invalid for his perceptions of OCB. He regards it an individual choice to perform or not to perform the activities beyond the prescribed roles. Drawing upon his experience, he believes that male and female university teachers perform these behaviours regardless of their gender. He sees a role of motivation and willingness to perform extra-role job behaviours and completely negates the presence of any gender-related factor in perception of OCB. However, Nasir, a 31-year-old male teacher from the public sector university believes that there is a difference in the type of behaviours male and females perform in their work.

"I am not saying that I do more and they do less. But what I mean is the things or kind of work I do for example, they don't or maybe can't do that. For example yesterday our department team was going for a voluntary match and we needed a lot of stuff from the sports shop. Now I cannot even imagine a female colleague going and getting the stuff in our society while we all male faculty members are there. But when it comes to help within the department say I have a colleague who has facilitated me so many times and she is the best known among the students for her being so nice to them all the time. The way she gives extra time to students I can't imagine it because I spend my time in either my job tasks, sometimes departmental tasks and then I have to go for visiting." (Nasir-31-8-148)

Nasir draws upon his recent experience to illustrate how he perceives the difference between the roles performed by the male and female university teachers. He reveals that society has some accepted norms of behaviour for males and females, and hence in the presence of male university teachers, a female teacher does not need to perform an extra-role that involves going out of the university premises. However, Nasir emphasized the other types of

extra-role job behaviours which are performed by his female colleagues. Nasir believes that the target of the OCB of female university teachers is mostly the students or colleagues. Consistent with the findings of Diefendorff et al. (2002), Nasir asserts that female university teachers are more involved in performing helping behaviours. Ayla, a 26-year-old female teacher of the public sector university confirms Nasir's perceptions of gender differences in male and female university teachers. The following quote is taken from her interview where she describes the types of extra-role job behaviours she performs.

Ayla reinforces the above discussed notion that the female university teachers are more involved in the extra-role job behaviours which are, by nature helping and are targeted at their students and their colleagues. Ayla provides two explanations for not involved in any other type of job behaviours. The first is that she believes that performing the activities beyond working hours can disturb her personal life, and secondly she attaches no importance to performing the type of behaviours her male colleagues perform for the department. Ayla considers such behaviours a self-serving activity (Bolino, 1999), which only benefit the person who is performing them. Moreover, she comments that the time spent on the OCB is more than what they spend on their obligatory responsibilities. Although it is evident that the

participants believe these behaviours to be discretionary and not compulsory and they have a choice of investing their time in these behaviours. Nevertheless it may be argued that the positive outcomes of these behaviours for some of her colleagues can make them consider these behaviours as essential for attaining certain objectives, if not obligatory.

Ayla's account raises another important question, namely that the outcomes of performing extra role job behaviours are similar for the male and female university teachers or their different perceptions yield different outcomes for them. Having reflected on various ways in which university teachers talk about their perceptions of extra-role job behaviours with relation to their gender, the next section will explore various outcomes of performing these extra-role job behaviours for male and female university teachers.

SECTION 6.3 Perceptual Outcomes of Performing Extra-Role Job Behaviours for Male and Female University Teachers

One of the major themes that emerged from the current study was outcomes of extra-role job behaviours for both male and female university teachers. Here the outcomes do not necessarily mean the consequences of performing these behaviours because extra-role behaviours are considered to be discretionary and are

not aimed at any particular reward. Moreover, the current study follows a contextual constructionist approach and does not aim at identifying the causal relationships of these behaviours as these outcomes are subjective and context-specific. However, it may be argued that every participant is likely to be involved in these behaviours with certain expectations; I will therefore attempt to explore participants' accounts of their experiences of performing extra-role behaviours and what implications these behaviours yield for them. I have described in the earlier section how male and female university teachers show differences in their perception of extra-role job behaviours; there remains a question of the perceptual outcomes of these behaviours for them. The perceptual accounts of the university teachers have demonstrated what they perceive as extra-role behaviours and what outcomes they perceive or in some instance experience from performing these behaviours.

The excerpt below illustrates the expectations and outcomes of extra-role job behaviours for Sabina who is a 26-year-old female teacher of the public sector university.

“You know the implications are different for different activities. I mean if I do something for my students, what I am sharing with them is my time, efforts, knowledge, and experience. And what I gain is great respect. My students love me for what I do for them. And when you are doing this stuff, you don't need to tell somebody, your actions start speaking for you. I have a faith that I am not here only for teaching and doing the things I am assigned; the real work is my contribution to the life of my students and off-course to improve my department as well. My work has inspired my colleagues as well and they have started adding their contributions. Sometimes when I see others who only come to take class and then leave, I start thinking that maybe they are better as they get more time and have no worries about student matters but lately I

feel that no, what I am doing is more far-reaching than just being happy go lucky sort” (Sabina-26-5-98)

Sabina justifies her choice of performing extra-role activities for her students and colleagues by acknowledging the positive feedback she receives from her students, although she does recognize that she might be investing a lot of her time where other colleagues enjoy being carefree. However, the outcomes produced by extra-role job behaviours for the students motivate her to continue her performance of such behaviours. Sabina not only differentiates between types of OCB performed by herself and her male colleagues, but also she is able to recognize the different outcomes they achieve. She sees that the outcomes for her are mostly coming from the students as her extra-role behaviours are targeted at students. Sabina identifies the contribution she is making by performing helping behaviours for students. Sabina recognizes that as a result of performing helping behaviours for her students, she receives their respect and love.

In the next quote, Moez, a 31-year-old male teacher from the public sector university agrees with what Sabina perceives of the performing extra-role behaviours for her students. Moez asserts that performing helping behaviours for his students results in a greater amount of respect and regard from them. However, he recognizes another outcome which is related to the time spent on extra-role behaviours towards his students and colleagues.

“I call it a wonderful feeling because even when I do a little bit of extra work for my students, they return it with huge respect and affection. And most of the time I love going beyond my prescribed duties but actually the trouble is that all this requires a lot of time. When I do something extra for my students or colleagues, say, I stay back after university time to help my colleague learn SPSS (a Statistics software). I’ve invested time in doing it and at the same time I have sacrificed some other thing which I could have done in this time. Say, I very often have to skip my gym or sometimes the time I should spend with my family. And if student just come for help while I am working on my lecture or research I prioritize them and leave my task behind which is a cost in a way. Over all I am happy doing all this because everyone around me whether my students or colleagues appreciate me and respect me for what I do for them.” (Moeez-30-9-52)

Although Moeez appreciates that the outcomes of performing extra-role job behaviours are positive for him, he is able to point out the possible negative outcomes being involved in these behaviours. Despite how good he feels about helping his students and colleagues, his extra-role job behaviours require him to invest time which he makes available by sacrificing his personal activities such as workouts and spending time with his family. The above accounts of Sabina and Moeez demonstrate that the participants who choose to perform these behaviours are over all satisfied, regardless of the likelihood of receiving negative outcomes.

Recalling Ayla’s accounts on performing extra-role job behaviours from section 6.2, the following excerpt will underline how Ayla, a 26-year-old female teacher of the public sector university, perceives the outcomes of extra-role job behaviours for her male colleagues.

Although Bergeron, Shipp, Rosen, & Furst (2013) argued that the time spent on OCBs did not earn any better outcome in terms of performance assessments, wage increases, and promotions of the employees, but rather the employees who spent more time on their task-performances or in-role job behaviours achieve better outcomes. However, it may be argued that the association between OCB and these outcomes is more complex. For example, the university where Ayla works is a public sector university where there is a standard procedure for achieving any of these outcomes. The salaries are controlled by the Government and the management has no say in increasing the salary of an individual based upon his performance of OCB. However, the notable point Ayla has made is the type of outcomes her colleagues get by performing extra-role job behaviours. She emphasizes that the university teachers who stay visible by performing these behaviours after working hours obtain different favours from the management in terms of a better office place of their own choice, better equipment to work on, and relaxation in attending office hours.

The findings however, provide another perspective on what Ayla calls self-serving activities. Hamid, a 21-year-old male teacher from the same public sector university strongly negates Ayla's perception of male's OCB as a self-serving and impression management technique. The next quote illustrates how Hamid talks

about various outcomes as a result of his performing extra-role job behaviours.

“as far as our government or public sector is concerned, when you do something good people think that you are invading their toes, which somehow understandable but it’s something that is not true, but that is how generally they perceive So once you are engaged in doing something good and especially if you are a man, when people hear that Mr. So and so is doing something good for the university then this is something that might trigger negative feelings against you. What they fail to understand is that someone can do it for the sake of betterment of the university, to make it a better place of working for everyone. But their wrong perceptions bother me a lot.” (Hamid-24-1-136)

Referring to a common interpretation of OCB as a self-serving activity (Bolino, 1999), Hamid believes that his colleagues fail to understand his honest motives behind his extra-role job behaviours for the university. Although he considers his job behaviours conducive to the welfare of the university, he feels demotivated by the false impression it creates among his fellow faculty members. While Hamid limits this culture to the public sector universities only, Razzaq, a 31-year-old male teacher from the private sector university shares the similar perspective even in his private institute.

“It’s unfair that when I do something it is considered my duty because I am a man and I should not let my female colleagues do anything beyond the time. And when I do something extra for my uni, my colleagues get something like jealous maybe. I mean I do good for my department and the university not because I need to receive something but just because I feel a need to do it. I sometimes conduct feedback surveys from my students to find out what they expect from this uni and then I present it to the top management. People think I do it for my own benefit but what they don’t understand is the reason why I should go to this much trouble when I have four courses to teach, an MS to do and a family to look after. Being a son of the family, I have responsibilities but I feel myself responsible for the university as well. Interestingly no one feels bad

about it when female colleagues do the same and communicate directly with the higher-ups.” (Razzaq-31-13-74)

Razzaq sees a gender element in the perception of his colleagues and suggests that the female university teachers are not considered negatively for their interaction with the top management and department administration. It is important to understand that there is a difference in Razzaq’s perception of the outcomes of his behaviour and his colleagues’ perception of his behaviours. The dichotomy persists when he reveals that he is seen as serving his own benefit while he is actually performing tasks to help the university. Razzaq also indicates the involvement of time in performing extra-role job behaviours. While he spends his time in executing voluntary work for the university, he has to sacrifice his personal interests which he believes are neglected by his fellows when they are attributing selfishness to his motives of performing such activities for the university.

The findings are purely based on participant’s subjective perceptions, it may not be generalized that the participant’s extra-role job behaviours are negatively perceived by their colleagues. In the earlier section 6.2, participants appreciated the different nature of discretionary behaviours performed by their colleagues. Therefore the perceptions of the participants should be seen as a result of their individual experiences. In the following passage, Musa, a 46-year-old male teacher of the private sector university

describes his perceptions of outcomes of his extra-role job behaviours in relation to his gender by sharing his personal experiences as in this excerpt.

“I think when I share my knowledge with other colleagues, it helps me develop my knowledge as well. And similarly when I invite students to discuss their problems, whether academic or personal, it gives me a chance to learn more things, analyze them and arrive at some purposeful solution. You see when you give, you actually gain. I voluntarily offered to department that I would give training to my colleagues on the use of new software. Yes, I wanted to help the department because it was costly to hire a resource person, but it did good to me as well. Say I got to explore so many new things which I didn't know earlier. People say, “why do you do all this?”, “Don't you have anything else to do or don't you want to go back home?” But my wife is so accommodating and understanding. She knows my nature and that I will help anyone if I can and she knows how desperate I am for learning. So it does good for me. But I don't see it happening with the female colleagues. I work with a few wonderful female colleagues. But in our society, if my daughter, sister or wife will did the same what I do at work, I would not tolerate it. I would say, “Why have you come home late?” “Why do you have to do everything? If you are a kind of a saint or what?”... Even if they are working for their colleagues and, God forbid, male colleagues, it can be even scandalous for them. It's worse for the unmarried colleagues as they can easily be victimized and married ladies have different problems of balancing their lives. Here we have double standards; we treat our women differently so that's an issue as well. These are the ground realities and we can't hide it for long. This all restrict women from going further in extending help.” (Musa-46-12-74)

The findings reveal that the participants sometimes make informed decisions to involve themselves in the extra-role job behaviours with an expectation of achieving some outcome. Musa's account provides an understanding of a similar approach where he targets his discretionary behaviours at meeting some objective. Musa is able to distinguish the types of extra-role behaviours he performs for various domains such as students, colleagues, and the department and the associated outcomes of these behaviours. His main interest is in developing his knowledge and improving his skills. Therefore he sees the element of learning in whatever he

does for the above-mentioned three domains. Recalling Musa's quote from sub-section 5.3.2.1, "*I help my colleagues who are working on research papers and even when they are preparing something new for their lectures*", Musa's extra-role job behaviours towards his colleagues are mainly aimed at improving his knowledge and developing his skills. Similarly he believes that helping students in solving their academic and personal problems provides him with perspective-taking and problem-solving skills. Moreover, he relates his voluntary services for the department to his own learning of different concepts. Apart from illustrating the outcomes, Musa is able to accept that the same extra-role job behaviours can result in different outcomes for his female colleagues. He feels that the society he is living in has double standards and is not mature enough to see the need for equality in the work of male and female employees. Giving an example, he asserts that the males are generally privileged to be able to perform the type of behaviours they want to perform and to be able to choose the way in which they want to perform these behaviours. He believes that helping the opposite gender at the workplace can sometimes result in outrageous outcomes for the unmarried females in particular and the married ones in general. Maha, a 21-year-old female teacher of the public sector university agrees with Musa's perception of helping behaviours resulting in negative outcomes for the females. Recalling her account in sub-section 5.3.2.3, where she mentions helping one of her male

colleagues to swap classes and exam duties, Maha experiences the negative outcomes of performing these behaviours. The following excerpt illustrates her experience.

“I could not believe it when I heard one of my colleagues say that Mr so and so and I were having an affair and that that is the reason I help him and accommodate him by switching classes and exam duties. I was so distressed; totally disgusted at knowing how these so-called well educated people can be so sick that they can’t see anything beyond their sick minds. I first thought of giving up doing anything good for anyone but then I realized that they are the ones who need to be changed. Why should I stop doing good deeds? I didn’t know the culture of this place, otherwise I might have been a bit careful but off-course won’t stop doing stuff for others” (Maha-21-1-48)

Maha believes that being a novice in the university, she was not able to understand the culture of her department, and that her performing extra-role job behaviours could result in disgrace for her. It is notable that the participants’ perception of these outcomes is specific to her department. Although her extra-role job behaviours for her male colleagues are misperceived, she is determined to continue helping them, because she believes that what she is doing is right and the way people interpret her motives for performing these discretionary behaviours for her colleagues is wrong. It is also important to emphasize that performing similar behaviours for her students resulted in extra-ordinary positive outcome for Maha. At another point, Maha stated,

“And other than that I am always there to help my students whether they are a part of my counselling group or not. It gives me satisfaction on one hand but also it earns me a good reputation for me. My students respect me more than anybody else.” (Maha-21-1-30)

These findings illustrate that the participants are able to acknowledge the variety of outcomes they receive by performing extra-role job behaviours. Although disappointed on receiving a negative outcome on helping her male colleague, Maha perceives her helping behaviours towards students yield positive appreciation and respect for her behaviours. Talking about the outcomes of her discretionary behaviours, Hina also draws attention to the double standards of society while evaluating the behaviours of males and females and highlights the issue of work-life balance for the female workers. The next quote is taken from the interview with Hina is a 26-year-old female teacher of the public sector university.

“It is more difficult for the females to have a balance between the personal and official responsibilities and when somebody like me starts performing a great deal of work which is not assigned but I introduce different projects to help students and the department, things get worse. I volunteered myself to be a coordinator in the last two semesters when no male teacher was willing to take up this responsibility. In our social context the responsibilities are more on the female side both from home and at the organization level, because now people have this thing in mind that if there is equality in the gender then they should have equal responsibilities. When a man comes back home from the job he is tired and when a woman gets back tired, people say why did she has to go in the first place. At home males are not willing to take up the responsibility at all, so the burden is more on the female side and handling all the activities in the office and in the home is quite difficult for females because mostly in fact they have to make a choice between their life or their official life. I am getting married soon and I know I will have to sacrifice many of my activities which otherwise I love to do. My father keeps on telling me that things will be different in the in-laws so I had better start quitting my extra responsibilities which I have taken on [laugh]. But I must admit one thing that all these things which I do voluntarily are liked by everyone whether they be my colleagues, students, or my head of department.” (Hina-26-3-102)

Hina draws upon her performance of extra-role job behaviours to illustrate the outcomes for herself and how these outcomes could vary in the case of a male member of society. The

culture is changing in Pakistan and there are more women entering the practical life. However, Hina believes that this fact has increased the responsibilities of women in general because the men have to work only at the office but women have to work more both at the workplace as well as at their homes. Being disadvantaged, in the work place they have to prove themselves as a successful professional, whereas at home they have to prove that they are capable of handling both sides well. She further associates these societal differences with the outcomes for her performing extra-role job behaviours. Hina believes that now when she is unmarried she can perform all these extra tasks, but after marriage it will become harder for her to perform her extra-role job behaviours that involve staying late at the office after working hours. Apart from the implication for her personal life, Hina acknowledges the positive outcomes of her discretionary behaviours. She acknowledges the appreciation received from her students, colleagues, and the head of the department as a result of performing extra-role job behaviours.

The accounts collected from the participants' perception of the possible outcomes of their extra-role job behaviours have produced a mixed set of findings. Male and female university teachers illustrated different implications of performing OCB for them in relation to their genders. The participants have contextualized their accounts by identifying a variety of factors

that shape their perception and choice of performing or not performing these helping behaviours with relation to their gender roles and requirements.

SECTION 6.4 Chapter Summary

This chapter has examined the various constructs and conceptualizations of university teachers' extra-role job behaviours with reference to their gender. Their accounts provide profound understanding of the differences present in the conceptualization of OCB by the male and female university teachers. In particular, the participants perceive the teaching profession with the gender perspective. Many participants showed a tendency to attach the gender-based reasons while making a choice of their professions. While the first section explored participants' gender perspectives on teaching as a profession, the second section highlights the differences between the accounts of male and female university teachers' perceptions for extra-role job behaviours. In this section, the participants talk about what differences they perceive in their performance of discretionary behaviours as a male or a female in comparison with the behaviours of their colleagues. The findings revealed that there are variations in the nature of extra-role job behaviours performed by the male and female university teachers. Participants constructed these perceptions of differences on the basis of various personal and contextual factors. However the

structure (the public or private sector) of their university did not play any role in constructing their accounts. The third section revealed participants' accounts on the differences in the outcomes of their extra-role job behaviours with reference to their gender. The findings have challenged the gender-neutral construction of OCB providing profound bases for the concept to be gender-specific. This will be further discussed in the next chapter to highlight the implication for the theory and practice.

CHAPTER 7 DISCUSSIONS AND CONCLUSIONS

The previous two chapters 5 & 6 have presented the findings that emerged from thematic analysis of the participants' accounts collected through in-depth interviews. In this chapter, I will explain and discuss the findings by relating them with the research objectives and theories presented in chapter 1 and 2. The first section will bring in a discussion on the key findings: 1) university teachers' conceptualization of the nature and construct of their job activities while relating them to different approaches of OCB in the view of their professional identities and positioning theory ; 2) The section will also discuss the context in which these perceptions are formed addressing the second objectives of the current research related to identification of contextual factors along with the work setting (public or private sector) that contributes towards participants' conceptualizations of OCB. I will discuss the conditions in which university teachers' develop their choices of performing or not performing extra-role job behaviours. The second section brings into discussion another important aspect of the current study, where I will examine the university teachers' accounts of performing extra-role job behaviours on the basis of their gender. Implications of these behaviours for male and female participants will also be analyzed. In the third and the last section, I will conclude the thesis by discussing the implications of the

current study for theory and practice and its contribution to the existing knowledge.

SECTION 7.1 University teachers' conceptualization of nature and construct of their job activities: Bringing OCB in Perspective

The research has provided a detailed analysis of the nature and construct of university teachers' job activities with reference to their subjective perceptions of in-role versus extra-role job behaviours. In this section, I will discuss the key findings of the current research by relating participants' accounts to the main objectives of the study. The section is divided into two sub-sections, where the first sub-section will provide a context in which university teachers form their perceptions of in-role and extra-role job behaviours thus addressing the second research objective relating to socio-cultural and structural context of the participants' accounts. The second sub-section will reflect upon the nature and construct of the job activities perceived by the university teachers' of public and private sector universities.

7.1.1. How do professional identities of University Teachers provide a context while defining their job activities?

Teachers' professional identities have become increasingly complex with the ever-changing nature of their jobs. The educational institutions are expected to perform various activities

which were once considered the jurisdiction of the families or religious organizations, or workplaces (Thomas and Beauchamp, 2011). This fact is reflected in how university teachers have talked about the subjective perceptions of their job activities. The objective was to explore the context in which these activities are considered to be a part of formal job behaviour, and which are regarded as going beyond the job requirements. The participants' perceptions of their activities were mostly informed by the manner in which they shape their professional identities. The factors which contributed towards shaping their identities include their age, gender, experience, and their reasons for choosing teaching as a profession. Moreover, the male and female university teachers develop their identities based upon how they perceive their professions and also how others around them perceive their job responsibilities.

Most of the participants, 36 out of 40 have an experience of 10 or less years in teaching profession and for them teaching was their first career job. To some participants, teaching was the first ever profession they adopted, where for a few others it was a shift from non-academia or corporate job to academic job with certain expectations. However, it is interesting to note that all these participants made an informed decision of adopting teaching as their profession and none of these participants entered teaching accidentally. This fact of choosing their profession is important in

order to understand their knowledge, expectations, and the desired outcomes of their chosen profession.

The way university teachers recall their reasons for joining the teaching profession informs the way in which they conceptualize and execute their jobs. However, it is argued that many helping professions have the same quality whereby the job holders define their jobs around their own interpretations of their professional responsibilities. Unsure about their exact prescribed duties, the participants were able to recognize the role of a teacher within the classrooms, universities and the broader society. The university teachers have a common perception of teaching as an ambiguous profession with no set boundaries (Biesta and Miedema, 2002), and therefore the participants' perceptions of their job activities are constructed on their own definition, expectation, and motives for choosing the profession. The participants' perceptions of their obligatory and discretionary behaviours are also formed according to their perceptions of what society expects from them as a teacher. Although in a few cases, the participants had to face criticism for choosing the teaching profession because it was seen as being underpaid and less recognized, but it was not necessary for the participants to agree with these perceptions. Every participant was certain about the immense responsibility this profession entails. For them, the vague boundaries of the profession are perceived as an opportunity

to develop their own professional identity, which according to Lasky (2005), is the way in which teachers identify 'themselves to themselves and to others'. Participants' own preference for adopting teaching as a profession, their experiences, and orientations provide the context in which these perceptions are developed. And hence these perceptions are subject to be "continually formed and re-formed" as the individuals develop in their career and experience new situations (James, 2005, p.3). Rodger and Scott (2008) emphasized the need for understanding how professional identities are psychological constructed. The findings of the current research suggest that participants use their own learning, family environment, interests, age, and gender as a points of reference while talking about their professional identities. This allows a variety of constructs and meanings to be attached to teachers' identities. Moreover, none of these participants has a formal teacher training, which in a way allows them to perceive and execute their job according to their own interpretations of the job. The findings imply that the participants are aware of both the scientific as well as the artistic side of teaching profession (see Gage, 1978). In their account, the participants appreciate the use of professional knowledge as well as the individuals' experience and personalities as a point of reference while describing various job activities.

The male and female university teachers from both sectors of universities use various metaphors while they talk about their profession, which in a way describes the position they take while dealing with a particular situation. These metaphors are based on one's personal background, morals and philosophies, and inform one's development as a professional (Gillis and Johnson, 2002). The metaphors used by the teachers helped in understanding possible job behaviours of the university teachers congruent to the metaphor they use to elaborate their attitude towards the teaching profession, where according to Hunt (2006), "the exploration and articulation of one's use of metaphor is an important element in the process of demystifying the passage of personal 'intuitive' knowledge into professional practice" (p. 317). The most commonly used metaphors such as 'mother', 'elder brother', 'midwife', 'sculptor', and 'coach' etc. indicate the metaphorical positions university teachers undertake while performing their jobs. These positions are in particular related to emotional aspects of teaching where *love, affection, concern, and empathy* are frequently associated qualities with the above-named metaphorical positions. These metaphors describe the way in which the participants have positioned themselves in the social settings of their universities. Use of metaphors to talk about their profession has provided the participant with an opportunity "to consider their professional identities in a more personal and profound way" (Thomas and Beauchamp, 2011).

Although the exact definition and construct of job behaviours is more hypothetical and less objective, the findings have confirmed that the participants are able to contemplate the unique context in which their perceptions are formed. The findings presented in chapter 5 under section 5.1 demonstrate that university teachers use various points of reference while they talk about perceptions of their job activities. These contextual factors are unique in terms of their age, gender, historical experiences, and their interpretations and expectations of their profession. The next sub-section will discuss the findings on the in-role and extra-role job behaviours of university teachers in the context of the discussion made in the present sub-section.

7.1.2. What counts as In-role Job Behaviours? University Teachers Accounts on their Obligatory Job Behaviours

The findings discussed in the above section illustrate that the university teachers' perceptions of their job behaviours are uncertain and mostly informed by their personal upbringing, expectations, and experiences. Pedagogical responsibilities relating to the lecture delivery remain the undisputed in-role job behaviours of the teachers even at the university level. However, the proportion of time spent on teaching versus research is still under discussion. There is a group of participants who believe that

teaching at university level involves more research and less classroom lecturing. However, with four courses to teach each semester, each participant spends on average 12 hours a week in the classroom teaching where an average class consists of 40-45 students. This length of time does not include the preparation time for lectures and other study material, evaluation of quizzes, assignments, projects and other assessments of the students. The participants believe that the pedagogical activities leave them no time to invest in the scholarly work which is considered to be the essence of university level education. Moreover, the career development of the university teachers is based on three main criteria including qualification, experience and research publications. In spite of a consensus on considering classroom teaching as one of the primary job behaviours, participants' ways of executing this behaviour is largely varied. This is generally because some participants spend a lot of their time in preparing new lectures, searching for case studies and other research articles, and organizing interesting and interactive class activities. There are other teachers who have a set of lectures which are repeated every semester with no big change. The participants believe that they exert an extra effort in order to make the courses understandable for the students and develop a learn-how-to-learn approach in them. However, these efforts are not recognized in their performance evaluations or rewards, therefore there is a huge

difference in the way of executing even the primary job behaviours.

Similarly, the findings imply that every participant, regardless whether they are from the public or private sector is bound to perform certain administrative responsibilities. For the majority of the participants these were the unexpected job activities which they became aware of after joining their posts. Nevertheless, the participants see these activities as an opportunity to develop their managerial and administrative skills. It is noteworthy that there are still a few participants who perceive these activities as extra-role job behaviours for the same reason as described above that none of the extra activities they perform for their department are recognized in the formal reward system.

The findings also reveal another in-role job behaviour of the public and private sector university teachers which is counselling and facilitations of their students. These tasks are alike in their nature, but are performed in different ways in both universities. In the public sector university each participant is assigned a group of students and the teachers are responsible for their counselling in various matters. They also listen to their administrative problems and present them to the head of the department. Whereas, in the private sector university, each teacher is responsible for looking after one of either the administrative or the academic matters and

the students having problems with that particular aspect approach the faculty member concerned.

Although the participants' accounts of in-role job behaviours provide a framework for understanding their perceptions of prescribed roles, these are not adamant. University teachers in this study refer directly or indirectly to their contextual factors while discussing their perceptions of these behaviours. These contextual factors include their personal background, preferences, experiences, gender and the sense of responsibility they attach to their profession. Therefore, whilst it is important to identify that the university teachers are able to illustrate their in-role job behaviours, it is equally essential to understand the 'context' from which they draw these perceptions. The next section will discuss the nature and construct of the extra-role job behaviours or OCBs perceived by the male and female university teachers.

7.1.3. Am I going beyond my prescribed role? Understanding University Teachers' Perceptions of their extra-role job performances

University teachers' subjective perceptions of their extra-role job behaviours are complex and involve largely their personal history, upbringing, values, beliefs, experiences, and gender. As discussed in section 7.1.1., these perceptions are grounded in university teachers' professional identities and the positions they

take in a particular discourse or a situation. Although the findings presented in Chapter 5 and 6 demonstrate that the way participants interpret and perform extra-role job behaviours is varied, I have attempted to synthesize commonly perceived roles under one category. There was a possibility of losing the perspective in which the participants construct their perceptions; I have therefore grouped these findings according to the domains, such as the recipients of the extra-role behaviours. In Section 5.4, I have summarized the types of extra-role job behaviours university teachers perform. These behaviours are varied across three domains; extra role job behaviours for students, for colleagues and for their department or university (see Table 5.1). In this section I will discuss these findings in the view of theories presented in chapter 3.

7.1.3.1. Examining University Teachers' OCB towards Students

To many participants, students are the main recipients of their extra-role job behaviours. In this category, I grouped together the types of behaviours university teachers perform for their students which are not the formal part of the participants' formal job, and are not recognized in formal reward systems. The way in which the participants talk about their voluntary or extra-role job behaviours for their students establishes the perceptions that the students are at the heart of all the activities performed by the

teachers. It is argued that the citizenship behaviours of university teachers (CBUT) are considered important on the basis of the degree to which they contribute to improving the quality of learning processes (Rego, 2003), therefore teachers' perceptions of extra-role job behaviours towards students are critical, as they are likely to improve students' learning approaches. The importance placed on this dimension is evident in the way Rego (2003) has summarized CBUT, where all the dimensions are related to students' citizenship behaviours. However, I have argued that different participants attach different importance to the types of extra-role behaviours they perform. Within the category of student-related extra-roles, there are three main types of extra-role job behaviours performed by the university teachers for their student, such as experimenting with innovative and interactive teaching methodologies, behaviour modification and out-of-hour assistance of their student. There is a variation in the teachers' accounts with regard experimenting with innovative and interactive teaching methodologies. There are a number of participants who regard these methodologies as extra-role job behaviour, whereas there others regard them as in-role job activities. However, I have argued that in the absence of a formal reward system attached to these behaviours, these are more likely to be performed on individuals' own interpretation of their working ethics and responsibilities. Adding these behaviours to the obligatory section will negate the core definition of the citizenship behaviours where Organ et al.

(2006) define these behaviours as “Individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system” (p. 3). Keeping in view the findings presented in section 5.2.1.1., I will argue that imparting knowledge to their student may require university teachers to perform various types of teaching activities which are likely to include interactive and innovative methodologies. However, not all the participants design their lectures around such activities as a result of following a teacher-centred approach to learning (see section 2.1.3, Kember, 1997), and for these participants the teachers’ responsibility is to impart information and they are not responsible for conceptual change or intellectual development of their students.

Similarly, there was a disagreement in the viewpoints of male and female university teachers on behaviour modification of their students. Where to some participants, personality development and learning process continue at university level. However, others believe that personalities are shaped at the school level and that in the universities, students are adequately mature enough to learn the favourable behaviours by themselves. However, I have argued that in the particular context of the study, the students join the universities from diverse backgrounds, whereas some come from extremely backward environments. There is a possibility for these students to experience difficulties in harmonizing themselves with others who come from more

privileged backgrounds. Teachers can therefore play a role by extending their help to those who have been disadvantaged. The findings provide strong evidence that the participants experienced extremely productive results for their students after their behaviour-modification and counselling sessions.

The third and last category that findings revealed of university teachers' extra-role job behaviours towards students is that of providing them with out-of-hour assistance. Apart from the above-mentioned tasks, there is an appreciation among the teachers that in order to achieve the personal and professional growth of their students, it is necessary to spend a great deal of time listening to students' personal and academic problems, their career development activities and giving them professional advice. Although all the participants who are involved in these behaviours recognize them as extra-role job behaviours, they stressed a need for a formal career counsellor to be appointed in the universities who can advise the business students on entering their professional careers. Some participants argued that spending their time in these activities sometimes affects their obligatory set of duties. For example, leaving less time for lecture preparation and for designing other learning activities. Interestingly, all the participants were able to draw a line between in-role and extra-role job behaviours in this category. Although sometimes they used hypothetical situations to talk about their performance of job activities of a

similar nature, the participants were able to recognize and convey their perceptions and preferences for performing extra-role job behaviours for students in a given situation.

7.1.3.2. Examining University Teachers' OCB towards Colleagues

The findings revealed that the colleagues are the second major domain of participants' extra-role job behaviours. Interestingly, university teachers perceive that they are not obliged to perform any particular activity for their colleagues, and thus any helping behaviours they perform for them is their extra-role job behaviour. These include *exchange of necessary information and assisting colleagues in teaching and research work* as well as *assistance of colleagues in task completion*.

As I have mentioned earlier that the participants have a variety of experience in terms of number of years on the job, they vary in their exposure to various teaching methodologies, research work, and information resources. The first and the foremost help these participants may provide for their colleagues is that of sharing their information resources. The findings reveal that the participants are likely to assist their junior colleagues in preparing their lectures, providing relevant study materials including case studies and research articles, and helping them conduct their own researches. Similar behaviours have been included in research

where the employees are involved in helping the novice member of staff (Organ, 1997; Podsakoff et al., 2000). However, participants' accounts are largely varied in their perception of extra-role job behaviours towards their colleagues. Although there are some participants who will actively offer their help to their junior colleagues, not all junior participants experience such collegiality among the staff members. For many participants who had recently joined their jobs, it was a difficult experience to prepare up-to-date and interactive class lectures in the absence of relevant information and there was no formal or informal help available for them. The difference between both universities was apparent where in the public sector university, the new teachers find it difficult to seek help from their senior colleagues. However, in the private sector universities, there is an environment of sharing information and encouraging the new faculty members in discussing issues related to their courses and involving them in the research activities. It might be argued that a conducive environment motivates university teachers in performing helping behaviours for their colleagues. However, the new teachers of the public sector university who were not able to receive any help from their seniors recognized the importance of sharing knowledge, and hence they are willing to extend help to their new colleagues. These findings imply that the personal experience, whether good or bad, plays a role in perception and performance of extra-role job behaviours among university teachers.

The second category of university teachers' OCB towards their colleagues is providing them help in task completion. This category includes; firstly, completion of teachers' individual tasks such as conducting-classes, lecture-delivery, exam invigilation duties; and secondly, helping colleagues in completing their administrative tasks such as coordination, handling of students' research projects, and new admissions and the rest. The findings suggest that participants' OCB towards colleagues in completing their individual tasks can result in protecting them against any occasional managerial action. For instance, when the participants exchange their classes with their colleagues or take up their classes on their behalf without informing the management, it provides their colleagues with a leeway to escape from the university premises without notifying the management, and hence saving their attendance. However, helping colleagues in completing their administrative tasks can be very useful in those workplaces which have fewer resources. The participants' accounts of OCB in general and OCB for their colleagues in particular, suggest that an environment of mutual help can benefit both the individuals as well as the organization in meeting their objectives even with limited resources. However, it may be argued that there is a need for building a sense of responsibility and self-evaluation while rendering help to their colleagues, with the intention that these

helping behaviours produce positive outcomes for individuals and the organizations.

7.1.3.3. Examining University Teachers' OCB towards their department / university

As the name and construct of OCB have been progressively unveiled by research, it has become apparent that these behaviours are in general targeted at improving the performance of the organization as a whole (Organ et al. 2006). The findings of the current study denote that the university teachers exert the least effort towards performing extra-role job behaviours for their department and for the overall university as compared with the extra-role job behaviours for their students and colleagues. Although the participants' accounts illustrate the type of behaviours which are performed for the betterment of department or university, there remains a question for these behaviours to be purely beneficial for the workplace and not a means leading to impression management and self-serving opportunities for the participants. Various types of extra-role job behaviours described by participants are grouped into two categories; *involvement in extra-curricular activities* and *Involvement in academic or administrative Groups*.

The role of higher education is considered broader in the learning of students. It is not confined to pedagogical learning but

also involves intellectual development and practical orientation of these young graduates to enable them to successfully enter the work-life after completing their studies. The higher education institutions therefore, not only arrange for an effective course-related learning of the students, but also provide different opportunities for meeting the professional and experts in their field of study through conducting seminars, workshops, and job fairs. In the absence of a formal arrangement by the university authorities, the university teachers are found to be engaged in these activities. To some participants, it is inevitable to participate in such activities for both the learning of students and a good reputation for the institution which yet again benefit the students. However, a careful analysis of the findings reveals that although these activities contribute towards a positive reputation for the university, the main reason for the participants to be involved in these behaviours is the practical orientation of their students. The construct of OCB is overlapping in this category like many other categories mentioned above and it is challenging to identify the core beneficiary of the behaviour. Nevertheless, these extra-role job behaviours are close to what refers to as civic virtue (Organ, 1988; Graham, 1986; Van Dyne, 1994).

The second major category of university teachers' OCB towards their department is their voluntary involvement in the academic and administrative committees which allows them to

contribute towards a smooth flow of departmental affairs. These work groups can be formed to facilitate various departmental issues such as admission of new students, final research projects, examinations, and disciplinary matters. In order to effectively run the departmental affairs, various committees are formulated. In most cases senior faculty members are made a part of these committees. However, the working of these groups involves numerous activities which are impossible for these members to perform. Therefore the rest of staff members who are not designated a formal role in the committees help a smooth working of these groups by voluntarily offering their services. The findings imply that such behaviours have a larger scope and involve helping students, colleagues, and department at the same time.

A detailed review of findings illustrates that the participants recognize a variety of behaviours as OCB and are able to identify the nature, target and scope of these behaviours. Although different in their nature and aim, these behaviours are expected to produce far-reaching consequences for all the stakeholders. These stakeholders include the university teachers who are involved in performing these behaviours, students who are considered to be the centre of teachers' OCB, colleagues, the departments, and the universities. These findings are consistent with other studies conducted on OCB in the educational settings (for reference see Oplatks, 2006; Bogler and Somech, 2004; Dick, et al. 2006; Somech

and Ron, 2007). Although these studies were conducted at the elementary school level, the current study has found the similar construct of OCB across the three domains i.e. students, colleagues and the department/university. However, the present study is able to appreciate the individual nature of the teaching job and addresses why it is important for any study to consider a unique context of the teaching profession while conducting research on teachers' OCB. As I have argued in section 3.3, teaching is a unique profession which entails a great deal of individual activities, autonomy, and flexibility and therefore, it becomes difficult to apply universal construct of OCB to the teaching profession. Moreover, teachers' professional identities and their personal characteristics and experiences play a vital role in the way university teachers talk about their extra-role job behaviours. For most of the participants, their definition of teaching and its activities comes from their own personalities, background, values, experiences, and their reasons for choosing teaching as a profession. In addition to that, considering the fact that teaching is an extremely autonomous and self-directed profession where the teachers have the flexibility to draw boundaries around their spectrum of work, I have argued that OCBs have a distinct role to play in personal and institutional effectiveness. Furthermore, university teachers' OCB is related to their helping behaviours largely for their students and to some extent for their colleagues. These helping behaviours have roots in the early constructs of OCB

such as civic virtue, individual initiative, and courtesy. Whereas behaviours such as compliance, organizational loyalty and conscientiousness are considered to be a part of a teacher's professional obligations. The way teachers have talked about their responsibilities towards individuals and society indicates that a large part of what constitutes OCB is likely to be considered as a part of teachers' professional and ethical responsibilities. I argue here that the nature of teachers' extra-role job behaviours is mostly related to their 'profession' and not the 'organization', therefore teachers' citizenship behaviours can be called *professional citizenship behaviours (PCBs)* instead of organizational citizenship behaviours of university teachers. The current research also argues that the professional identities of the university teachers mainly inform their perceptions and choice to perform or not perform the extra-role job behaviours. In chapter 5, I have summarized these findings of university teachers' perceptions of extra-role job behaviours in the following three categories.

Table 7.1 Domain & Description of University Teachers' extra-role job behaviours

Domain of University	Description
Teachers' extra-role job behaviours	
University Teachers' OCB toward Students	These behaviours are not an obligatory part of a teacher's job and are not recognized in formal reward systems but aimed at benefitting the students. These behaviours include experimenting with innovative and interactive teaching methodologies; behaviour modification; out-

of-hour assistance		
University OCB towards	Teachers' Colleagues	These behaviours are the discretionary helping behaviours particularly aimed at benefitting colleagues in various aspects such as exchange of necessary information and assisting new teachers in teaching and research activities; assistance in task completion
University OCB Department /	Teachers' towards their University	The behaviours are performed voluntarily to benefit their department or the university as a whole for example involvement in extra-curricular activities such as seminars, workshops, fairs etc.; Involvement in academic / administrative Groups:

SECTION 7.2 Is OCB Gender-Blind?

One of the objectives of the current study was to explore the possible differences in the conceptualization of OCB by male and female university teachers, and implications of these behaviours for them. Rather than explicitly asking the participants about the perceived differences during the interview, I have let the participants freely talk about their general perceptions of OCB. And if these perceptions carried any gendered aspect, I probed with further questions to explore the underpinning differences between the male and female university teachers' perceptions of OCB and their implications for their professional and personal lives. This section will consider the findings in relation to the gender aspects of OCB.

7.2.1. Contextualizing Accounts of Male and Female University Teachers on performing OCB

In Chapter 6, I have presented the accounts of male and female university teachers' perceptions of the teaching profession prior to presenting the findings of their conceptualization of OCB. The reason was to explore the factors that form the context in which university teachers develop their perceptions of OCB. Interestingly, both male and female teachers explained their perceptions of the teaching profession in gender-specific ways which later on informed their perceptions and performance of extra-role job behaviours. Both male and female participants considered teaching as the most appropriate profession for the women as compared with any other profession for various reasons. These reasons included a general respect for this profession by society where the working of the women has been considered a taboo until recently. However, the teaching profession has generally been regarded respectable for both men and women. Similarly male and female university teachers perceived teaching as a responsible job which can change the fabric of society by instilling moral values among the youngsters, and thus contributing towards generation-building. Now I will consider how university teachers have talked about their perception of OCB in relation to their genders.

As described in chapter 3, the original construct and definition of OCB has regarded these behaviours as gender-neutral, until a few researchers argued that the construct of OCB has

various gender-specific expressions (Kidder, 2002; Kark and Waismel-Manor 2005). In this section, I will discuss participants' accounts of OCB with relation to their genders. The findings presented in chapter 6, provide strong evidence that male and female university teachers perceive a variety of helping behaviours in a different way, and place different importance on these helping behaviours according to their gender. Female university teachers have expressed their preference for performing helping behaviours for their students and colleagues as compared with any other kind of extra-role job behaviours for the department or university. Female participants' inclination to perform helping behaviours is consistent with the stereotypical image of the women being more empathetic and perspective-taking (Kark and Waismel-Manor, 2005). This should not suggest that the male teachers are not helpful, but they are more likely to perform other behaviours which are aimed at an overall welfare of the department and university.

The findings suggest that the extra-role job behaviours performed by the male university teachers involve more exposure to the environment beyond the university, which is sometimes not viable for the female teachers due to their gender constraints. In general, female teachers spend more time of their extra-role job behaviours in assisting students in their learning difficulties, problems solving, behavioural issues, and providing support to their colleagues in task completion. Most of these behaviours are

performed within the university premises and working hours. However, the male faculty members are involved in helping students to build networks with the industry in order to get good jobs, arranging extra-curricular activities such as seminars and workshops, and attending out-of-hour meetings to discuss the overall improvement of the department and university. The major difference of their perception and performance of their extra-role job behaviours is that the female teachers are likely to be involved in individual-nature helping behaviours which do not require them to work beyond their duty hours or travel outside their university premises. These behaviours can be aimed at benefitting their students and colleague. This does not imply that the female teachers do not exhibit any extra-role behaviour for their department; however, the span of these behaviours is limited to their gender roles and expectations. On the other hand, male teachers spend less time in helping individuals, but prefer to carry out those extra-role behaviours which provide them with an opportunity to stay visible. The female participants argued that the male colleagues perform these behaviours to seek management's attention and serve their own purposes, whereas due to their social and family constraints, they are not able to stay beyond duty hours and thus the management does not recognize their extra-role job behaviours. This leads to the next point of discussion namely what are the possible implications of these behaviours for both male and female university teachers.

7.2.2. Implications of extra-role job behaviours for male and female university teachers

The findings presented in chapter 6 under section 6.3. have revealed various outcomes and implications of the above discussed extra-role job behaviours for the male and female university teachers. The participants perceive that performing extra-role job behaviours earns them respect and admiration from their students, colleagues and management. However, as the male and female participants perform a variety of helping behaviours, the implications of these behaviours are also varied for them. There is a perception of female participants that *being females* they are expected to perform certain behaviours which are not a formal part of their job but are helping in nature. Consistent to Heilman and Chen (2005), they believed that these behaviours are not recognized or appreciated by their head of department or management because these are considered a mandatory part of their nature. On the contrary they believe that their male colleagues perform such types of extra-role job behaviours which keep them visible in front of the management, creating a general appreciation for them. Moreover there is a perception that staying back in the offices after working hours shows their male colleagues to be more diligent and professional, whereas their personal responsibilities do not allow them to spend extra time beyond their working hours.

On the other hand male colleagues perceive that the activities involving travel and going outside the universities is considered mandatory for the male teachers only, and female teachers are liberated from such responsibilities. Male participants believe that there are few extra-role job behaviours which they are expected to perform *being a man*. However, most of the participants are able to recognize the contextual factors which allow or hinder a certain gender from performing specific job behaviours. In the cultural setting of Pakistan, one of the reasons teaching is considered an appropriate profession for the women is that it involves fewer working hours as compared to any other profession. Whereas involvement in extra-role job behaviours at times requires spending more time in the offices, this sometimes results in an imbalance in their work and personal lives for female university teacher in general and married females in particular. The participants believe that the males in Pakistani society are freer in terms of making choices of spending their time as compared with the females. This fact is also recognized by most of the male participants who acknowledge that the female university teachers perform equal levels of discretionary behaviours; however, the nature of their behaviours is different from those performed by their male colleagues.

The findings presented in chapter 6 provide evidence for gender-based differences in the perceptions of male and female university teachers' extra role job behaviours. It challenges the concept of OCB being gender-neutral stressing the different nature of discretionary behaviours and their implications for male and female university teachers, calling for a need to re-write gender in the construct of OCB (Kark and Waismel-Manor, 2005).

SECTION 7.3 Major Contributions to Knowledge and Theoretical & Applied Implications

Having discussed the key findings of the current research in view of research objectives, I will now talk about the contributions of this study to the knowledge as well as theoretical and applied implications. The first sub-section will consider the current research in terms of major contributions to knowledge. In this section, I will also highlight major literature that has informed these findings. The second sub-section will explore theoretical and applied implications of findings of the current research. The last subsection discusses the possible avenues for the future research.

7.3.1. Major Contributions to Knowledge

As discussed in the previous two sub-sections, the current research has both theoretical and applied implications and has important contributions to knowledge. In this section, I will

summarize the distinctive contributions with reference to the existing literature.

Contribution 1: Addressing the Gap in OCB literature

The OCB and related behaviours have long been declared as essential for the organizational effectiveness, especially with inadequate resources (Organ, 1988). However, the researchers have largely ignored the insight of these behaviours in helping professions (Oplatka, 2009; Rego, 2003). With an increased importance of higher education, there was a need to include university teachers' voices in the OCB research. The current research is one of the few studies conducted to explore the construct of OCB, providing an in-depth exploration of extra-role job behaviours of university teachers from Pakistan, expanding the existing knowledge base of OCB and related behaviours in the higher education sector.

Contribution 2: Introduction of Professional Identity and Positioning Theory in contextualizing the perceptions of OCB

Drawing upon the professional identity paradigm (Lasky, 2005; James, 2005) and positioning theory (van Langenhove and Harré, 1999), the present study provides an alternative lens in order to view the teachers' extra-role job behaviours and to explore and

contextualize university teachers' perceptions of OCB. The present study used the professional identity theory to understand how the university teachers use their identities as a point of reference while constructing a set of their job responsibilities.

Contribution 3: Framework to understand University Teachers' OCB

Although the current research recognizes the existence of the discretionary behaviours in the academic institutions and their significance in achieving a smooth functioning in the absence of adequate resources, it proposes a framework to help understand the university teachers' OCB keeping in view their unique work settings and the nature of their job. The current study has extended the traditional constructs of OCB (Organ, 2006) by introducing an additional framework of domains of university teachers' OCB as summarized in Table 7.1. Drawing upon the work of Oplatka (2006) and Rego (2003), the current study sets a stage for further research to understand the conceptualizations of OCB and issues involved in performing these behaviours in helping professions particularly in the higher education.

Contribution 4: Raising Gender Voice in OCB literature

Problematizing the gender-neutral handling of OCB in the previous research, the current study attempts to investigate the helping behaviours through a gender lens. The findings of the current study are also informed by the work of Kark and Waismel-Manor (2005) and Kidder (1993) on gender aspects of OCB. The current study challenges the existing research of OCB for its inability to recognize the gender element in the construct of OCB. The current research provides evidence for construct of OCB being gender-biased while contributing to the existing knowledge by providing a gender-based analysis of OCB of university teachers.

Contribution 5: Use of Qualitative Inquiry Paradigm

The study has adopted a qualitative lens to understand the concept, construct and performance of OCB by the male and female university teachers. Use of qualitative methodology has a two-fold contribution. Firstly, it is rare to find an in-depth qualitative inquiry of OCB in the helping profession which makes the current study significant because it has adopted qualitative inquiry methods to acquire well-elaborated accounts. Secondly, the research is generally rare in Pakistan, especially qualitative enquiry is scarce. The current study thus provides an avenue for future researchers to conduct qualitative research to gather more rich findings.

Contribution 6: Linking Culture with OCB

The cultural insight is provided to understand the perceptions of male and female university teachers. The research has provided the context in which the participants' perceptions are developed while emphasizing the role of culture in forming their professional choices. The current research has offered very interesting findings on role of culture in developing professional identities, job behaviours of male and female teacher and consequences of these behaviours for both genders. The study opens various future avenues to explore in terms of cultural aspects of OCB.

7.3.2. Theoretical Implications

The findings discussed in this chapter have a number of theoretical and applied implications. The following section draws the main implications.

7.3.2.1. The significance of Professional Identity Theory in OCB Research

The first implication developed from the current research is a need to introduce professional identity theory in understanding the constructs of organizational citizenship behaviours. The findings have indicated that the way in which participants recognize and construct their professional identities reflect the ways of performing their jobs. University teachers have drawn their

perceptions of performing jobs from their general ideology of the teaching profession and its inherent responsibilities. Over the past 30-40 years, higher education has faced many challenges in terms of changing circumstances. These circumstances involve disintegrations of the academic institutions and increasing degree of differences between the university teachers in terms of 'status and autonomy', which has produced 'a profound effect on the participation of academics and their sense of professional identity' (Nixon, 1996; James, 2005). The participants explain their accounts of shifting identities when they moved into the profession either as a first shift from academic to practical life or from a non-academic to academic life. These participants developed expectations of their roles within their personal, professional, and societal framework (Rodger and Scott, 2008; James, 2005; Beijaard, Meijer and Verloop, 2004). Because of teaching being an influential and far-reaching profession, society develops certain expectations from the academics, which draw up a line of duties for these academics. Similarly after joining the profession, these participants learn behaviours from their colleagues and other stakeholders. And the foremost factors contributing to their professional identity development are their personal values, beliefs, and upbringings. These factors mutually contribute to construct university teachers' conceptualization of their job behaviours. Regardless of whether these behaviours are mandatory or discretionary, the academics define their roles and responsibilities according to their perceived

professional identity. The current research has reflected on the professional identity and its development in higher education with the intention of understanding the university teachers' job behaviours. The professional identity paradigm helps to contextualize the participants' accounts and provides a means to understand the complex and overlapping perceptions of in-role and extra-role job behaviours of the university teachers.

7.3.2.2. Problematizing the Construct of OCB for the Helping Professions

The second theoretical implication of the current research is based on the inherent complexity of dividing the in-role and extra-role job behaviours generally in helping professions and particularly in teaching. As discussed in chapter 3, the ever-changing nature and dynamics of the teaching profession are more likely to create complexity when explicitly regarding activities as in-role or extra-role job behaviours. The existing definitions and constructs of OCB are formulated in the commercial organizations where the nature of work is completely different from that of the helping profession. Particularly, in the teaching profession where the jobs are designed around individual activities, the existing construct of OCB becomes irrelevant if not completely invalid. However, this does not imply that the new research should add to the numerous existing constructs of OCB. Organ (1997) suggested that the changing nature of the workplace demands a continuous examination of the existing

nature and construct of the OCB, thus allowing a more valid and clear structure of helping behaviours. Participants of the current study used various dimensions and constructs to explain their helping behaviours within their jobs. However, they came up with their own interpretations and titles for these behaviours. It therefore implies that any theory developed for the university teachers should include their voices without which the findings will become invalid. Having unique job and workplace characteristics, it is inevitable for these teachers to develop their own meanings and interpretations of various job concepts, therefore it is vital to include these teachers' perceptions in order to understand their job behaviours.

7.3.2.3. Raising Gender Voice in the construct of OCB

The third important theoretical implication of the current study is challenging the OCB construct as being gender-neutral. Apart from a very few studies, the research has treated the men and women equally in the construction and interpretation of OCB. However, the very constructs of OCB such as *altruism, courtesy, helping, cheerleader, sportsmanship, soldier, civic virtue* describes the stereotypical nature of men and women (Kark and Waisman-Manor, 2005), and the research provides evidences that the male and female participants respond differently to different constructs of OCB (see chapter 2 Lovell et al. 1999; Kidder, 2002). The

findings of the current research have revealed the gender-related nature of extra-role job behaviours performed by male and female university teachers in Pakistan emphasizing the need for re-writing the gender aspects in the OCB-research.

7.3.3. Practical Implications

Having discussed the theoretical implications, this section will highlight where the current research lead us in practical terms. Practically, the findings of the current research can be used in two ways; firstly, to understand what advantages these helping behaviours can bring for the recipients, and secondly, to utilize these advantages of helpings behaviours to develop a conducive environment in the academic institutions.

7.3.3.1. What does University Teachers' Involvement in OCB brings for them and their institutes?

University teachers' involvement in performing OCB results in several multifaceted advantages for the universities. With a lack of human resources, universities rely on the contextual performance of their academics. It is therefore important to understand the various ways in which university teachers form their conceptualizations of OCB and how these behaviours are used to achieve personal as well as organizational objectives. Although the findings of the current research have categorized these behaviours into three domains namely university teachers' OCB towards their

students, colleagues, and universities; the participants have also recognized the personal benefits of performing these helping behaviours. Participants' involvement in experimenting with innovative teaching methodologies and continuously revising their study materials helps them to update their knowledge. Similarly the research emphasizes the fact that teachers' helping behaviours towards students can improve their academic as well as their personal development. Moreover, the participants believe that sharing information with their colleagues enables them to improve their understanding of the concepts. Likewise, extra-role job behaviours performed for the university are considered to be a tool to improve managerial and administrative skills. However, the current research has provided evidence for the commonalities and diversities of university teachers' perceptions of these potential outcomes.

Where there are positive effects of helping behaviours, the findings draw attention to various negative consequences of teachers' OCB. These consequences may vary for the male and female university teachers. Increased work-load, work-family conflict, and negative collegiality are among a few negative outcomes perceived by the university teachers. There is a need for these negative outcomes to be reduced with the help of effective monitoring systems and ensuring cooperative and conducive environments in the organization. This may be insured by

introducing a moral incentive system (Oplatka, 2006) to motivate university teachers to perform extra-role job behaviours.

7.3.3.2. Societal and Cultural Implications

The current study has major societal implications in identifying the cultural aspect of OCB. I will discuss here the implications of the research for identifying the role of culture in defining, explaining and exhibiting OCB.

Although Farh et al. (1997; 2004) empathised the importance of culture in explaining various aspects of OCB, the current study has explored multi-layered contributions of culture while explaining the extra-role job behaviours of the male and female university teachers. University teachers have repeatedly referred to the cultural norms while describing their perceptions of their professions as well as performing extra-role job behaviours. While explaining their reasons to adopt teaching profession, female university teachers found that their choice of profession is largely bound by the societal acceptance and cultural norms. Since the culture in Pakistan considers teaching as a respectable and in many cases the only profession for the women, many university teachers believed that they had only few options available when adopting a profession.

Similarly the way in which the participants perform their responsibilities is largely informed by the societal expectations of their role as a teacher and their role in the family. This was considered the main reason of why there exists a large variation in the performance of extra-role job behaviours by the male and female university teachers. Especially when these roles involve staying late in the offices and going out of the university premises, the cultural values prohibits female university teachers from being involved in these tasks. The research has brought forward the difficulties these female university teachers face for performing the extra-role job behaviours which their male colleagues perform with a complete ease and acceptance by the society. Consequently, these variations in performing extra-role job behaviours result in different outcomes for these university teachers. These outcomes can be positive such as recognitions, greater respect, more facilities and trust by the students and management on those university teachers who perform the extra-role job behaviours. Whereas, the negative outcomes can include psychological pressures, work-family conflicts, self-serving perceptions and increased job load.

The current study highlights the fact that the participants use the cultural lens to understand, interpret and perform their job behaviours. Therefore, there arises a need to educate and to create an awareness of how cultural norms and societal pressures

affect the performance of male and female university teachers, so that the positive factors are strengthened in the societies and the negative pressures are minimised.

7.3.4. Avenues for Future Research

The current study is one of the few studies conducted on university teachers' interpretations of OCB. It can be looked at as the only study in Pakistan that has undertaken the qualitative lens to explore the various aspects of organizational citizenship behaviours as perceived by the male and female university teachers. Therefore, the current study has set a stage for future studies aimed at understanding the extra-role job behaviours in the universities. The study brings forward several implications for future research.

Firstly there arises a greater need for further research to explore the issues and dynamics involved in the OCB within the helping professions in general and higher education in particular. The present study may not be considered sufficient to address the multilayered dimensions of OCB in the higher education institutions. Therefore there is a need for a systematic enquiry to explore the factors involved in university teachers' OCB and how their OCB contributes to their institutions. The future studies should also aim at identifying the factors that lead the teachers to

adopt these helping behaviours. Such studies will help to design the appropriate policies to encourage the academics to perform extra-role job behaviours by creating favourable environments.

Secondly, particular to the current study, the future research can use the proposed framework to further understand the contextual determinants of each domain of university teachers' OCB and their implications for teachers' personal and professional lives. Since the current study sees a greater role of cultural and social expectations in the interpretations and performance of extra-role job behaviours by the university teachers, a similar nature may be conducted in the countries with different culture than the one existing in Pakistan. For instance in the UK, to assess if the university teachers working in the higher education institutions of developed countries conceptualize their job behaviours in a similar way. The cultural and social values as well as the working patterns of the higher education in the UK are very different than those exist in Pakistan. Therefore an additional qualitative study conducted in different cultural and social set-ups could bring in valuable contributions to the research topic. A comparison of these international studies could produce meaningful and considerable evidences related to university teachers' OCB resulting in development of systematic frameworks, theories and models of extra-role job behaviours of university teachers.

Thirdly, the current research has presented profound accounts on the gender base analysis of OCB. As an advance step, future research should explore the dynamics of the context which can explain these gender-based differences in the constructs, interpretations, and implications of OCB for male and female university teachers. Because the cultural settings of Pakistan have an impact on the way participants have defined their gender-based conceptualizations, a similar study conducted in a different cultural context will enrich these findings. Assuming gender as a contextual factor which is shaped by the cultural values, a study in a relatively different culture will help to produce diverse accounts which will enable an in-depth knowledge base to be created. The future research can also investigate the impact of cultural differences in the gender-based perceptions of the participants, allowing an opportunity to create a comparison between the findings of the current research and the one conducted in a different cultural setting. An additional qualitative enquire in cross-cultural research settings could yield in significant findings on how gendered aspects of OCB are perceived in different cultures. Future research should aim at understanding these differences in a more detailed manner in order to explore how these gender roles are developed in the societies and what affect do these roles have on the job behaviours. Future studies can also focus on the consequences of helping behaviours for both male and female university teachers. Although the current research had not aimed at studying such

difference, the study has found significant differences which need to be further explored and discussed.

Fourthly, future research can further validate the findings of the current research in order to examine the wide existence of three dimensions of university teachers' OCB. This can be done by using statistical procedures to develop the instrument based upon three dimensions presented in the current study. Subsequent research can also measure the correlation between various dimensions of extra-role job behaviours and their outcomes to assess the strength and direction of their relationship. Similarly there is a need to assess the interconnection between the dimensions of OCB and other job attitudes.

7.4 Reflections on my Research Journey: A Final Reflexive Analysis

This section is a continuation of my initial reflexive analyses presented in Chapter 4 Section 4.1.4 where I have attempted to reflect on my personal, epistemological and methodological decisions in relation to current research. I have argued that by providing the reflexive accounts, I have explained my readers how my personal, social and cultural perspectives have interacted with the participants' accounts to co-construct the reality of the job behaviours of university teachers (section 4.1.4.2 pg. 103), and therefore in a way I maintained that what I am as a person has an

impact on this research and the way it is been conducted and presented. In this section I will consider on how the present research has affected me both as a person and as a researcher.

As I have mentioned in Chapter 4 that I have gradually learnt various concepts of research and applied it in my work. When starting my PhD I knew only one way of looking at the reality and knowing that reality. Although I have yet not become an expert but I am able to recognize and appreciate various research philosophies and concepts more adequately. The major shift in my learning was to know a possibility of conducting the research through qualitative methods. However I was not able to fully understand what the process demanded unless I practically started the interviewing process. This was the time when I realized that the interviewing process is both interesting and demanding, and that the process of interviewing in itself will have bearing on the way I interpret and represent the participants' accounts.

Until I started this research in general and interview process in particular, I had always taken myself more as a person than a woman. Although the culture in which I was brought up has a strong segregation of gender roles, I have been privileged to be raised up in a family who is educated and had a broader perspective. Therefore I never used gender as a reference for myself. However, during a few interviews with the male participants, I was

challenged both as a person and as a researcher. In Pakistan, generally a woman of my age would have married and would not be allowed to stay and study abroad without a male member of her family around. I accept that my identity as a single woman studying in the UK and conducting interviews of the male faculty members was taken negatively by few participants. During the very first interview with a male teacher of the private sector university, I had to wrap up the interview because of a constant unease at his end. He believed that the women should stay at home and perform only the household tasks. Therefore the interview process not only provided me in-depth accounts on extra-role job behaviours, but it also influenced the way I developed from the process both as a person and as a researcher. I was able to appreciate the variety of opinions and expressions prevailing in the society which otherwise I was not aware of.

Overall the insight and knowledge I have gained through this research journey has provided me a life time experience and has helped me grow both personally and professionally. Constantly challenging my existing beliefs and being challenged by the external flow of information was the most interesting part of this journey, which I now realize is just a beginning of a new voyage.

7.5. Concluding Comments

The present study offers significant contributions to the existing theories of organizational citizenship behaviour. This is the first research to employ the qualitative lens to investigate the subjective perceptions of extra-role job behaviours performed by the male and female university teachers. The research is also unique in terms of using the professional identity theory and positioning theory to examine the conceptualizations and performance of OCB by the private and public sector university teachers of Pakistan.

The research explains the multidimensional construct of the OCB as perceived by the male and female university teachers by offering a three dimensional framework. The study has shown that the university teachers' conceptualization and performance of OCB is formed on their personal, social and cultural context. Drawing upon professional identity theory, the research recognizes that the university teachers' develop their identities on their personal values, beliefs and upbringing which mutually contribute to construct their perceptions of job behaviours. The professional identity paradigm has therefore helped to contextualize the participants' accounts and helps to understand the complex and overlapping perceptions and performance of in-role and extra-role job behaviours. However, I remain aware of the fact that the work presented in this thesis is context-specific and is only one of many ways to interpret the socially constructed nature of OCB. Although

the research has developed a framework to understand university teachers' OCB, it will be interesting to further explore the construct of OCB from gender and culture perspective.

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APPENDICES

Appendix I Information Letter

Going the Extra Mile: Study of the various aspects of Job Behaviours of Public and Private Sector University Teachers of Pakistan

Researcher: Ms. Noshaba Batool
Middlesex University Business School, Middlesex University, London

Supervisors: Prof. Derek Miles, Dr. Jeff Evans and Dr. Uracha Chatrakul

This information letter aims to explain the nature of the study and how you can help in the current study. If you have any questions about any aspects of the letter, please do not hesitate to contact me directly. My contact details are provided at the end of the letter.

The Objectives of the study

The study is a part of my research degree of PhD. in Human Resource Management from Middlesex University Business School. The aim of this study is to explore the perceptions, expectations and patterns of activities of university teachers in public and private sector universities of Pakistan. This study aims to gain better understanding of academics' perspectives on the work performed by them as university teachers. It is hoped that the information gained from this study will make a significant contribution to the knowledge and will guide the future research in the area of employees' job performance in higher education.

Role of the Participant

This study will examine the views and perceptions on performing extra roles by male and female teachers of a public and a private sector university of Islamabad. The study will take place over the period of next 12 months. Before you consider whether you would like to participate in the study, please read carefully what your involvement would entail.

The study requires you to attend an individual interview session during next 4 months in which you will be asked to share and discuss your individual opinions on issues relating to the activities of university teachers in Pakistan. This interview session should last

for at least 90 minutes. It is intended that all sessions will be audio recorded and transcribed. Subsequently, I might be inviting you to take part in a follow up interview in case of any further information required during the analysis of data. All participants' identities and views will remain anonymous at all times. Should you feel the need to discuss your participation with your employer, I can provide further information to your university officials upon request.

Reporting of Findings

All information provided by you and other participants in the study will be used for my own PhD research. The data derived from the study will be handled and analyzed solely by me. It is also important to mention that the research data cannot be kept entirely confidential. This is because it must be made available for discussion with the supervisors and some data may be included in any written report or publication of the study. However, full anonymity of all participants will be upheld at all times.

Subsequent to data analysis, the findings from the study will be reported in my Ph.D. thesis as part of my degree requirement. It is possible that some findings will also be reported in written publication. A written report of the key findings can be available to all participants upon request at the end of the study.

Right to Withdraw

Please be aware that you have a right as a participant to withdraw from the study at any stage. You will not be asked to offer a reason for your withdrawal and any information you have provided up to that point will be destroyed immediately. Should you decide so, please inform me using any of the contact.

Further Information

Thank you for taking the time to read this information letter. I hope you will assist me in my research. Please do not hesitate to contact me with any questions that you may have. If you do decide to take part, please complete the attached "Participation Application Form" and keep it in the sealed envelope. I will collect these envelopes as soon as possible.

Contact Details

FUUAST,
Conference Room (Basement)
Suherwardi Road, G-7/1, Islamabad
E-mail: noshabasyed@gmail.com
Telephone: 0334-5121220 (cell)

Appendix II Participation Application Form

Going the Extra Mile: Study of the various aspects of Job Behaviours of Public and Private Sector University Teachers of Pakistan

Researcher: Ms. Noshaba Batool
Middlesex University Business School, Middlesex University, London

Supervisors: Prof. Derek Miles, Dr. Jeff Evans and Dr. Uracha Chatrakul

Please answer each of the questions below. The information disclosed on this form will be used purely for the purpose of managing this research and will not be passed on to anyone else.

Surname: _____

First name: _____

Age: _____

Gender: _____

Designation: _____

Extra Assigned Designation (if any): _____

Years of Experience: _____

University: _____

Tentative Availability Hours (Day/Time): _____

E-mail: _____

Phone number: _____

Thank you very much for your time and for your interest in taking part. Please seal the form in the provided envelope and I will then contact you within 2-3 days of receiving your form to arrange a time for you to be interviewed. In the meantime, please do not hesitate to contact me on noshabasyed@gmail.com with any questions you may have. My complete contact details are provided at the end of the information letter.

Appendix III Informed Consent

Going the Extra Mile: Study of the various aspects of Job Behaviours of Public and Private Sector University Teachers of Pakistan

Researcher: Ms. Noshaba Batool
Middlesex University Business School, Middlesex University, London

Supervisors: Prof. Derek Miles, Dr. Jeff Evans and Dr. Uracha Chatrakul

I hereby verify that I have read the information letter provided to me. I understand that my participation in this study is entirely voluntary and I am free to withdraw at anytime during and after the process. I am free to refuse to answer any question during the interview. I also understand that my interview recordings and transcripts will be kept strictly confidential and will only be available to the researcher and her supervisors. The findings of my interview may be made a part of the final research project as well as any publication, however the researcher will ensure the anonymity at all times.

Signature of the Participant

Date

Appendix IV Interview Guide for University Teachers

A. Warm up Questions

1. Tell me a little about yourself, whether you have family...
2. Can you tell me about your qualification?
3. Why did you choose this particular qualification?
4. Did this qualification help you pursue this career? How...

B. Perception about Teaching as Career

1. Is this your first job? If not, what made you pursue teaching as profession? How long have you been working as university teacher...
2. How do you generally feel about being a teacher?
3. Do you think teaching (as career) is different than other professions? If yes, how.....
4. How clear were you about what exactly you are going to do being a university teacher?
5. What are the things you like the most being teacher?
6. What are the things you like the least about teaching?
7. What characteristics do you consider constitute an ideal teacher?

C. Understanding Extra Role Job Behaviours

1. Can you tell me what you are expected to do as the basic part of your role as teacher?
2. Do you think these are the same roles what other teachers do? If not, how are they different.....
3. What are the expectations of your HOD regarding your basic duties?
4. Are there any differences between your ideas of work and those of your boss? If so, what are they.....

(Few questions to cover various components of OCB in case I need to probe...)

C1. Extra bit for colleagues

1. As a part of your job, are there some compulsory things to do for your colleagues? If yes, what.....
2. Do you do something for your colleagues beyond what is required? If yes, what type of things....

C2. Extra bit for students

1. What are your basic responsibilities towards students?

2. Are these responsibilities similar to those of other teachers? If no, what is the difference

C3. Going beyond Duty norms

1. Are there some norms regarding working hours and attendance record?
2. Do you carry out your work beyond duty hours? If yes, what and why?
3. Are there some basic responsibilities towards your department as a part of your job?

D. Understanding the context of performing extra-role job behaviours

1. What generally motivates you to do extra bit of work.....
2. Do you think there is something which can dissuade a teacher from doing more?
3. What do you think university should do to encourage you go beyond your formal roles?
4. How do you see the role of HOD to influence your choice of doing more or less for your job?
5. What can be possible consequences of your extra work for your colleagues, students, department, university etc.
.....
6. What feeling do you have on performing extra roles at your job?
7. Are there any negative outcomes of performing extra job behaviours being a man/woman?

F. Gender and OCB

1. What are your main concerns about working extra roles as a man/woman? Married / unmarried?
2. How do you think your concerns might be different if you are a man / woman?
3. How do you think working extra roles affect your personal life as a man / woman?
4. How do you think your personal life affect your engagement in doing an extra bit of work?

G. Personal Values behind OCB

1. What type of family structure you have?
2. Do both of your parents work/worked?
3. How did you see your parents working patterns? What importance did they attach with their work?
4. Do you think it might have affected your choice of performing beyond job requirement?

5. How do you think your education has influence your choice of going or not going beyond formal job requirement?
6. Can you identify any other factors which have shaped your decision of (not) doing extra bit of work at your job?

H. Work Life Integration

1. How far your work fits into your role in your family?
2. Does going or not going beyond formal job requirements has any effect on your personal life?
3. How do you think your role in family as a man / woman affect your choice of giving extra to your job?

Appendix V List of Participants from Public Sector University

Sr. No.	Code	Age	Gender	Marital Status	Designation	Experience	Type of experience	Family Context	Assigned Role in university
1	Kiran	26-30	female	Married	Lecturer	1-5 years	Corporate & Academics	Married with kids	Teaching & Student Counselling Only
2	Hina	26-30	female	Unmarried	Lecturer	1-5 years	Academics	unmarried & living with parents	Teaching, Counselling & Administration
3	Maha	21-25	female	Unmarried	Lecturer	1-5 years	Academics	unmarried & living with parents	Teaching & Student Counselling Only
4	Zoha	26-30	female	Married	Lecturer	1-5 years	Academics	Married with kids	Teaching & Student Counselling Only
5	Sania	26-30	female	Unmarried	Lecturer	1-5 years	Academics	unmarried & living with parents	Teaching & Student Counselling Only
6	Maya	21-25	female	Unmarried	Lecturer	1-5 years	Academics	unmarried & living with parents	Teaching & Student Counselling Only
7	Sabina	26-30	female	Married	Lecturer	1-5 years	Academics	Married with kids	Teaching & Student Counselling Only
8	Sara	26-30	female	Married	Lecturer	1-5 years	Academics	Married with no kids	Teaching & Student Counselling Only
9	Sonia	26-30	female	Unmarried	Lecturer	1-5 years	Corporate & Academics	unmarried & living with parents	Teaching & Student Counselling Only

10	Ghania	36-40	female	Married	Assistant Professor	11-15 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration
11	Ayla	31-35	female	Divorced	Assistant Professor	6-10 years	Academics	Single Mother with kids	Teaching & Student Counselling Only
12	Hamid	21-25	Male	Unmarried	Lecturer	1-5 years	Academics	unmarried & living with parents	Teaching & Student Counselling Only
13	Nasir	31-35	Male	Married	Assistant Professor	6-10 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration
14	Niran	26-30	Male	Unmarried	Lecturer	1-5 years	Corporate & Academics	unmarried & living with parents	Teaching & Student Counselling Only
15	Hasan	31-35	Male	Unmarried	Lecturer	1-5 years	Academics	unmarried & living with parents	Teaching & Student Counselling Only
16	Moez	26-30	Male	Unmarried	Lecturer	6-10 years	Corporate & Academics	unmarried & living with parents	Teaching, Counselling & Administration
17	Abdul	41-45	Male	Married	Assistant Professor	16-20 years	Academics	Married with kids	Teaching & Student Counselling Only
18	Hadi	26-30	Male	Married	Lecturer	1-5 years	Academics	Married with kids	Teaching & Student Counselling Only
19	Umair	26-30	Male	Unmarried	Lecturer	1-5 years	Corporate & Academics	unmarried & living with parents	Teaching & Student Counselling Only

20	Zakir	36-40	Male	Married	Assistant Professor	16-20 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration
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Appendix VI List of Participants from Private Sector University

Sr. No.	Code	Age	Gender	Marital Status	Designation	Experience	Type of experience	Family Context	Assigned Role in university
1	Maheen	26-30	female	Married	sr. Research Associate	1-5 years	Academics Only	Married with kids	Teaching & Student Counselling Only
2	Naz	21-25	female	Unmarried	Lecturer	1-5 years	Corporate & Academics	unmarried & living with parents	Teaching & Student Counselling Only
3	Fatima	26-30	female	Married	sr. Research Associate	6-10 years	Corporate & Academics	Married with kids	Teaching & Student Counselling Only
4	Saba	26-30	female	Married	Lecturer	1-5 years	Academics Only	Married with no kids	Teaching, Counselling & Administration
5	Nida	26-30	female	Unmarried	Lecturer	1-5 years	Corporate & Academics	unmarried & living with parents	Teaching & Student Counselling Only
6	Sania	26-30	female	Married	Lecturer	1-5 years	Academics Only	Married with no kids	Teaching, Counselling & Administration
7	Naima	26-30	female	Unmarried	Senior Lecturer	6-10 years	Academics Only	unmarried & living with parents	Teaching, Counselling & Administration

8	Saira	31-35	female	Married	Assistant Professor	11-15 years	Academics Only	Married with kids	Teaching, Counselling & Administration
9	Amna	21-25	female	Unmarried	Teaching Assistant	1-5 years	Academics Only	unmarried & living with parents	Teaching & Student Counselling Only
10	Usman	26-30	Male	Unmarried	Lecturer	1-5 years	Academics Only	unmarried & living with parents	Teaching, Counselling & Administration
11	Eeshan	21-25	Male	Unmarried	Research Associate	1-5 years	Corporate & Academics	unmarried & living with parents	Teaching, Counselling & Administration
12	Nadeem	36-40	Male	Married	Lecturer	6-10 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration
13	Musa	46-50	Male	Married	Assistant Professor	11-15 years	Corporate & Academics	Married with kids	Teaching & Student Counselling Only
14	Soban	36-40	Male	Married	sr. Lecturer	11-15 years	Corporate & Academics	Married with kids	Teaching & Student Counselling Only
15	Tahir	31-35	Male	Married	sr. Lecturer	6-10 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration
16	Razzaq	36-40	Male	Married	Assistant Professor	11-15 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration

17	Sabir	36-40	male	Married	Assistant Professor	6-10 years	Corporate & Academics	Married with kids	Teaching, Counselling & Administration
18	Faraan	41-45	male	did not reply	Assistant Professor	6-10 years	Academics Only	Did not reply	Teaching, Counselling & Administration
19	Khawar	31-35	male	Married	Assistant Professor	6-10 years	Academics Only	Married with kids	Teaching, Counselling & Administration

Appendix VII Interview Transcripts

Name of interviewee: Kiran

Female Teacher of Public Sector University

Date of interview: _____

Time of interview: 10:40am-11:30am (00:50:10)

Other Information: Conference Room

1	Noshaba	So first of all talk me through your qualification
2	Kiran	I have done BBA (hon.) from Federal Urdu University. Then, I did MBA in HRM and now I am doing job in the same University as a lecturer
3	Noshaba	You first did BBA, then MBA, you throughout selected Business studies?
4	Kiran	I had only one option at that time, secondly I thought to do MCS but fact is that I had an intuition in my dream and I selected it.
5	Noshaba	You have said that there was only this option, Why is that so?
6	Kiran	By option I mean that I could not do computers. It seems to me that I could not do computer so I selected it.
7	Noshaba	You are in a teaching career now. How did you enter in this career?
8	Kiran	Yes For job this MBA was required and I was eligible for it.
9	Noshaba	Is it your first job?
10	Kiran	Teaching is my first job and I was research assistant (admin) before it.
11	Noshaba	What were your responsibilities in your previous job?
12	Kiran	I had to coordinate with in-charge campus and other different departments of this university. I had been hired for PEC documentation.
13	Noshaba	Were you then transferred as a lecturer?
14	Kiran	No I was interviewed. I had applied properly and was selected as lecturer.
15	Noshaba	What made you change your previous job?
16	Kiran	That was a job on contract, secondly there was no scale like rank in it and that was not a regular job so for this reason I chose it. And then you know girls need to be more careful while selecting a job for them. Boys follow their dreams and girls follow the families [laugh]. That (the previous job) was in the administration, but when I decided to get married I knew that it is only teaching which can provide me with the flexibility of running my family along with the work. So I switched to teaching although I never liked it as I said before. And also my in-laws will not mind if I am in the university sometimes later in the

		evening during exams and other activities. But if it had been any office job, I don't think my husband would have allowed me. Secondly I am living in a joint family setup where I have to give time to a large family. In my teaching job I arrive back home early and I rarely take any task home, so I am able to manage well.
17	Noshaba	How do you feel as being a teacher?
18	Kiran	Being a teacher I don't feel much better because from the very beginning I have this thing in my mind that students don't respect the teachers now as before so I feel it bad that anyone may remember me with bad memories so I think that we cannot satisfy everyone. Some of them who are satisfied they remember in good words but those who are not satisfied they talk something about you among ten or fifteen persons that for this factor I don't always feel it good. I am always afraid of if the students are satisfied or not.
19	Noshaba	Don't you feel that this may be in every profession?
20	Kiran	Yes it is there in every profession but as regard to students, they have interaction with so many people but in other professions you are satisfied and you can satisfy other to some extent you know it. You have to satisfy few people but here you have to satisfy more people. You have to satisfy about 200 students at a time whereas in other professions you have to satisfy only 10 to 12 persons.
21	Noshaba	So you feel that teaching is different from other professions?
22	Kiran	I would personally like some administrative job because you have many responsibilities being a teacher. In other professions you can get satisfaction with your job and you can satisfy others to some extent because you know exactly what to do and how to do it. But here in this profession you have to satisfy a number of people. For instance you have to satisfy about 200 students at a time and at the same time several levels of administration. And above all you don't have an exact pattern to follow. At any moment you can come across a new situation and you are not sure what course of action will lead to what kind of consequences. I think it's a continuous emotional labor. And then the work is so much that I take it to home because some kind of activities can't be done.
23	Noshaba	Is taking work with you at home compulsion by the university?
24	Kiran	There is no compulsion by the university. It is ok if I

		can finish the work within the time but I find a little time to complete all the affairs, tasks are more, work is too much. I mean it takes much time to prepare a lecture and I have to prepared lecture from different places. Besides this there are 4 quiz, 4 assignments, 4 presentations so It is very difficult to take and check all these things separately and compile the results thereof. Even at home everything haunts me and some sort of tension is always there. There some sort of strain over the mind.
25	Noshaba	When you joined this job, did you exactly know what activities you are going to perform here?
26	Kiran	Yes I knew all the activities. I had a teacher here so I use to watch her; I had some idea of work here as when I used to coordinate with different departments I had got some idea. But there was no such problem like 4 quiz and 4 assignments. Every teacher did something as per his /her desire. There are some people who want to fulfill all their obligations, I am one of them.
27	Noshaba	So what exactly are these obligations?
28	Kiran	Every teacher is assigned to a class of students for counseling and deal with their issues. I try to solve the problems of the students whenever they approach me. For example, if they have any problem regarding their attendance, or if they are not satisfied with their teachers or anything like that, they can come to me and register their concerns and then I am supposed to present their problems to my head of department. I strongly think that students need such avenues whereby they may speak up, because there is a lot of anxiety at the students' end which, if not dealt with, can create adverse effects for them and for the department as well. I wish I could have had the same opportunity in my university days. It is terrible if no one listens to your genuine concerns. I had an idea earlier and if I was not married, I could manage the things. But I am married now. I have to spare time for home too for husband and family separately .Beside, I have to maintain good terms with my old family, too.
29	Noshaba	What is the best thing you feel as a teacher?
30	Kiran	When the students whom you have taught, they meet you somewhere in life, you feel happy to meet them again. I do not want more than that. I don't like anything in teaching other than that.
31	Noshaba	What is the worst, you feel, in teaching?
32	Kiran	To get exam papers and check those. I think that there shldn't be exams at all. I feel it very bad to

		take the papers at home for marking ... During midterms I started crying even bcoz of this stuff.
33	Noshaba	It means all the things related to Exam you feel bad about?
34	Kiran	Yes, like quizzes and other markings
35	Noshaba	How will you define an ideal teacher?
36	Kiran	Ideal teacher is one from whom if not all, majority of students are 90 to 95 percent are satisfied. He may have such knowledge that he can satisfy every one completely if questioned. He should have good methodology. He may be able to understand the psyche of the students. A teacher should not be strict. He should teach in a friendly atmosphere. It is more effective.
37	Noshaba	What are your routine activities?
38	Kiran	I prepare and deliver lecture and I take the assignments or a projects which is given to students and I check it in a very relaxed manner whenever I find time I check it. But I tried to find some time to check it. Besides, I have to check any other task assigned to me by H.O.D. or Dean or any in charge of the section.
39	Noshaba	Do you perform the same work which your colleagues do? Or it is difference?
40	Kiran	Almost similar work. Someone checks the paper very fast and the other delays, some teachers prepare their lecture here, the other prepares it at home but the activities are the same. Some teachers are able to perform tasks quickly and some take time. For instance, if a task is given to a person it is possible that the same task may be assigned to another person next time.
41	Noshaba	What kind of tasks they can be assigned?
42	Kiran	For instance before I joined my job, people who joined before me were given a task to keep students' final projects in sequence. Dean says that it was peon's job not theirs. Later on they were given a work of outline but it was not given to me this is why I say that it is almost the same work. They wanted to give me the work of class monitoring but I did not accept it. All these people are already against me and I fear the senior faculty will would oppose me further if I monitor their timings and classes.
43	Noshaba	Do you perform your activities as per expectation of HOD?... 11:17
44	Kiran	I cannot say anything about the expectation of HOD, I perform my work completely, I complete all my work in time such as papers like making and marking papers etc. I don't know about his expectations. He

		is basically following what he is asked to. He doesn't have his own authority.
45	Noshaba	Does your idea of doing work is similar to that of your HOD?
46	Kiran	I think that HOD has been there in admin for a long time and he has been teaching for a considerable period. He has got knowledge of both kinds but he has no idea about the environment of this university or he has become HOD for the first time. There is a little age factor, he can not make others to understand so it becomes a very big problem to understand. As far as my assigned tasks are concerned I always do my task in time or before time so I don't think he has any problem with my way of doing things. As far as the satisfaction and knowledge of the students I have not so much experience. I don't know whether I am up to their expectations or not.
47	Noshaba	Do you perform some tasks for your colleagues?
48	Kiran	Yes like extra things for them by sacrificing...We use to do petty tasks for each other. For instance, duty adjustment and delivery of papers all this work is to improve mutual relationship. If the tasks are after 3 pm I don't take it. If it is before 3 pm I do that provided that I have no class at that time. Otherwise I can't compromise on going back home on time since I live in in-laws. I sometimes go home late because if any student comes to me with a problem I will listen to it no matter it is beyond my duty hours. And especially because I worked in the administration department before joining as a lecturer, students think that I can guide them in various matters. Then there are students who will come to discuss even their personal problems. Even many old students come for my advice. And I see no harm in doing this because I personally believe that teaching is a 24 hours job anyway and students always look to the teachers for whatever problem they want to talk about.
49	Noshaba	Is there any assigned duty which you perform for your colleagues?
50	Kiran	No.. When I joined, it was like a nightmare. Maybe I needed an extra bit of training or you may say an informal guidance which I was so sure I will get from my senior faculty members. But to the height of my disappointment, even if I asked for help, it was rarely provided. It's like most of these teachers do not like to share their knowledge. I know my colleagues who are really good in their profession but when it comes

		to sharing their resources, they will start giving you excuses. They don't want anyone to excel and be better than them. But at least I have learnt it and now when I have all my lectures and extra material ready, I always share it with my colleagues and the juniors as well.. for example I am not a formal part of this research committee but I am kind of helping my senior colleague who has also been my teacher. But I am mainly helping because she needs manpower when there are hundreds of dissertations to be evaluated and recorded. I assist her in collecting these dissertations, maintaining a record of who have submitted and who haven't. You can see everyone in this university is like helping in each other's tasks because of lack of resources in the department. And we are kind of a family in this department so I don't mind doing an extra bit for it
51	Noshaba	What are the duties which you perform for your students?
52	Kiran	As we are counselor of the class so we do their works. Every teacher is assigned with a class to counsel and deal with their issues. I try to solve the problems of the students whenever they approach to me. Because, I am their counselor if I don't solve their problem, then who will.
53	Noshaba	Is this work duly assigned?
54	Kiran	Yes
55	Noshaba	Are there any other tasks you perform for these students?
56	Kiran	If any student comes to me with a problem other than this I try to help him because I have worked it Admin also. Many old students know me so I try to solve their problem as much as I could. If I am not able to solve it I give them my suggestions and tell them the way how to solve it. Now it is up to them to do it or not.
57	Noshaba	Is it not your part of duty to do so?
58	Kiran	No it is not part of my duty I do it myself considering it my social responsibility [laugh].
59	Noshaba	Are there any norms relating to working hours and attendance?
60	Kiran	Yes so many. For instance we have to come at 9 am sharp and at 9 am your attendance is given to HOD. As I reach at 8:30 am I mark my attendance in time. There are some other things also it depends on your relations with HOD and assistants, and if these relations are good then there is no issue of your attendance. Any proxy may mark your attendance. Many persons used to come in the evening but theirs

		attendance was marked in the morning. There are some teachers who come late but no one asked them. All are treated here in the same way if anybody comes earlier he is not appreciated and if someone is late the curse will be for everyone..... [00:16:54] When I raised my voice against this practice because once we were all served a notice that the teachers don't take their classes on time, whereas I have never missed any of my class and I had been on time, and a results such a notification was served!!!! I told the HOD, in charge campus and Dean that such type of notification de-motivate the employees. If you cannot appreciate our efforts, at least you should not give such notifications to everyone. The warnings should specifically be addressed to those who do it wrong so that realizes that this notice has been served to them not to all. HOD assured not to do so in future but I don't know whether it is implemented or not. (17:42)
61	Noshaba	As you mentioned earlier that you have to take work home, what is the reason for that?
62	Kiran	The reason is that I have so much work that cannot be completed here.
63	Noshaba	What do you do at home?
64	Kiran	I prepare my lectures at home sometime I take it for checking. You have to deliver lectures everyday and there are two classes every day.
65	Noshaba	How many courses you teach in a semester?
66	Kiran	I take 2 courses but there are 4 classes. So I have to teach half a chapter in one and half hour it requires much time. May be the teachers who are already teaching they don't need time to prepare lectures but I need it because I am teaching for the first time, this is why I find difficult. I can not prepare lecture very fast.
67	Noshaba	Do you think that it has to do with your own preference while you have sufficient working hours?
68	Kiran	Sometime it happens that you are given a different task which disturbs the routine work. If it is not disturbed I can do more work. Actually it takes much time in travelling to office, for this reason I get a little time at home. I am married. I have to travel for one and half hour and after reaching there I get tired. This is the reason I find a little time at home I have to give time separately to everyone.
69	Noshaba	Have you got some responsibility towards departments?
70	Kiran	There is no such duty assign to me but if someone ask me to do something and I have some time at my

		disposal and I think that it will not affect me in any way I do that. Timings are most important for me if something is beyond that I don't do. There is no such duty assigned by university or department.
71	Noshaba	What are the activities you do yourself?
72	Kiran	Something's like there may be something out of order, chairs are broken and I dislike it that teachers are sitting and their chairs are broken. As and when in-charge of campus visits there if I am there and there is some problem or something is wrong as everyone comes inside because our cabins are open so we face the problem firstly there is noise and secondly if something is lost no one is held responsible for it. I bring all these things in his notice (in charge campus).sometimes it is implemented sooner or later but it is implemented. Certain things have been done as per my proposal. (21:40)
73	Noshaba	What makes you to raise these issues on behalf of others or department?
74	Kiran	I wish that everything should be fine, though it is not possible to be perfect but it should be near it. I mean as other university are famous for some reasons so these small things may develop in great things this is why I try to correct them. I never speak only for myself, I talk of everyone, for instance in our cabins, everyone feel noise and all are disturbed. We have asked the administration to do the partitions and make rooms thereof. Once a leg of my chair was broken, when I pointed out I was snubbed, other persons were there as well but I was snubbed badly. I was told if I had taken a contract of all these things.... I feel it very bad if there is something's broken and scatter before me. For instance there are files lying with the cabin in which I sit, when I enter these feel me very bad, first of all you see them, if these files are lifted it will be beneficial to all, not to me only.
75	Noshaba	Hmmm. Ok
76	Kiran	Yes. It happens if we are late some day they call our explanation immediately.
77	Noshaba	What do you mean by us?
78	Kiran	In my cabin Sadia also comes in time by we I mean the people who are doing everything rightly, for instance they don't flee from their duties, they are performing rightly, if some day they are late, their explanation is called immediately but If a person comes late everyday he has no timings, students are worried by him but no one asks him for this. This is very painful for me why it is so I think. It is injustice.

		All should be treated in the same way or they should be corrected.
79	Noshaba	So what do you do then?
80	Kiran	Then I talk to higher authorities. I give my point of view to them. It is there headache whether they mend it or not. I do tell them the problems facing me or others. I have been serving here for one year and I can tell easily as compared to the new persons, they can not even speak a few words. For instance there is meeting, many persons do not speak they fear if they say something the people will be against them but I think that no one is against any one but if any, it makes no difference. If you are not satisfied you should speak out. It is better to talk openly instead of backbiting. I speak so that all things should be cleared at the spot. I speak what I feel right whether anybody likes it or not. I never speak wrong for instance if someone's feelings are hurt or there is injustice or discrimination is there then I speaks.
81	Noshaba	These are the things you are doing extra for the department; you said that you help the students, what are the motives behind it?
82	Kiran	If you can do anything it should be done in relation to humanity. There is no loss in it. Authority is misused in Pakistan. The peon has a authority to let the people go in. He uses it completely. He allows the person to go in or stop someone as per his wishes so I think if I can do a little work for anyone I should do it.
83	Noshaba	You have to face consequences for doing all that?
84	Kiran	As I speak openly many persons dislike it, but there is a positive aspect if this has been said before VC, in charge campus will try to correct it. If the higher authorities are cooperative they will take it positively, they will never take it negative. They will try to mend it rather than to worsen it, but the faculty members or department levels if they dislike it, they take it negatively. However my objective is fulfilling. The authorities who have to reform are cooperative, they try to correct it. If somebody feels it bad it is up to him.
85	Noshaba	Alright...
86	Kiran	I was in admin I had been given the duty of monitoring. I think you have to perform the task you have been assigned. However I use to perform it. All the people say that I am doing wrong and I am giving theirs reports. Although I was asked for it, it was my duty to do this work.
87	Noshaba	What was the nature of monitoring?

88	Kiran	Monitoring of classes, whether classes are held according to time table or not, I had to forward the issues of students to the in charge campus or Dean, For this people thought if I was pleasing the students and our students are monitoring us, because monitoring of my teachers were done so they thought that their students were obstacle before them.
89	Noshaba	Are these consequences different for male or female teachers?
90	Kiran	Males and females are different for everyone. If a senior faculty member accuses me anything which I have not said, it is just to defame me. Obviously it will be against me. It will also affect my personal life and it is possible that such propaganda may be harmful for me as a female teacher; it is also harmful for this place where I am working. The male have no problem. It is harmful for me as if my husband or in laws may hear anything. The males can do anything, they have no problem.
91	Noshaba	Do you think that nature of work of male and female is different?
92	Kiran	Yes it is different as males even don't come. For instance I am talking with the point of view of university that males teachers are not available. If they are available they are not so many. I think the element of caring is much more in women. It lacks in men. So they don't give much time to university. They come deliver their lecture and go. They are not available. Again if I have done any work for the students, they will come to me next day. They may have not got good response from others.
93	Noshaba	How an extra work affects your personal life?
94	Kiran	I never do any work which is not assigned. Extra social work which I do in time so that any problem may not arise.
95	Noshaba	Is your personal life affected in any way by this work?
96	Kiran	As regards extra work, it is my discretion whether to do or not. I do it accordingly. As far as assigned work is concerned sometime it seems to me that although my in laws are cooperative. Even then it seems that maybe I don't spare enough time for them that is to both my in laws and students. Though I try to have a balance between both of them but sometime I feel like this that I don't give the proper time to them. It is very important for me to satisfy my students but for this satisfaction a lot of time is required and I don't find this lot of time.
97	Noshaba	What is your family structure?
98	Kiran	My father in law and mother in law, two sisters in

		law, one brother in law, my husband and me. My brother in law is going to be married so there would be an addition soon.
99	Noshaba	Do you live in a joint family?
100	Kiran	No one sister in law has gone to America on scholarship and my brother in law is in Lahore and rest of the family is with me.
101	Noshaba	Please tell something about your parents?
102	Kiran	I have my parents, 4 sisters, 1 brother and 1 uncle.
103	Noshaba	Did your parents work?
104	Kiran	My father used to work, whereas my mother is a house wife.
105	Noshaba	And here in laws?
106	Kiran	At my In-laws my elder sister does not work, father in-law was on job; recently his contract has finished or expired. He is retired now. My husband, brother in-law and sister in-law they all work.
107	Noshaba	How much time has passed since your marriage?
108	Kiran	About 8 months.
109	Noshaba	How did you find your father working?
110	Kiran	My father has given very much importance to his work. First they do their assigned job and his personal life comes afterwards. The work is his first preference. He was very much punctual and obeyed his boss in everything. I mean he used to work with utmost responsibility.
111	Noshaba	Something about present family?
112	Kiran	All these do their work with much responsibility.
113	Noshaba	How do you feel as your parents or rest of the family has affected your way of work?
114	Kiran	Yes too much because I have seen my father rising from down to upward. He has struggled a lot. He worked very hard and passed that time very hardly. All these things have motivated me. I do act upon these things. He has developed something as punctuality and the work you have thought over that you have to do. I also follow these things. Many things have been polished after following my father. We all brothers and sisters are not alike but are different.
115	Noshaba	Do the in-laws encourage your work?
116	Kiran	They give me time and take care for me as their daughter is also a lecturer. Hence they have an idea of all these things. They have also contributed for the selection of this job because they want it that I should be a lecturer. I rejected a job at a corporate sector, they have an idea of this thing and they also spare time for me but I myself also want to give time to my family.

117	Noshaba	How much role of education do you see is in your work?
118	Kiran	I think for doing it a work a man should possess all these things. Education gives you knowledge and also teaches how to work. An inspiration from some persons also motivates. Perhaps education has supported me in such a way that I wish to be at that level but a person does work similarly if he is at any level. If a person has all these things he could develop more. Education is necessary for your job. You will find job if you have education.
119	Noshaba	Ok...
120	Kiran	It depends as what you have studied and what nature of person was he who taught you. The subjects we are going to study, we have no perfect knowledge about it. It depends how a teacher teaches you. Some teachers come and teach, check the papers and go. They have nothing to do with the improvement of student's behavior. If students are talking and passing the comments so they don't say anything.
121	Noshaba	How was your personal experience?
122	Kiran	I learned from all the things. I learnt it from people, education and I also developed something in me.
123	Noshaba	We have pointed out parents, education, educators, teachers and personal. Is there any factor which motivated you?
124	Kiran	Friends, colleagues and class fellows they all motivate. You learn something from them. We learn from every person.
125	Noshaba	How much your work is fit in your personal life?
126	Kiran	It don't match comfortably. I want to do job but teaching is for this reason I cannot have balance in any way. I don't know if it will be balance in any way. People suggest that a person can adjust after one semester. There is timings problem now and a tension to take all this work to home.
127	Noshaba	Is this thinking is due to your role in family?
128	Kiran	Yes it is for this reason.
129	Noshaba	Was this situation different if you had another role?
130	Kiran	Perhaps it varied too much extent.
131	Noshaba	How?
132	Kiran	For instance you see if you have a daughter and she does not work in household chores it makes no different. I have not a compulsion to do this or that work but I feel myself that I should do the work otherwise there is a danger of petty quarrels. This is why I think that I should work at home too. I wish to do some work when I am at home. Although mom stops me to do so but I have to do but if I have not

		got married....we have to spare time for some people, it is not essential to give time to everyone so you have not to spare time for your husband. Therefore it is another problem.
133	Noshaba	Ahhh, ok
134	Kiran	That does not affect my life because I do not do anything which does not suit me or that is during the timings of my family. I don't do such a work.
135	Noshaba	Do you think if you are a male member of a family, your choice of work would be different?
136	Kiran	If I were a male, all my feelings might have changed. I don't know whether I might select teaching or not. I would have done what I actually wanted to do because males don't have to see what other family members want from them. This is for us for girls only.
137	Noshaba	Why all this difference is there?
138	Kiran	I mean males have no work to do; they have to do the office work only. If I was a teacher I may not be so dissatisfied with this job. If I was a male I had to do just one job. In that case I preferred not to come to teacher side I would have joined air force or army.
139	Noshaba	Would there be any difference in the way you are working now?
140	Kiran	No, I would be doing the work in the same way.
141	Noshaba	Do you think that you would perform more extra role?
142	Kiran	In this situation I could perform more because I could not do many work due to lack of timings, I don't do much work of so many people. In that case I could do more work of so many people and could serve more people. For instance the work of some colleagues or any other person, for household and students I could do more because much burden could have been lifted from me.
143	Noshaba	Is there anything you would like me to now or ask from me?
144	Kiran	Yes, [laughing] you may tell me what the results of my interview are.
145	Noshaba	In fact you never assess the result in this work. I want to understand the perceptions of different people. The person sitting before me is a female of 28, who have just started her married life. She think her work in this way, how does she do it so this is your individual point of view, There may be some other women in your role, from their interview I may be able to compare where you are different and what makes both of you different but to create difference is not my motive. My motive is to understand you as you are doing this job and how are you and why are

		you doing in this way?
146	Kiran	Will I be able to have a look on the results after you finish your work?
147	Noshaba	Yes of course, when I will make transcript and documents thereof so you will have a right to see the document. You can read it. It is possible that there may be difference between what you said and what I heard. You can identify this difference that you have talked in this or that perspective. You have written down wrongly or translated incorrectly so this too we can do. If you have read the letter, you would know that you have complete right so see it when my research is completed.
148	Kiran	It's ok. I want to see what the results will look like.
149	Noshaba	You are more than welcome to do so. I have provided all my contact details. Thank you very much
150	Kiran	Ok. Thank you very much

Name of interviewee: Niran
Male Teacher of Public Sector University

Date of interview: _____

Time of interview: 10:50 am - 11:35 am (00:45:53)

Other Information: Conducted in the conference room

1	Noshaba	So first of all talk me through your qualification
2	Niran	I have done masters in business administration from international Islamic University Islamabad Pakistan. Before that I did my B.Sc. in Mathematics, Physics and Psychology. Further I am completing my M.Phil leading to PHD Federal Urdu University Islamabad.
3	Noshaba	So, Why you did you choose MBA particularly?
4	Niran	It's a professional degree that why I opted it. There is a scope; I found the job just right of completing my studies. This qualification definitely helped me.
5	Noshaba	Is this your first job?
6	Niran	No, this is my third job. Just competing my, after completion my degrees, I joined NIB bank in Multan. There I served as an HR executive, and then after the few days I switch over to, I was given offer by NUML University Multan Campus. I taught there for two semesters. Then I was given an opportunity here and then I joined this. It was not to be the case from the start. I think you have the idea that I was bound to be an engineer, it's certainly was a fascination in the start as well but something happened and I came to business school and then started the business studies.
7	Noshaba	Were you working on regular basics in NUML?
8	Niran	No, that was on contract.
9	Noshaba	How did you then move to this university?
10	Niran	Basically there was no such kind of programme. M.Phil available in Multan. So this is a capital that's why went for this decision for my personal development it is necessary that there should be university there. I can render my services as well as I can learn. Develop myself.
11	Noshaba	What made you to pursue teaching as your profession, when you were working in a bank? Why did you switch to teaching?
12	Niran	Simply because of an interest factor, interest that is the basic theme of capitalistic economy so that why I opted for Islamic concept. This is good profession and as well as sacred and respectful as well.
13	Noshaba	How do you generally feel about being a teacher?
14	Niran	It's very nice profession and as well as respect factor is there and not in the university premises as well as in the community and there a lot of other benefits life wise you can learn you can enhance your

		capabilities and abilities of these factors.
15	Noshaba	Do you think that teaching is somehow different than other professions or it just like any other profession?
16	Niran	Definitely because there was an also another you can say a motivation factor is nation building that was I think was my prime objective. So that I joined this. Definitely nation building factor enhances your motivation, not something but a maximum utilization of my services for my country, for my nation. Doing teaching, when you are teaching definitely you go for the learning, grooming and giving exposure to the masses. Whereas in the professional field in banks in other working environments, go for just your job your abilities. You are just productive unit. You become a productive unit and just to boost economy or something like that. Whereas here you are not of productive unit in economic factor but also a nation building factor. This is the difference.
17	Noshaba	When joining this profession, did you exactly know your required activities?
18	Niran	I knew that since being just my earlier career I joint NUML university there I came across many factor although teaching is just now teaching factor you go for other activities like coordination, good manager all those activities as liaison you work on liaison. Between yourself and other peoples as well as other universities, and seminars and workshops all these and enhancing your abilities.
19	Noshaba	As a teacher what activities you perform here?
20	Niran	Yes I definitely know that I have to share my knowledge with my students and more over I have other scenarios where I can work, recently I was given an opportunity develop course outlines of the whole department and I completed the job in twenty hours, twenty flexible work hours and all these things you try to manage and also I am implementing my MBA professional approach over here.
21	Noshaba	So when you said that you are developing course outlines, did you have an idea that you will be involved in these activities?
22	Niran	No, these are the byproducts and I am happy with these. I found it as an opportunity, it will enhance my ability. My technical skills and all these things. Definitely I think I am at first level management. If I compare with professional cooperate sector so, I think so this is nice.
23	Noshaba	What you like the best being a teacher?
24	Niran	Respect, the major factor.
25	Noshaba	What is thing you least like being a teacher?

26	Niran	Like some kind of little flavor of politics among the faculty members. That is the phenomenal which I want it should be there. Although I think in some other organization even in cooperate sector it is much more than this. But politics among the faculty members that should be end there.
27	Noshaba	What you think constitute an ideal teacher, what are the characteristic of an ideal teacher?
28	Niran	A clear vision about of the future, A clear vision about not only about the course, which you are teaching and even not just a little bit beyond that would be the application of that course but beyond that you should know the horizons what you are giving the ideologies what are the ideologies you are teaching to yourself. These are the basic things of teaching.
29	Noshaba	For an ideal teacher?
30	Niran	Yes, For an ideal teacher, specifically to develop, not only develop but developing countries it should be there. A clear concept ideology should be taught to the students.
31	Noshaba	When you say the concept and ideology do you mean the concept of your own subject or?
32	Niran	I say that the basic not only the teaching but also a comprehensive approach about your nationalism as well as the dignity, sovereignty of your nation all these things. These factors also include.
33	Noshaba	How do you impart such factors in teaching activities.
34	Niran	Like giving students examples of our national heroes like Quaid-e-Azam Muhammad Ali Jinnah and Alama Muhammad Iqbal and giving a little bit examples of flavor of that ideology. So, I think that can create the inner insight, inner motivation. Which will even the students which are weaker in their studies. They can be boosted up, they can be motivated. That they have to do something for their nation for their country and all business.
35	Noshaba	Lets talk about your daily activities, what do you perform as a teacher?
36	Niran	Like a delivering of lecture more over some coordination's among the faculty members and some search of books for the faculty members either there are markets and the students and online as well as manually as I told the course outline book a total, a comprehensive approach for providing course outline to the forthcoming faculty members and during evening I go for M.Phill classes.
37	Noshaba	When you say that coordination and course outline development, is it a formal part of your job?

38	Niran	I can't say that I am not sure but I don't think so it is a formal. So, no its an individual's own choice although again it's a relative how much what is the horizon of you are being formal, what is the horizon.
39	Noshaba	By formal I mean the work that is formally assigned to you...
40	Niran	Just little bit of information that faculty can be engaged into activities other than teaching and it was mention into the contract and but it was a provisional approach that in consistence of both faculty as well as the higher authorities.
41	Noshaba	So, all other teachers perform same activities as you are perform?
42	Niran	They would have been doing their own jobs other then they are formal, I don't know exactly what they are performing or not.
43	Noshaba	What are the expectations of your head of department with your work?
44	Niran	The first factor is punctuality and I often late my classes just for a minutes and I used to cover most of the time. But students are quite happy.
45	Noshaba	Other than punctuality what does he expect from you?
46	Niran	Other than punctuality comprehensive knowledge of your subject even before giving us or assigning us and subject to be taught be us he usually interview us about the subject. Might be just 5 to 10 minutes but he interviews.
47	Noshaba	Is this some difference in the expectations of your HOD and your own expectations with your work?
48	Niran	Actually when you I will not say minimize but optimize your expectations. Then definitely you are quite satisfied and when you expand your expectations definitely there is dissatisfaction.
49	Noshaba	Are there some differences which you have to optimize and minimize?
50	Niran	Yes I don't expect much more from my head of department and one thing which I expected was that higher education be allowed to us for personal as well organizational developments and for the good will of the organization that this task was acknowledged and he agreed that you should go for M.Phil. and I think so that's good.
51	Noshaba	Let me rephrase my question you would have certainly satisfaction with your job with your work. On other hand your HOD would definitely have certain expectations regarding your work, so what are these expectations?
52	Niran	Sometimes the administrative work which is given to

		us like maintenance of the enrollment of the students, which is the, it think so as I thought earlier in NUML there was no such kind of activity and most of the educational institute is the headache of the administrative personals and it has been assigned to us and I was not expecting this.
53	Noshaba	Are you any basic duties you have perform for your colleagues.
54	Niran	No such things.
55	Noshaba	Do you do anything for your colleagues at your own?
56	Niran	Not more than good will.
57	Noshaba	But as previously you said you would search for books in the market for your colleagues and when you develop course outline for upcoming faculty, don't you think that you will something performing for them.
58	Niran	No, that's my Job.
59	Noshaba	Even search of new books markets?
60	Niran	That is the task from 9 to 3 I am here to do the job. And as it was in the agreement that job can be assign other then teaching. I think so it is ok.
61	Noshaba	You think that is the part of your job?
62	Niran	I didn't think so. But now I have expanded my horizon. Because I am adaptive, adaptive to different things and it was taught to us by our honorable teachers' during management studies being adoptable, flexible and that why because if we don't become adoptable the system will not work. One has to do that and if I am doing within the time 9 to 3 then its ok. No problem. I am young, energetic, dynamic and that is sufficient that if I do it is enhancing my skills, it is enhancing my capabilities that I can take the burden. If I will not take burden now and what would be the time. Definitely in future in will not work hard now.
63	Noshaba	You mention good will, how do you keep that good will with your colleagues.
64	Niran	Like being flexible in the attitude, being flexible and not showing something that I am doing something for them.
65	Noshaba	Do you do something for them?
66	Niran	Some time, some time it happened.
67	Noshaba	For example?
68	Niran	The task was actually assigned to two honorable faculty members and they took two and half months for the completion of that book and they were unable and then (HOD) head of department called me and asked me to get it from them and do it yourself. Mr. Malik go ahead. And I went for that. I took the

		responsibility and I completed that in three days. And the book was sent to Karachi campus or main campus.
69	Noshaba	Is that the same book you were talking about: the development of course outline.
70	Niran	Yes, Two and half months and they were unable. And I completed that in two days and the third day for the editing.
71	Noshaba	You believe that the job is not as lengthy as other people are making or how are you able to do such short time?
72	Niran	Sincerity was required, loyalty with the organization was required. This was the basic phenomena other than that I think they were more capable as well as skillful. Even I am little bit you can say I am an optimum user of computer. Yet I completed that and I coordinated with them. No doubt they did a lot of effort with me and telling me whatever they had done and whatever but that was a labors work, hard work was required. And I did that.
73	Noshaba	Anything which you perform for your students?
74	Niran	Formally I think so that just teaching them rather I will not use word teaching, but sharing my knowledge with them. That's all.
75	Noshaba	Anything which you perform beyond that for your students?
76	Niran	No, again It depends how much you are spending your facilitation programme. Either is just the conventional method. Either it is new modern approach. The formal conventional method with modern approaches. All those thing and I go for not only the conventional method I deliver my lecture conventional method but with flavor of modern approaches so that they can understand about the topics about the courses in all those things. All these things more over I think sharing knowledge I think it sufficient
77	Noshaba	What are the department norms about timings?
78	Niran	Definitely 9am to 3pm. There is a fix time of arrival but no such kind of restriction on leaving the institute.
79	Noshaba	Does anyone notice your coming and going formula?
80	Niran	Yes there is a register which is maintained for attendance early in the morning at 9am.
81	Noshaba	Do you take your work beyond your working hours?
82	Niran	When I leave the institute I leave each and everything. I don't take anything with me to my house.
83	Noshaba	Is a possible to you complete your work within

		working hours?
84	Niran	After the deliverance of lecture in mostly one and two days, three hours working I just complete that work in 30 or 40 minutes and that sufficient. In checking, it takes time about the lecture preparation it takes time but most of the time in preparation so that I can deliver the maximum output which I am learning about exams and all these things. It doesn't make so much difficulty.
85	Noshaba	When you performing certain activities for your colleagues and students, what are the motives behind that?
86	Niran	My national ideology to build the nation. That all.
87	Noshaba	Can something demotivate your to perform all these tasks?
88	Niran	Nothing.
89	Noshaba	Can university built any environment for teachers everyone is willing perform more and more?
90	Niran	Yes, basically what the policies are made if they are not flexible, policies are made for the, of the people, the basic purpose is. So if that particular policy not giving some benefit to the people, it means it should be changed. Or it should be some kind of amendment. If the policies are not such creating such difference those should be abolished and new policies and new approaches should be adopted. Since administration being old approaches and they are inducting new people with new approaches. Here is the difference and there the administration lacks the reinforcement factor for the new people. Like within two or three years, four years new peoples are inducting in the university and they require not conventional but modern things like equipments for the delivery of the lecture as well as other things like motivation factor adoptable adoptability in the attitude of administrator and that is not found. They are conventional people and the higher authorities are not doing anything.
91	Noshaba	When you perform something for students, what outcomes do you get?
92	Niran	Students are very good. They are appreciating always appreciate these things because they want change. They don't want the conventional approach. Those hectic routine and all those things and students want some change. They are bore with those people who use outdated approaches specifically about administration and specifically about few faculty members honorable yet. And I was awarded different kind of shields just within one year. I was awarded

		three shields on various occasions by the students by the head of department and for the appreciation being so adaptable and for being so I was given excellence performance award among all the faculty members in December 2009 here.
93	Noshaba	What are you concern about the work being a male member of faculty?
94	Niran	In teaching nothing makes the difference but in professional corporate sector there is a difference definitely there is the discrimination should not be there. There should not be any kind of discrimination among them.
95	Noshaba	Will there be a difference in concerns you would be a female member of staff?
96	Niran	Being female you are more adaptive to situations, to your colleagues, subordinates than the male it's a natural phenomena that might would happen otherwise there is no difference.
97	Noshaba	Does work fits well with your personal life?
98	Niran	My personal life its up to me that's what I am doing and what I am doing extra and extra means other then my duty hours. Something else like my M.Phill programme and some my competitive examination preparation that is my own headache what why I am including if I say that my profession disturbing my professional life it means I am doing injustice to myself. While I say this because I have taken it as a challenge after 3pm. That's my own personal work so why should I say that or comment that my work is affected. Work is effecting my personal commitments I don't think so. There should not be such kind of attitude.
99	Noshaba	Are your parents being working?
100	Niran	My father is a lawyers and he is practicing in Supreme Court of Pakistan and my mother is house wife.
101	Noshaba	How much importance does your father attach to his work?
102	Niran	He is very hard working person. I think in my opinion whatever kind of adoptability hard work a little flavor even I am inducting in my own professional life. It just because of him. He wake up early 6 o clock in morning goes to court at 8 and then came back at 3 then dealing with clients up to 9 and then he studies for the preparation of his cases from 9 to 2 and 3 and he sleep just four hours and he is 76.
103	Noshaba	What are the factors which have influenced your way of performing your job?
104	Niran	There is a lot of role of my teachers. They brought such inner transformation like work hard. Rather

		work smart as management that is the thing, that is one factor since my personal reason being students of Iqbal and Moulana Room and I used to study their books lecture in my early young life. That enhanced my thoughts. Specifically the concepts of iqbal revolutionize me during my intermediate and like dynamic to work hard for nation building in all these things. It not enhance my knowledge it motivate it was constant force behind me how something for the betterment of my people in the particular and the whole world. Whole community of the different parts of the globe in general.
105	Noshaba	Ok, so these philosophers has guided you...
106	Niran	Yes they definitely, not only but they provided me that motivation force to do more do more. Whenever even I get tired and some kind of hectic definitely I am a human being there is a factor of tiredness and all these things. I go and just open the books of Iqbal “Kuliyat-e-Iqbal” then I study different things two marbles poems “masjid-e-qurtaba” and “Walida marhuma ki yad me” and also himalia and all those things. Specifically “Masjid-e-Qurtaba” which enlightens the past of Muslims and whatever the great poet. The poet of east is expecting the young generation and specifically “Javed ke Nam” when he is addressing his son while he was studying in London or abroad for higher education all those things really do a lot definitely. Ok, I will quote like a little bit stanza of Iqbal. bar tara zandesha e sudo zayan he zindagi Hey kabhi jan aur kabhi taslim e jan hey zindagi. Life is just not the purpose of benefit or loss most of time it is above all this. Even you are saying that there is a loss but still you do more you just for the general cause better cause of the community. You just scarifies your personal losses that all.
107	Noshaba	Thank you so much
108	Niran	Thank you much, so nice of you.

The interview was had to be winded up quickly due to a call for Niran from the management.

Name of interviewee: Fatima

Female Teacher of Private Sector University

Date of interview: _____

Time of interview: 10:00am-10:46am (00:45:26)

Other information: Conducted in Research Office, Library (Female section)

1	Noshaba	Let us start with your Qualification?
2	Fatima	In 2003 after Graduation, I started my MBA from the University. I completed my studies with majors in Marketing and IT. After that in 2009, I decided to take admission in MS. Now I am in second Semester and my specialized area is also marketing. Before MBA I did graduation in psychology and Home Economics from Punjab University, that and completed in 2000. I did F.S.C in Science subjects with Stats, with psychology and with and with mathematic.
3	Noshaba	What was your prime interest subject during F.Sc. and Graduation?
4	Fatima	Actually, by force I took Science otherwise I am very much interested in Humanities subjects. I feel my attitude is more towards social sciences and Humanities, interaction with people and behavioral subjects so I took lot of interest in psychology, in Home Economics, sociology like that subjects. So after graduation that's why I decided to do MBA because I think that MBA is more towards human sentiments. Like it is mixture of different subjects that is why my area of specialization is marketing.
5	Noshaba	You chose it yourself or did you get some guidance or inspiration from somewhere else?
6	Fatima	Yes. Off course at that time MBA had lot of scope or charm. That's why I decided to join that. The second option was psychology but at that time the preference was MBA because of, I have told you mixture of too many subjects and you can say too many fields so that's why I decided to do that.
7	Noshaba	How far your qualification helped you to get the job?
8	Fatima	Yes off course, during my Masters I got two, three options. In my last semester I was working in Advertising Company because my specialized area was marketing. And I felt at that time that I have creative skills like to develop advertising campaigns and marketing campaigns so I decided to involve in advertising agency so I got job there but due to the research work and projects, I could not handle the job for a long time but after MBA I joined in National Commission for Human Development. It is you can say a semi Government organization which is working for the education and health programmers for the people. I joined that .I worked there for three years.

9	Noshaba	Was that job also projects based?
10	Fatima	No, it was not a project based job. I was working as Media officer. My responsibility was to handle all media hubs of interior Punjab and exterior Punjab .I was appointed as media officer of Punjab, I did lot of travelling across Punjab just to handle the media hubs and to do the promotion campaign, to raise the awareness of NCHD. In 2005 I got married .It was a very busy job. No relaxation at all, doing travel across the Punjab. It was very difficult for me to handle that job so I decided to quit that job after marriage. After that I joined Quad-e-Azam International Hospital because my husband is also in the field of Medical, So I decided to do job in Hospital like medical related job but that job was also very hectic and time taking job, so I quit again and I joined this University in 2007.
11	Noshaba	How do you personally feel about this shift from corporate sector to social sector to teaching?
12	Fatima	I tell you frankly that before joining this job I was against the teaching profession. I always thought that it required no competency or learning and that it was not challenging at all. But after joining this university job, my feelings have entirely changed because it's a very challenging job, it's a tough job. So many things like, how to handle people, how to handle students, how to deal with the management, how to organize yourself. It has a variety of things. Imagine how much more challenging it is to repeat the same course in the next semester and you have to make it more interesting, keeping in view new the understanding of the new students. It takes creativity and innovation. It's tough [Laughing] but mind you I discovered all this after being a teacher myself
13	Noshaba	Now when you have become a teacher, what are your feelings?
14	Fatima	I want to continue this profession for a long time because I think it is a very challenging job and sometimes when you feel that you have conveyed something to your younger generation, you are giving something, new ideas, giving a brought up to your younger generation that is why I want to continue this job.
15	Noshaba	Do you think it is different from other professions?
16	Fatima	One day I was studying a research that teaching is the second most difficult profession in the world. Because it is not just about you go into class or you just teach the students but it is all about how you modify the behavior of the students, how you giving them new ideas, how you giving them new directions also. That is why I think it is quite challenging job, because if the receiver is not getting your ideas, not paying attention, that means you

		are failing in this profession. I felt that teaching is quite difficult job and off course different as well. It is different because some time you feel that the Other jobs are very routine-like; office jobs are monotonous but teaching every day you have lot of experiences, meeting different students, handling different types and different natures of people and your interaction with society is somehow more than other jobs. Since I don't have set rules to follow to deal with different kinds of students, I feel immense pleasure in applying my own strategies to cope with different situations
17	Noshaba	So When you were joining the University, did you already know what you will be doing here?
18	Fatima	No. before that I was not expecting, because I did not have any idea about teaching. I felt it is the same job. Just go into the class room and just teach the students but after a year I realized it is quite difficult job, you can say demanding job. It depends on the management. It depends on you. How you do your job .How you perform your task. There are so many teachers who just go casually into the class and taught the students. But my nature is little bit more towards responsibility taking. Before going into the class, I prepare my homework. I have an idea and I have a theme or direction of what to teach.
19	Noshaba	What are the things you like best about being a teacher?
20	Fatima	Social interaction with the students of different mentality, you can say people with different attitudes, different behavior, and when you combine them on a focal point, I think that is a duty of a teacher.
21	Noshaba	Thing you like the least about being a teacher?
22	Fatima	I did not think about that, there is nothing which I like least.
23	Noshaba	So what do you think are the characteristics that make a person an ideal teacher?
24	Fatima	First of all is role model, if teacher is a role model, if teacher has conveyed all the things which he or she has in his/her mind like I want to modify my students behavior, I want to modify the attitudes of the students, so I think that's the characteristics of best or ideal teacher. Teacher is not all about that you just giving them the concepts and theories and just giving them the lengthy lectures, it is all about how you modify the student mentality or behavior according to whatever context you have required, so it's all about.
25	Noshaba	On your job, what are the activities you are performing on daily basis?
26	Fatima	On the job usually preparing the lectures, research work is also included, counseling of students, discipline related problems, identification of students and just the designing

		of the curriculum and courses which I am teaching.
27	Noshaba	Is research-work a part of your job?
28	Fatima	Yes.
29	Noshaba	What kind of the research work?
30	Fatima	Well like if I am giving the articles to students, so I must find out some article, some research regarding the topics which I am teaching during that week or that course.
31	Noshaba	So are your activities same like your other colleagues are performing?
32	Fatima	Yes, Sometimes yes and sometimes no because I have told you that I am not like that teacher who just go in the class casually, sometimes I prefer to find out some new technology, new videos and some other activities, I prefer to find out some new activities for my students, that's why I felt that sometimes mostly teachers did not like these kind of tasks so it's bit different.
33	Noshaba	So when you say counseling and looking for discipline issues, are these all part of your job?
34	Fatima	It's not part of the job, sometimes management assign these tasks, but sometimes when you felt that this student needs my counseling and he have some problems, any behavioral problems, any domestic problems so we call the students in the office and we try to solve their problems, it's not like that it is assigned, we do it by choice.
35	Noshaba	What are the expectations of your H.O.D regarding your work?
36	Fatima	First of all discipline in the class, what we are delivering to our students that requirement is very important and you can say mostly now our H.O.D expects that the teaching methodology must be activity based, if I am teaching and taking the subjects of marketing or the professional module, then must be every task or topic much related with the practical implementation with activities and different projects which are existing.
37	Noshaba	Has there ever been a difference between your expectations with your work and your H.O.D's expectations with your work?
38	Fatima	No I don't think so because I think in my job, the first year was the modification of the behavior, management changed our behavior regarding the teaching methodology, my Dean, my H.O.D also likes the teaching methodology must be activity based, must be practical and we are also doing that, that's why I don't think there is so much difference between both requirements.
39	Noshaba	As a part of your job, do you need to do anything for your colleagues as well?
40	Fatima	Yes, like sometimes my colleagues need, if the topics are similar, we share the material which have been given to the students, if I have some articles then we share those

		articles, like any problem, like any student who is difficult to handle by myself then we mutually handle the student issues, so these are the activities.
41	Noshaba	Are these activities being assigned to you?
42	Fatima	No, but we do that due to our mutual collaboration but sometimes I felt that like Maheen is my colleague and I have more mental or mutual collaboration with her more than others because she is from the same department and others are from different backgrounds, from different subjects, that's why I have less interaction with them but if we talk about inter department then we have collaboration mutually with all, we discuss about all the strategic and business games with them, we share articles, case studies and activities with them.
43	Noshaba	As a part of your job, what are you doing for your students, what you need to perform for them?
44	Fatima	Just my one intention you can say that the priority is that I did not create a gap between myself and my students, like there must be very much collaboration and interaction with my students and one thing is that like I don't want to be lenient or meaning irresponsible in my profession, I want to give best to my students, that is my first priority.
45	Noshaba	What activities you are being assigned to do for your students?
46	Fatima	Not so many activities assigned to us, just one activity is that to consult with the students regarding their projects, regarding their assignments, regarding their course work so this just one activity is assigned to us. This counseling thing is all we are doing by choice, university did not bound us to do the counseling or to do handle the disciplinary issues, this is all we are doing by ourselves.
47	Noshaba	What are the norms of department regarding the working hours and attendance records?
48	Fatima	University norms is more toward the Islamic ethical values, university is focusing on Islamic ethical balance, so this segregated policy is also preferred by the university, male and female interaction is not allowed. [question repeated] Norms usually I think we set by our own selves, university tell us or university bound us but attendance like fair attendance policy, if the students is not present then do mark the absent, this is followed by ourselves and university tells us and the norms are usually take the classes on time, first you can say punctuality issue, second teach the students or try to deliver lectures according to you and according to the subject requirement, this is also considered by university.
49	Noshaba	What are your normal working hours?
50	Fatima	08:30 to 04:30.
51	Noshaba	Does University maintain some attendance for you as

		facility?
52	Fatima	No
53	Noshaba	Does normally employees follow the working hours?
54	Fatima	No.
55	Noshaba	So what are the general practices?
56	Fatima	General practices are that if I have class at 10'O clock so then mostly come at 9'O clock and if I have class at late hours then we go late, usually university practice the timings issues, but our department is little bit flexible about that.
57	Noshaba	So what make it flexible?
58	Fatima	Usually the management, but I think it's also our inner responsibility, I usually prefer to come on time.
59	Noshaba	No one bound you to come on time?
60	Fatima	Yes.
61	Noshaba	So is that flexibility being given to you formally?
62	Fatima	Actually attendance nobody take, that's why you can say it's a relaxation for us. In other departments, faculty also mark the attendance and they strictly follow that policy, that's why they are very punctual but in our department, our management is little bit relaxed, because sometimes we take late classes and sometimes we take early classes so it's usually compensating.
63	Noshaba	Do you carry out your work beyond your working hours as well?
64	Fatima	Yes in some circumstances.
65	Noshaba	Like in what circumstances?
66	Fatima	Sometimes meetings are called or sometimes we arrange the makeup classes that we do after working hours and sometimes we are checking papers, checking at home, even lectures preparing after working hours, usually I prepare my lecture at home.
67	Noshaba	Do you think that your working hours are not enough for that?
68	Fatima	Actually I am studying also that's why sometimes I have timing issues. Mostly I prefer to do my own studies and sometimes I do in the office in the university and at night when I am free I prepare lectures.
69	Noshaba	Any responsibility towards your department or university which you have to perform?
70	Fatima	Before current management, we were performing lot of tasks regarding management issues, we were involved in preparing university's manuals, course outlines, now we are also doing that, course outlines for other subjects and you can say students registrations and this is also assigned by the university or you can say other tasks like promotion campaign of the university, marketing strategies we have to develop for the university, some documentaries we find out for the different subjects, different case studies we

		have to develop for the other courses, this is the responsibility, sometimes we do it by own and sometimes university assign to us.
71	Noshaba	So when you say that you do also what is not assigned to you, why would you like to do that ?.....28:32
72	Fatima	Just to satisfy myself, sometimes I also like to interact with the people to do some things for them, to take responsibilities like beyond my work, that's why I do that.
73	Noshaba	So can you figure out anything which can discourage you to do these all things beyond your job?
74	Fatima	Sometimes time constrains, sometimes domestic reasons may create problems, but otherwise nothing.
75	Noshaba	Do you thing that university can do something to encourage teachers to go beyond their jobs?
76	Fatima	Yes, off course my university encourages me to do the M.S .This is the great contribution of my university because after doing MBA I did not have any urge to carry my studies, university did that, although the motivation or the forces are just to get the growth of the career but after getting the admission in MS I realized that its university which encourages me to do that, after that I decided to do P.H.D just because of the university.
77	Noshaba	So it's your self-development?
78	Fatima	Yes.
79	Noshaba	How far you see the role of H.O.D in influencing people to go beyond their jobs?
80	Fatima	He off course motivates us, one of the factors if H.O.D encourages the facility to solving the problems or regarding office related problem, issues, if he gives them some relaxation, like being a married women I need little bit relaxation in my job, like in time, if H.O.D compensate these problems with me then off course it will give me a lot of motivation and it gives you job security also.
81	Noshaba	Are you hypothetically saying that?..... 31:37
82	Fatima	No, my HOD is doing all this.
83	Noshaba	He is giving you that relaxation?
84	Fatima	Yes.
85	Noshaba	What are the consequences of doing something extra from your job?
86	Fatima	It is all about your motivation, your inner satisfaction, sometimes you want career growth, you want to make your name, you want to make your evaluation, repute that's why you do that. Sometimes my motivation is that student considers me as a good teacher, so that is the motivation for me. I want positive word of mouth.
87	Noshaba	It's a kind of a self motivation?
88	Fatima	Yes, off course, sometimes everybody, every person needs career growth, sometimes when your management restricts you that before doing that you can't get good

		salary, good package or promotion, sometimes it creates negative impact on your motivation level. And other is restrictions. Sometimes you giving them suggestions regarding teaching methodology, but other person did not acknowledge you, it's also create negative impact on your motivation level or on your job.
89	Noshaba	Earlier you mentioned time constrains, suppose when you perform something extra, does it affect your time?
90	Fatima	Yes
91	Noshaba	What are your concerns about working extra rule as a female faculty member?
92	Fatima	It must be acknowledged somewhere else, in my evaluations or you can say regarding management's good books, it must be acknowledged.
93	Noshaba	As a woman, how do you feel about doing all this extra stuff, does it make any difference?
94	Fatima	I don't think that it does make any difference.
95	Noshaba	So would your concern be different if you would be a male faculty member, would you have done your job differently?
96	Fatima	Yes because I have a family, a male also have a family, but some things like carry a baby so sometimes I felt that female must be relaxed than the male, just because of there family issues, there household stuff, that's why they must be a bit relaxed.
97	Noshaba	So has personal life ever affected your choice of working extra role for your colleagues?
98	Fatima	Sometimes yes, when management call late meetings, if we are doing workshop somewhere else, my family also suffers and sometimes my baby is not well, I have guests at my home, sometimes I don't have time due to my household works to prepare the lecture so that's why my work definitely suffer.
99	Noshaba	Ok...?
100	Fatima	Sometimes I decided to do some courses regarding teaching methodology but my husband did not allow me, my household works did not allow me, they bound me not to do that, that's why sometimes suffers.
101	Noshaba	What kind of family structure do you have?
102	Fatima	Separate family system.
103	Noshaba	How many family members are you?
104	Fatima	We are three, my husband, me and my baby
105	Noshaba	When did you get marry?
106	Fatima	Its three years of marriage.
107	Noshaba	And before marriage what was your family structure ?
108	Fatima	Before that I live with parents, my five brother and sisters.
109	Noshaba	So what was your number in your brothers and sisters?
120	Fatima	I am on second one.
121	Noshaba	Both of your parents work?

122	Fatima	Yes, my father was doing business and job also, and my mother is also a teacher.
123	Noshaba	How did you see your parents working?
124	Fatima	They are very hard working than me, I don't think so that I am that much responsibility taker than my parents, specially my mother, in profession she was not as responsibility taker as I am but in other things like house hold works, and the family issues, she is very responsible. (00:37:59)
125	Noshaba	So did you ever try to create a balance between job and work?
126	Fatima	Yes.
127	Noshaba	How much importance that your father pays to his work?
128	Fatima	First of all he was doing office job, when he started his own business and he was not giving time to my job, so he decided to quite that job, he usually told us that I am not doing justice with my business and with my office work, so that's why he decided to quit that job, and he run the business successfully just because of his hard working nature and you can say he was very lenient with people, customer relationship that's why he is very successful in that.
129	Noshaba	How far your parents' pattern of work affected your choice of doing extra for people?
130	Fatima	Especially my mother did not play any role regarding my working behavior but my father did, I told you that he is more towards the social and more towards the interaction with customers like customer relationship, that nature also carried by myself that I like to interact with people, I like to learn the behavior of the people, that all I adopted from my father.
131	Noshaba	How far education played any role in developing your personality like this?
132	Fatima	Yes of course education played a role, but after education my job modified my behavior, I think my job, my career also groomed myself, education also played a role, it also developed my personality, developed my career, developed my thinking, behavior and everything but a great contribution of playing a role in developing my personality that I think is my job and my career. (00:40:56)
133	Noshaba	Are there any other factors which played a role in shaping up your choice of doing more for others?
134	Fatima	Off course society also played a role. You can say you have different motivational elements, you interact with people, society, it gives you a boost, my family also, my husband also, he is also in teaching profession, we mutually discuss the problem or issues, it also gives some encouragement and some to do beyond the job requirements.

135	Noshaba	How far your work fit into your family life?
136	Fatima	I think it's very much fit in my family life, because my husband is also in a teaching profession and I don't have any broad family structure that's why I don't have any problem regarding family. Usually it's happen that I want to go beyond my job like after joining teaching job I decided to do studies from abroad but due to family constrain I can't go, I want to join some courses of faculty development but I can't do that because of family constrains, that's why I think that if I did not have family life so I could perform more than now.
137	Noshaba	Do you think that your role in your family, because you are a mother, is that effect your choice of doing more or less or if your role would be different, you would be a different?
138	Fatima	Yeah it affects, because if I would be a male member I can perform more than now but now I have responsibility of my baby and household but being a male member mostly people don't take household responsibility that's why I could perform better than now if my role would be different. (00:44:59)
139	Noshaba	That's it from myself, you like to say anything at the end about any conclusion?
140	Fatima	you can say there are so many questions, I did not think about that like you asked negative impacts on my job so I did not think about that, now I definitely think that what are the constrains, what are the elements which discourages me and my working behavior and how much my family affected from my job, definitely I will think on it. Thank you very much.

Name of interviewee: Soban
Male Teacher of Private Sector University

Date of interview: _____

Time of Interview: 10:00 am - 10:40 pm (00:37:43)

Other Information: Conducted in the Office of the interviewee

1	Noshaba	Sir let's start with your qualification, please talk me through your qualification?
2	Soban	Currently I am doing my PHD in management from the same university. I have MA, MSC from international Islamic university Islamabad in 1994, 97, and then I joined Quid-e-Azam University for M.Phil studies, in 1997 to 1999, I have been there and I have done my specialization in International trade, with the dubitation of 50 years analysis of Pakistan's economy have given with three different variables international trade, economic growth and foreign direct investment, the impact of foreign direct investment on international trade and economic growth.
3	Noshaba	So basically it was FDI?
4	Soban	FDI and economic growth, I have linked these three variables which have not been done before. Then I have joined the ministry of industries as an economist but you know that here in Pakistan there is lot of stereo type works without any productive, any outcome, so after doing two or three I had spent years over there and we are just making the economic potentials of Pakistan and joint venture with the other industries, with the other countries.
5	Noshaba	Did you join academic as a second job?
6	Soban	Yes, after that side by side I was also doing my teaching as a visiting faculty member in Fauji Foundation University at graduate and post graduate level, both.
7	Noshaba	So you worked there for three years?
8	Soban	Yes, up to three years, up to 2005 and then I have joined one consultancy here in Islamabad and the main objective of that joining was to just to know the practical things and how can apply the economic theories in the practical life. So I have spent six months there on consultancy and then I have joined this University.
9	Noshaba	Let's go back to your qualifications, have you always studied economics?
10	Soban	Yes.
11	Noshaba	Was that your own interest or someone guided you to do that?
12	Soban	No, when I was in intermediate, my elder brother was doing his masters from Canada in economics and luckily I was at the top in college, so my father was also a professor of Islamiyat in a college, so they have consulted

		my brother that which direction he have to go.
13	Noshaba	So your brother guided you for your qualification?03:33
14	Soban	Yes, because his own subject were these, Arabic and economics in graduation and then again I have developed my interest in economics.
15	Noshaba	So were you happy on the decision?
16	Soban	Yes, I was totally happy.
17	Noshaba	So you were M.phil when you joined teaching?
18	Soban	Yes.
19	Noshaba	Did your qualifications help you to get the job?
20	Soban	Definitely it happened, basically when you are into the new theories in economics, new dimensions of the different aspects.
21	Noshaba	So tell me little about your job history, did you start from ministry of industry or before that you were doing something?
22	Soban	No, I was also doing my teaching work.
23	Noshaba	Was that your first job in ministry of industries?
24	Soban	Yes. I started my career from ministry of industries.
25	Noshaba	okay you started your career from ministry of industries and you worked there for three years?
26	Soban	Yes.
27	Noshaba	What was the interest to join teaching?
28	Soban	As I said earlier that this is in our genetic, because my father he was also a professor, my elder brother, he was also a professor, we are five brothers and almost all in field of education.
29	Noshaba	They are all teaching at college level?
30	Soban	Yes, at college level, except my eldest brother, he has done his PHD from Cessel state university and then he has joined international Islamic university, he has also joined in abroad like in Kazakhstan Suleyman Demirel University and then university of Bahrain.
31	Noshaba	So what are the general feelings about being a teacher, how do you feel about it?
32	Soban	There are two things I feel, one is regarding to the social status, as far as the social status concern you know that this is called poor class, teachers, they are considered as those people who are the public servants, they are consider as a poor class, so they are not given as much social status as they deserve, as compared to any person who is from the bureaucracy or from any other discipline so they are given just because of their power because they have some power in their hands but we have just power of knowledge, so one thing is this. Second the people who are in this profession, this is very good profession for those who don't want to deceive any other person, who want to make any kind of good faith or who

		want to make some good contribution, so I feel happy regarding to this end mean, as well as our Islamic prospective so we are far better as compare to those people who are getting just ordinary benefits of this world, so from this prospective we are also thinking.
33	Noshaba	Do you think the teaching as a career is different than other professions?
34	Soban	Yes, it is quite different as compare to other professions.
35	Noshaba	Okay....?
36	Soban	There are some provisions in the sense like the public contribution that what you are giving to the general public and the other people they are self centered, self interested, our inner world we have more interaction with the general public as compare to others.
37	Noshaba	Did you always dream of becoming a teacher, was that an intentional shift from industry to teaching?
38	Soban	No, as I mentioned it's a genetic affect that we are quite good in teaching.
39	Noshaba	So did you always know that I am going to be a teacher?
40	Soban	Yeah, I know from my own abilities because I have spent one and half year in Lahore after doing my M.Phil, before joining this ministry of industries as a visiting faculty member as I am generally. So whenever I go any institution so I just call upon them that okay if the students are satisfied with my teaching, my teaching style or with my attitude, so then you can give me the job or you can offer me the job. So it means I would be quite confident on myself, on my education.
41	Noshaba	So that was your personal choice to become a teacher.
42	Soban	Yes.
43	Noshaba	When you were joining this university, the current one, did you exactly know what activities you are going perform here?
44	Soban	Yes I knew, because I was also working as a visiting faculty member in the Fauji foundation university so I knew that what will be the responsibilities over there.
45	Noshaba	Did you face any dissonance when you actually joined or you found everything according to your expectations?
46	Soban	No, you know that no place would be the ideal place, I mean there are some deficiencies, there are some plus point, there are some negative so you have to accommodate according to those environments.
47	Noshaba	Yeah...
48	Soban	No, I don't think so.
49	Noshaba	Being a teaching what is the thing you like the best?
50	Soban	There are three things what I think. One is that the person who wants to become a teacher must be well equipped regarding to his knowledge, I mean well educated and he must have the command on his subject.

		Secondly he must be ethically well equipped, he must not do any loose talk with the students, I mean loose behavior he show to his students or his colleagues or his other staff members, so these two things, these are very affective whenever one person want to join this profession and thirdly they should be know some sort of individualism or no personal grudge you know during the class there are different mentalities who are in front of you and you must have the patience and you must have to listen them that what they want to say.
51	Noshaba	So what is the best thing being a teacher, that because of this thing you want to stay in this profession?
52	Soban	One thing is Tatme inal Qaloob (Self satisfaction), it means your heart must be in peace.
53	Noshaba?
54	Soban	Yeah. I feel quite peace.
55	Noshaba	What is the thing you like the worst about being a teacher?
56	Soban	That is status, all these teachers, they are low paid, as compared to the inflationary pressures, whenever we see the unemployment situation in the country so we feel better regarding to this and you know in our Quran that is whenever you are paying shukar so Allah will definitely give you more.
57	Noshaba	Who do you think that ideal teacher are or what characteristics make a person an ideal teacher?
58	Soban	Number one he must be quite punctual, number two he must be quite friendly with the students so that students may not feel any kind of gap between the them and the teacher and third thing is that he must have to identify himself, self esteem he must have to maintain, in other words he must not lose talk with the student, ethically he must be quite well.
59	Noshaba	So what I perceived is that ethics are really very important for a teacher.
60	Soban	Yes.
61	Noshaba	Is that important for another profession as well?
62	Soban	For other profession definitely, I think it could be quite important, because when you are grooming the students, if you are not the symbol of those ethics so how you can inculcate to the student, charity begins at home so if you are not showing that kind of greatness, mean anything which hurting or which is going away from the brackets of the ethics, so how you can guide any other person if you are not the symbol of that.
63	Noshaba	So can you tell me what activities you perform on daily basis in you university?
64	Soban	In daily routine matters normally I am delivering the lecture, there are two courses which I am teaching,

		managerial economics to two sections and that teaching load has been decreased because of my enrolment in PHD, so before that I was teaching four courses, so one thing is delivering the lectures, secondly I am also the coordinator in the internship programs here, I am also making the liaison between the university and industry and the other commercial institutes so that I can send the graduate students for the internship program. Earlier I thought it was unfair and that some person from administration should perform this task. But now I have started enjoying this side of the job as well. It's as if I am doing something for my university. What I feel relieved about is that at least I don't have to coordinate the staff in the department, since many other universities will ask their faculty members to perform this duty as well
65	Noshaba	So are these all roles being assigned to you?
66	Soban	Yes, these are all being assigned by H.O.D.
67	Noshaba	Do you think that these are the same tasks other teachers are performing or you are doing something extra?
68	Soban	No, it is vary from person to person, I am senior lecturer over here, so those people who are the associate professors, they have not been given such kind of tasks, so who are coming at the very beginning stage, at early stage of joining the university so they are being given like internships program coordinator or research coordinators or such kind of things.
69	Noshaba	so these all duties are basically assigned, is there something which you do and not assigned to you?
70	Soban	Our primary responsibility is to deliver the lecture and in addition to that anything which has been assigned by the H.O.D so we are bound to do that.
71	Noshaba	So you stick yourself to whatever being assigned to you?
72	Soban	Yes, definitely.
73	Noshaba	What are the expectations of your H.O.D regarding your work?
74	Soban	Primary objectives we must have to meet like you have to come on time and you have to deliver the lectures, sufficient regarding to the course requirement, we have to use the audio video or the electronic tools while delivering the lecture, we have to inculcate them with the help of the latest case studies, so all these things, these are the expectations.
75	Noshaba	Has an ever been some difference in the expectations of H.O.D and your expectations with your work?
76	Soban	As far as our basic responsibilities are concern so both are same, I also agree with him regarding to inculcating to the students that we must have to give them our best

		knowledge, I am not only responsible to my H.O.D, I am also responsible to my God, so if I am making any kind of misdeeds or any kind of mischief regarding to my responsibilities so my inner self structure that would be disturbed, so I never make any kind of action or any kind of deed which is not expected of me.
77	Noshaba	So as a part of your job, are there some compulsory responsibilities towards your colleagues?
78	Soban	No, there is no such kind of compulsory responsibly.
79	Noshaba	So is there something which you do, which is not compulsory, but you do for your colleagues?
80	Soban	You see I told you that soon after I shifted from corporate to academia; I started working on the liaison between my department and the corporate sector. Being a man it was not a problem for me to spare time after duty hours, visit different offices, and have lunches and dinners outside with the professionals. It's nearly impossible for the female faculty to perform these activities anyways because they are bound in various ways for example going home on time and ect. Other male colleagues also perform such things. I don't say that my female colleagues do not do anything but just a few things where it takes to go out of the way is difficult for them. Otherwise the way they give time to students' affairs is remarkable. Other than that I am doing, like the information sharing about the scholarship, like conferences, like jobs at the international forums, so I am also sharing with the other colleagues.
81	Noshaba	What are your prime responsibilities towards your students?
82	Soban	Prime responsibility is that they must have to know what substance of subject matter is, they must have to know.
83	Noshaba	So is there something more than that you perform for your students?
84	Soban	For student benefits I am also making photocopies of the latest case studies, so that the business graduates can understand what is happening in the real world. Similarly some articles which are quite important and they are quite relevant to their studies. If you say these are the requirements, No they are not by the university or anyone but I am doing it because I have seen the benefits of these methodologies. But maybe it varies course to course so not all teachers will do that. We are also conducting one seminar regarding the course. For example, managerial economics I am teaching nowadays, you know we are studying the market structure so I am taking one dignitary from the Competition Commission of Pakistan (C.C.P) who will speak on how they are regulating the price and other matters, and how they are

		against the cartelization of the law
85	Noshaba	So is that seminar compulsory thing for you?
86	Soban	No, that is not compulsory; it's optional just for the convenience of the students, so that they learn more.
87	Noshaba	What are the departmental norms regarding the working hours and attendance record?
88	Soban	You know that we are in an army bureaucratic style. This is the arm forces institution so they are much disciplined and they treat us like we are not civilians, we are also in the Armed forces. So most of the things those are quite better for us, like we have to be punctual so that should be quite better for us, similarly daily we have to mark the attendance, I think this would not be the case in the other universities like public sector universities, mean I have not seen in the Quid-e-Azam university that any person or any professor who is making the sign on the register, nobody taking care but here some sort of compulsion.
89	Noshaba	On what time the office starts?
90	Soban	Office starts at 8'0 clock.
91	Noshaba	No matter you have a class or you don't have a class?
92	Soban	No, before 2 to 3 years, when our Dean he has come from England so he has broken this culture that we are not in a corporate culture, we have to be here at 8 O' clock and we have to leave at 3 O'clock, this is not a company, this is a university so university mean any person who have the class at 11 O'clock so he must be here at 11 O'clock, means it's not compulsory for him to come at 8 O'clock and then he have to wait up to three hours for his class, this is not compulsory but now it would be, it's flexible.
93	Noshaba	Are you enjoying this flexibility?
94	Soban	Yes we are.
95	Noshaba	So do you carry out your work beyond the working hours?
96	Soban	Yes.
97	Noshaba	In what circumstances?
98	Soban	Whenever I have to do some research work, I have to achieve any target regarding to time bar which has been given by the admission section or any examination section that you have to submit your papers for example within 72 hours. Normally they give 72 hours, so it's don't matter how many number of students they are teaching but just they have given 72 hours.
99	Noshaba	You have to mark all that within 72 hours, so in that case do you take your work at home?
100	Soban	I can but that concentration level that has been reduced whenever we work at home, mean this is fair judgment which we have to do because the students are very sticky regarding to marks.
101	Noshaba	What motivate you to do these activities when these

		activities are not assigned to you, why would you tend to do that?
102	Soban	Just for the convenience of the students, actually two things which I feel are the motivators for me that what we have learned from our ancestors that any responsibility which has been given to you, you must have to pay that responsibility or you have to accomplish that responsibility with the best of your abilities so one thing is that, secondly I also making fear in my mind that what activity which I am performing either it is in favor of the students or for the teachers or for the prosperity, for the betterment of any other person, so from Islamic prospective I am also feeling this thing that any benefit which you can give to any other person, I think that would be quite beneficial.
103	Noshaba	Ok...
104	Soban	I am not making any expectation from that, just for welfare of the youngsters.
105	Noshaba	So what are the results when you do all these things?
106	Soban	Just my own satisfaction.
107	Noshaba	Have you ever come across the negative consequences of doing all that extra stuff?
108	Soban	Yes once I have to face that negative consequences, I have called up here Mr.Khalid Mirza, he was the chairman CCP Competition Commission of Pakistan, in the university they have the keys over there in the court of CCP, so when he has come over here and he has set many things, so the director as well, they have called me that why you have invited Mr.Khalid Mirza, you don't know that we have the case of computers, they have laptop computer, mean before that the laptops those were quite compulsory for the new entrance over here, any person or any student who is coming to the university he have to purchase this laptop and they are getting the installments, in market that laptop was available around 50 thousands, but they are selling that up to 80 thousands, so Khalid Mirza he has given them the letter of explanation that why are you doing such kind of activities with the student who don't want, so why are you compelling him to buy this laptop. So because of this thing they say that this person have some link with the CCP chairman so he has intentionally called upon him, so this is not the case, my intention was providing convenience for the students, so then that problem has been solved with the interaction of our H.O.D.
109	Noshaba	So what kind of family structure you have?
110	Soban	I have four kids.
111	Noshaba	How old are they?
112	Soban	Eldest one is 12 years old, then 9, 7, and the youngest is

		6 year old.
113	Noshaba	Have both of you parents been working?
114	Soban	No, only my father works, and he was a professor but now he is retired.
115	Noshaba	How did you see your father working, how much importance that he placed with his work?
116	Soban	He was very honest regarding to his work and he also give the same guidance for us that we must have to be quite honest with the responsibility which has been given, he were quite punctual, he were quite knowledgeable and ethically well, and he is my ideal.
117	Noshaba	So he might have affected your personality.
118	Soban	Yes definitely, he has groomed me, what I am that just because of my Father.
119	Noshaba	How much role do you see of education on your personality building on the way you are performing you job?
120	Soban	There are two aspects regarding to education, one is from the learning prospective that we are learning just for getting the degree and second is the personality development. So whenever you are making some sort of interaction with other people then you see that which one is better, better performer as compare to others, so if you have some sort of curiosity in you mind so then definitely you adopt that norm which the other person is performing, with the help of education you can join that communities who are educated and they have better norms and but we are presuming.
121	Noshaba	What other factors have played some role in your personality building and the way you perform your work?
122	Soban	As I mentioned earlier that I have the interaction with the general public and very decent people I have in my social circle so when I see them I feel quite happy and I also make the judgment of myself that how much I can perceive from them. So this thing is the continue process, personality development is the continue process, mean it has no end.
123	Noshaba	Your work ever affected your personal life?
124	Soban	Absolutely that is also affecting me, sometimes some commitments, some meetings, which has been directed by the H.O.D or by the director or by out chancellor, so we have to be there.
125	Noshaba	Has your personal life affected your work as well?
126	Soban	Not all the time, but sometimes, mean if I have some sort of family engagements and I have also some pending works, then definitely I prefer to accomplish that pending work and then I go to them.
127	Noshaba	Do you see that your style of working would be different if you would be female member of faculty?

128	Soban	Definitely, total scenario would be changed. For example if I place myself as a woman so you know that the activities would be quite different as compare to male member, like I have to cook early in the morning, I have to take care of my kids, I have to take care of my husband, all responsibilities that would be totally inversed.
129	Noshaba	Does your work fits well into your personal life?
130	Soban	In the corporate sector definite it fits, but you know whenever you are in the corporate sector so then you have to accomplish the tasks and you have to work under pressure, you have to keep happy your boss and you have to accomplish all the tasks which have been given by your immediate boss, but here that in the university there is no such kind of culture, you are the judge for yourself, if you are performing well so your inner self that would be got satisfied and you will feel that your heart is quite in peace, and if you are making some sort of diversion from your true path so then definitely you would be disturbed and overall person is very conscious for his repute basically in this institution, that what the other people think over yourself, so we also have to save that image.
131	Noshaba	Sir what do you think that the university should do to encourage people to perform extra bit of work beyond teaching?
132	Soban	There are some motivational theories like we have to give the financial incentives to them like we have to give some other benefits, whenever the university culture is research oriented so then definitely you see that the people they will take the interest in the research activities and they can also get some projects from the corporate sector so whenever some sort of financial benefits they will get, definitely they will encourage.
133	Noshaba	How much role do you see of H.O.D in influencing such culture in the department?
134	Soban	H.O.D is just joining intermediately role between the administration as well as the faculty, mean most of the decisions which have been taken by the H.O.D, those are directed by the administration and if the administration, they are same, anything which is quite against the faculty, so faculty is not in a position to accomplish that task. For example last year they had sent us many circulars regarding the timings, like we have to be there at 8 up to 4, now we see this thing, we are keeping it in the dustbin because nobody is taking care about that, as well as the H.O.D influence is concerned so there primary focus would be or they are making the emphasis on our primary objective that as I have mentioned earlier

		that you have to deliver your lecture, you have to go with the modern techniques, electronics you have to use.
135	Noshaba	Alright that's it from my side. Thank you very much for your time
136	Soban	Thank you very much indeed