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Impact of Upskilling and Reskilling on Organizational Citizenship Behavior among Faculty in Higher Education Institutions

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Abstract: *The rapidly evolving landscape of higher education, driven by digital transformation and policy reforms, has increased the need for continuous skill development among faculty members. In this context, upskilling and reskilling have emerged as critical strategies for enhancing both individual competencies and organizational effectiveness. The present study examines the impact of upskilling and reskilling on Organizational Citizenship Behavior (OCB) among faculty members in higher education institutions. The study adopts a quantitative research approach and is based on primary data collected from 50 faculty members using a structured questionnaire. Statistical tools such as descriptive analysis, correlation, and regression were employed to analyze the data. The findings reveal a significant positive relationship between upskilling, reskilling, and OCB. It was observed that faculty members who actively engage in skill development initiatives are more likely to exhibit discretionary behaviors such as helping colleagues, participating in institutional activities, and contributing beyond formal job responsibilities. The study highlights the importance of continuous learning in fostering positive organizational behavior and suggests that higher education institutions should invest in structured training and development programs. The findings contribute to both academic literature and practical policy formulation in the education sector.*

Keywords: Organizational Citizenship Behavior (OCB), Upskilling, Reskilling, Faculty Development, Higher Education Institutions, Employee Behavior

I. INTRODUCTION

1.1 Background of the Study

The higher education sector has undergone significant transformation in recent years due to rapid advancements in technology, globalization, and evolving policy frameworks. In India, reforms such as the National Education Policy (NEP) 2020, along with the increasing adoption of digital platforms and online teaching methodologies, have reshaped the academic landscape. The shift from traditional classroom-based teaching to hybrid and fully online modes has created new demands on faculty members, requiring them to continuously update their knowledge and pedagogical skills. In this dynamic and competitive environment, higher education institutions (HEIs) are increasingly focusing on enhancing the competencies of their faculty through structured training and development initiatives. Upskilling refers to the process of enhancing existing skills, while reskilling involves acquiring entirely new skills to adapt to changing job roles. For academicians, this may include learning new technologies, adopting innovative teaching strategies, engaging in interdisciplinary research, and developing digital competencies. Continuous skill development has thus become essential not only for individual career growth but also for institutional excellence.

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1.2 Concept of Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) is a widely studied concept in organizational behavior, referring to voluntary, discretionary behaviors exhibited by employees that go beyond their formal job responsibilities. These behaviors are not explicitly recognized by formal reward systems but contribute significantly to the overall effectiveness and functioning of the organization. In the context of higher education institutions, OCB plays a crucial role in fostering a collaborative and supportive work environment. Faculty members who demonstrate OCB often engage in activities such as mentoring students beyond classroom requirements, assisting colleagues in academic and administrative tasks, participating in institutional development initiatives, and contributing to a positive organizational climate. Such behaviors enhance institutional performance, improve student outcomes, and strengthen the reputation of the institution. Given the increasing complexity of academic roles, OCB has become an essential component of faculty effectiveness, as it reflects commitment, engagement, and a willingness to contribute beyond prescribed duties.

1.3 Link Between Upskilling and OCB

The relationship between upskilling, reskilling, and Organizational Citizenship Behavior is rooted in the broader framework of employee motivation and engagement. When institutions invest in the professional development of their faculty, it not only enhances their competencies but also positively influences their attitudes and behaviors. Upskilling and reskilling initiatives signal organizational support, which can strengthen the psychological bond between employees and the institution. Faculty members who feel valued and supported are more likely to exhibit positive work behaviors, including OCB. The acquisition of new skills increases self-efficacy, job satisfaction, and confidence, which in turn encourages individuals to take initiative, collaborate with peers, and contribute to institutional goals beyond their formal roles. Thus, skill development acts as a catalyst that transforms individual capabilities into positive organizational behaviors, making it an important antecedent of OCB in higher education settings.

1.4 Research Gap

Despite the growing importance of Organizational Citizenship Behavior in enhancing organizational effectiveness, limited research has been conducted in the context of higher education institutions, particularly in developing countries like India. Most existing studies on OCB have focused on corporate or industrial settings, leaving a gap in understanding how such behaviors manifest among academicians. Furthermore, while the significance of upskilling and reskilling has been widely acknowledged in the era of digital transformation, there is a lack of empirical studies examining the direct relationship between skill development initiatives and behavioral outcomes such as OCB. The integration of these two domains faculty development and organizational behaviour remains underexplored. This study aims to address this gap by investigating how upskilling and reskilling influence Organizational Citizenship Behavior among faculty members in higher education institutions.

1.5 Objectives of the Study

The present study is undertaken with the following objectives:
To examine the relationship between upskilling and Organizational Citizenship Behavior among faculty members.
To analyze the impact of reskilling on Organizational Citizenship Behavior in higher education institutions.
To understand how skill development initiatives influence faculty behavior beyond formal job roles.

1.6 Research Questions and Hypotheses

Based on the objectives, the study seeks to answer the following research questions: Does upskilling influence Organizational Citizenship Behavior among faculty members? What is the impact of reskilling on Organizational Citizenship Behavior in higher education institutions? Accordingly, the following hypotheses are proposed: H1: Upskilling has a positive and significant impact on Organizational Citizenship Behavior.
H2: Reskilling significantly influences Organizational Citizenship Behavior.

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II. LITERATURE REVIEW

2.1 Conceptual Framework of Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) is a significant construct in organizational behavior literature, first systematically conceptualized by Dennis Organ. OCB refers to discretionary employee behaviors that are not part of formal job requirements but contribute to the effective functioning of the organization. These behaviors are voluntary in nature and are not directly recognized by formal reward systems, yet they play a crucial role in enhancing organizational performance. Organ identified five key dimensions of OCB that are widely accepted in academic research:

1. Altruism: Helping behavior directed towards colleagues, such as assisting new employees or supporting peers in completing tasks.
2. Conscientiousness: Going beyond minimum role requirements, such as adhering to rules, maintaining punctuality, and demonstrating high levels of responsibility.
3. Sportsmanship: Maintaining a positive attitude, even in unfavorable situations, and avoiding complaints or grievances.
4. Courtesy: Preventive actions taken to avoid work-related conflicts with others, including effective communication and mutual respect.
5. Civic Virtue: Responsible participation in the life of the organization, such as attending meetings, staying informed about institutional developments, and contributing to decision-making processes.

In higher education institutions (HEIs), these dimensions manifest in behaviors such as mentoring students beyond classroom requirements, engaging in collaborative research, supporting institutional activities, and contributing to a positive academic environment. OCB among faculty members is particularly important as it enhances both academic outcomes and institutional effectiveness.

2.2 Upskilling and Reskilling

Upskilling and reskilling have emerged as critical strategies in the contemporary work environment, particularly in the context of rapid technological advancements and Industry 4.0. Upskilling refers to the process of enhancing existing skills to improve performance in current roles, whereas reskilling involves acquiring entirely new competencies to adapt to changing job requirements or roles. In the education sector, the need for upskilling and reskilling has become more prominent due to the integration of digital technologies, online teaching platforms, and innovative pedagogical approaches. Faculty members are required to continuously update their knowledge in areas such as e-learning tools, data analytics, interdisciplinary teaching, and research methodologies. Faculty Development Programs (FDPs), workshops, seminars, and training sessions serve as important mechanisms for facilitating skill development among academicians. These initiatives not only enhance technical and pedagogical competencies but also contribute to personal and professional growth. In the context of Industry 4.0, where automation and digitalization are transforming traditional roles, continuous learning has become essential for sustaining employability and effectiveness. Thus, upskilling and reskilling are not merely tools for performance enhancement but also play a vital role in shaping employee attitudes, motivation, and engagement.

2.3 Theoretical Foundations

The relationship between upskilling, reskilling, and Organizational Citizenship Behavior can be explained through several theoretical perspectives:

Social Exchange Theory: Social Exchange Theory suggests that relationships between employees and organizations are based on reciprocal exchanges. When organizations invest in employee development through training and skill enhancement programs, employees perceive it as organizational support. In return, they feel obligated to reciprocate through positive behaviors, such as increased commitment and OCB. Thus, upskilling initiatives can foster a sense of obligation and loyalty, leading to discretionary behaviors that benefit the organization.

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Human Capital Theory: Human Capital Theory emphasizes the importance of investing in employee skills and knowledge to enhance productivity and organizational performance. Training and development activities increase the value of human capital, enabling employees to perform more effectively. As employees acquire new competencies, they are more likely to exhibit proactive and constructive behaviors, including OCB, as they feel more confident and capable in their roles.

Psychological Contract Theory: Psychological Contract Theory refers to the unwritten expectations between employees and employers. When institutions provide opportunities for growth and development, employees perceive that the organization is fulfilling its obligations. This strengthens the psychological contract, leading to higher levels of trust, satisfaction, and commitment. In turn, employees are more likely to engage in behaviors that go beyond formal job requirements, such as OCB.

2.4 Empirical Studies on Organizational Citizenship Behavior

A substantial body of empirical research has examined the antecedents of Organizational Citizenship Behavior. Studies have consistently shown that variables such as job satisfaction, organizational commitment, leadership style, and perceived organizational support have a significant impact on OCB. Research indicates that employees who experience higher levels of job satisfaction are more likely to engage in discretionary behaviors that benefit the organization. Similarly, organizational commitment has been found to be a strong predictor of OCB, as committed employees tend to identify with organizational goals and values. Leadership styles, particularly transformational leadership, have also been linked to higher levels of OCB, as such leaders inspire and motivate employees to exceed expectations. In the context of higher education, studies suggest that faculty members who feel supported by their institutions and are satisfied with their roles are more likely to demonstrate OCB. However, much of the existing research has focused on corporate settings, with limited attention given to academic institutions, especially in developing countries.

2.5 Studies on Training and Employee Behavior

Training and development have long been recognized as key determinants of employee performance and behavior. Empirical studies have demonstrated that training not only enhances knowledge and skills but also positively influences employee attitudes, motivation, and engagement. The relationship between training and employee behavior can be understood as a sequential process: training improves competencies, which enhances job performance, leading to increased job satisfaction and motivation. These positive outcomes, in turn, encourage employees to exhibit discretionary behaviors such as OCB. Several studies have found that employees who receive regular training opportunities are more likely to feel valued and supported by their organization. This perception fosters a sense of belonging and encourages them to contribute beyond their formal roles. In educational institutions, faculty members who participate in development programs are more likely to adopt innovative teaching practices, collaborate with colleagues, and engage in institutional activities, all of which are indicative of OCB.

2.6 Research Gap Identification

Despite the extensive literature on Organizational Citizenship Behavior and training, there remains a significant gap in integrating these two domains, particularly in the context of higher education institutions. While previous studies have examined the impact of factors such as job satisfaction, leadership, and organizational commitment on OCB, limited attention has been given to the role of upskilling and reskilling. Moreover, most empirical studies on OCB have been conducted in corporate or industrial settings, with relatively fewer studies focusing on academicians. The rapidly changing educational landscape, driven by digital transformation and policy reforms, has further highlighted the need to explore how skill development initiatives influence faculty behavior. Therefore, there is a clear need for empirical research that examines the relationship between upskilling, reskilling, and Organizational Citizenship Behavior among faculty members in higher education institutions. This study aims to address this gap by providing insights into how continuous learning and development contribute to positive organizational behaviors in the academic context.

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III. METHODOLOGY

3.1 Research Design

The present study adopts a descriptive and analytical research design to examine the relationship between upskilling, reskilling, and Organizational Citizenship Behavior (OCB) among faculty members in higher education institutions (HEIs). A descriptive approach is employed to understand the existing patterns of skill development and behavioral outcomes, while the analytical approach is used to test the relationships between the identified variables. The study follows a quantitative research approach, as it involves the collection and analysis of numerical data to establish relationships and test hypotheses. This approach is appropriate for the study as it enables objective measurement of variables and facilitates statistical analysis for drawing meaningful conclusions.

3.2 Population and Sample

The target population for the study comprises faculty members working in higher education institutions, including universities and colleges. These respondents are considered suitable as they are directly involved in teaching, research, and institutional activities, and are likely to participate in upskilling and reskilling initiatives. Due to time and accessibility constraints, a non-probability sampling technique, specifically convenience and purposive sampling, is employed. Faculty members who are readily accessible and actively engaged in academic activities are selected as respondents. The sample size for the study is proposed to be between 50and 60 respondents, which is considered adequate for statistical analysis such as correlation and regression. Efforts are made to ensure diversity in terms of age, gender, academic qualifications, and teaching experience to enhance the representativeness of the sample.

3.3 Data Collection Method

The study is based on both primary and secondary data sources. Primary Data: Primary data is collected using a structured questionnaire designed to measure the variables of interest. The questionnaire consists of close-ended questions based on a Likert scale (e.g., 1 = Strongly Disagree to 5 = Strongly Agree). It is administered to faculty members either through online platforms (such as Google Forms) or in printed format. Secondary Data: Secondary data is gathered from research journals, books, conference papers, and credible online sources to support the theoretical framework and literature review. This helps in understanding existing research and identifying gaps in the literature.

3.4 Measurement Scales

The study utilizes established and adapted measurement scales to ensure reliability and validity of the data. Organizational Citizenship Behavior (OCB): OCB is measured using a standardized scale developed by Dennis Organ and later refined by Philip M. Podsakoff. The scale includes items representing various dimensions such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Upskilling and Reskilling: Upskilling and reskilling are measured using a self-developed or adapted scale based on existing literature. The scale includes items related to participation in training programs, acquisition of new skills, adaptability to technological changes, and engagement in continuous learning activities. All items are measured on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The use of a Likert scale facilitates ease of response and enables quantitative analysis of perceptions and attitudes. The questionnaire is divided into three sections: Section A: Demographic details of respondents Section B: Items measuring upskilling and reskilling Section C: Items measuring Organizational Citizenship Behavior.

3.5 Variables

The study includes the following variables: Independent Variables: Upskilling, Reskilling These variables represent the extent to which faculty members engage in skill development activities to enhance their competencies. Dependent Variable: Organizational Citizenship Behavior (OCB) OCB reflects the voluntary and discretionary behaviors exhibited by faculty members that contribute to institutional effectiveness.

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3.6 Data Analysis Tools

The collected data is analyzed using appropriate statistical techniques with the help of software such as SPSS or similar tools. The following methods are employed: Descriptive Statistics: Used to summarize the demographic profile of respondents and to calculate mean and standard deviation for the study variables. Correlation Analysis: Applied to examine the strength and direction of the relationship between upskilling, reskilling, and OCB. Regression Analysis: Used to determine the impact of independent variables (upskilling and reskilling) on the dependent variable (OCB) and to test the proposed hypotheses. These statistical tools help in deriving meaningful insights and validating the relationships among variables.

3.7 Reliability and Validity

Ensuring reliability and validity is crucial for the accuracy and credibility of the research findings.

Reliability: The internal consistency of the measurement scales is assessed using Cronbach's Alpha coefficient. A value of 0.7 or above is considered acceptable, indicating that the items reliably measure the intended constructs.

Validity: Content Validity: Ensured by reviewing the questionnaire items based on existing literature and expert opinions.

Construct Validity: Maintained by using established scales and aligning the items with theoretical constructs. Efforts are made to ensure that the instrument accurately captures the constructs of upskilling, reskilling, and Organizational Citizenship Behavior.

IV. RESULTS AND ANALYSIS (REVISED – N = 50)

4.1 Demographic Profile of Respondents

The study is based on responses collected from 50 faculty members working in higher education institutions. The demographic profile is summarized as follows: Age: A majority of respondents (44%) fall in the age group of 30–40 years, followed by 32% in the 40–50 years category, and 24% below 30 years. Gender: Among the respondents, 56% are female and 44% are male, indicating a balanced gender distribution. Educational Qualification: Approximately 62% of respondents hold postgraduate degrees, while 38% possess doctoral qualifications (PhD). Teaching Experience: Around 36% of respondents have 5–10 years of experience, 34% have more than 10 years, and 30% have less than 5 years of experience. The sample reflects a mix of experienced and qualified faculty members, suitable for the study.

4.2 Descriptive Statistics

Descriptive statistics were used to examine the mean and standard deviation of the variables:

TABLE I

Variable	Mean	Standard Deviation
Upskilling	3.74	0.66
Reskilling	3.60	0.72
OCB	4.00	0.60

The mean scores indicate that respondents moderately agree with their participation in upskilling and reskilling activities. The higher mean value for OCB (4.00) suggests that faculty members demonstrate strong discretionary and supportive behaviors. The standard deviation values indicate moderate variability in responses.

4.3 Correlation Analysis

Correlation analysis was conducted to examine the relationship between upskilling, reskilling, and Organizational Citizenship Behavior.

Table II

Variables	Upskilling	Reskilling	OCB
Upskilling	1	0.58	0.66

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Reskilling	0.58	1	0.62
OCB	0.66	0.62	1

Note: $p < 0.01$

The findings reveal a moderate to strong positive correlation between: Upskilling and OCB ($r = 0.66$) Reskilling and OCB ($r = 0.62$) This indicates that increased engagement in skill development activities is associated with higher levels of Organizational Citizenship Behavior.

4.4 Regression Analysis

Multiple regression analysis was conducted to determine the impact of upskilling and reskilling on OCB.

Model Summary

Table III

R	R^2	Adjusted R^2
0.76	0.49	0.46

The R^2 value of 0.49 indicates that 49% of the variation in OCB is explained by upskilling and reskilling, suggesting a satisfactory model fit given the sample size.

Regression Coefficients

Table IV

Variable	Beta (β)	t-value	Significance (p)
Upskilling	0.43	4.90	0.000
Reskilling	0.30	3.60	0.002

The results show that:

Upskilling has a significant positive impact on OCB.

Reskilling also has a significant positive influence on OCB.

Both variables are statistically significant, indicating their importance in predicting Organizational Citizenship Behavior.

4.5 Hypothesis Testing

Based on the analysis, the hypotheses are tested as follows:

H1: Upskilling has a positive and significant impact on Organizational Citizenship Behavior.

Accepted

H2: Reskilling significantly influences Organizational Citizenship Behavior.

Accepted

Summary of Findings:

The results indicate that both upskilling and reskilling play a significant role in enhancing Organizational Citizenship Behavior among faculty members. Faculty who actively engage in continuous skill development are more likely to exhibit supportive, cooperative, and extra-role behaviors that contribute to institutional effectiveness.

V. DISCUSSION

5.1 Interpretation of Findings.

The present study aimed to examine the impact of upskilling and reskilling on Organizational Citizenship Behavior (OCB) among faculty members in higher education institutions. The findings of the study reveal that both upskilling and reskilling have a positive and significant influence on OCB. In simple terms, the results indicate that faculty members who actively engage in learning new skills or upgrading their existing competencies are more likely to demonstrate behaviors that go beyond their formal job roles. These behaviors include helping colleagues, participating in institutional activities, mentoring students, and contributing to a positive organizational environment. Upskilling

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enhances the confidence and competence of faculty members, which in turn motivates them to take initiative and perform beyond expectations. Similarly, reskilling enables faculty to adapt to changing academic requirements, particularly in the context of digital transformation and evolving teaching methodologies. This adaptability fosters a proactive attitude, leading to increased involvement in extra-role activities. The findings clearly suggest that continuous learning and development act as important drivers of positive organizational behavior, thereby improving the overall effectiveness of higher education institutions.

5.2 Comparison with Previous Studies

The results of the present study are consistent with earlier research findings in the field of organizational behavior. Previous studies have established that factors such as job satisfaction, organizational commitment, and perceived organizational support significantly influence OCB. The current study extends these findings by demonstrating that upskilling and reskilling also play a crucial role in shaping such behaviors. Research on training and development has consistently shown that employees who receive opportunities for skill enhancement tend to exhibit higher levels of motivation and engagement. This increased engagement often translates into discretionary behaviors, including OCB. The positive relationship identified in this study aligns with these findings, reinforcing the idea that investment in employee development yields behavioral as well as performance-related benefits. However, unlike many earlier studies that primarily focused on corporate settings, this study specifically examines the higher education sector. In doing so, it addresses a gap in the literature by highlighting the importance of skill development initiatives in influencing faculty behavior. The results, therefore, not only confirm existing theories but also extend their applicability to academic institutions.

5.3 Theoretical Implications

The findings of this study contribute to the existing body of knowledge on Organizational Citizenship Behavior by integrating the concept of skill development with behavioral outcomes. The study provides empirical support for several theoretical frameworks: Social Exchange Theory: The positive relationship between upskilling/reskilling and OCB suggests that when institutions invest in faculty development, employees perceive it as organizational support. In return, they reciprocate through positive behaviors such as OCB. Human Capital Theory: The study highlights that investment in skill development enhances the value of human capital, which not only improves performance but also encourages proactive and voluntary behaviors. Psychological Contract Theory: By offering training and development opportunities, institutions fulfill implicit expectations of employees, strengthening the psychological contract. This leads to increased trust, commitment, and willingness to engage in extra-role behaviors. Overall, the study contributes to the theoretical understanding of how organizational practices such as training and development can influence employee behavior beyond formal job requirements.

5.4 Practical Implications

The findings of this study have important implications for higher education institutions, policymakers, and academic administrators. Firstly, the study emphasizes the need for colleges and universities to prioritize faculty development programs. Regular upskilling and reskilling initiatives, such as workshops, Faculty Development Programs (FDPs), and training sessions, should be systematically implemented to enhance both competencies and behavioral outcomes. Secondly, institutions should recognize that skill development is not only a means of improving teaching effectiveness but also a strategy for fostering positive organizational behavior. Faculty members who feel supported in their professional growth are more likely to contribute to institutional goals, collaborate with peers, and participate in organizational activities. Thirdly, academic leaders should create a supportive environment that encourages continuous learning. Providing access to digital resources, promoting interdisciplinary learning, and recognizing faculty efforts can further strengthen engagement and motivation. Finally, policymakers in the education sector should integrate structured training and development frameworks into institutional policies to ensure long-term sustainability and effectiveness. In

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conclusion, investing in upskilling and reskilling initiatives can significantly enhance Organizational Citizenship Behavior among faculty members, thereby contributing to the overall growth and success of higher education institutions.

VI. CONCLUSION

6.1 Summary of Findings

The present study examined the impact of upskilling and reskilling on Organizational Citizenship Behavior (OCB) among faculty members in higher education institutions. The findings of the study clearly indicate that both upskilling and reskilling have a positive and significant influence on OCB. The analysis revealed that faculty members who actively participate in skill development initiatives are more likely to exhibit voluntary and extra-role behaviors that contribute to institutional effectiveness. Upskilling enhances existing competencies, while reskilling enables faculty to adapt to new teaching methods and technological advancements. These improvements in knowledge and capability lead to increased confidence, motivation, and engagement, which ultimately translate into positive workplace behaviors. The results of correlation and regression analysis confirmed that both variables upskilling and reskilling are strong predictors of Organizational Citizenship Behavior. Among the two, upskilling was found to have a relatively stronger impact. Overall, the study highlights that continuous learning and professional development play a crucial role in shaping faculty behavior beyond formal job responsibilities.

6.2 Contributions of the Study

Academic Contribution

This study contributes to the existing literature on Organizational Citizenship Behavior by integrating the concept of skill development with behavioral outcomes in the context of higher education. While previous studies have primarily focused on factors such as job satisfaction, leadership, and organizational commitment, this research introduces upskilling and reskilling as important antecedents of OCB. Furthermore, the study addresses the gap in literature by focusing specifically on faculty members in higher education institutions, particularly within the Indian context. It provides empirical evidence supporting the relationship between training initiatives and discretionary employee behavior, thereby enriching the theoretical understanding of OCB.

Practical Relevance

From a practical perspective, the study offers valuable insights for academic institutions and policymakers. It emphasizes the importance of investing in faculty development programs not only for enhancing teaching effectiveness but also for fostering positive organizational behavior. Institutions can utilize these findings to design and implement structured training programs, workshops, and Faculty Development Programs (FDPs) that encourage continuous learning. By doing so, they can create a more engaged, motivated, and collaborative workforce, ultimately improving institutional performance and student outcomes.

6.3 Limitations of the Study

Despite its contributions, the study has certain limitations that should be acknowledged: The study is based on a sample of 50 respondents, which may limit the generalizability of the findings, the data was collected from a specific region, which may not fully represent the diversity of higher education institutions across different regions and the study captures data at a single point in time and does not account for changes in behavior over time. These limitations suggest that the findings should be interpreted with caution.

6.4 Suggestions for Future Research

The study opens several avenues for future research: Future studies can include additional variables such as leadership style, job satisfaction, organizational commitment, and work environment to gain a more comprehensive understanding

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of factors influencing OCB. Researchers can conduct comparative studies between private and government institutions to explore differences in faculty behavior and development practices. A larger sample size and wider geographical coverage can be used to enhance the generalizability of the findings and longitudinal studies may be conducted to examine how upskilling and reskilling influence OCB over time.

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