



## Analyzing the Mediating Effect of Organizational Citizenship Behavior on the Relationship between HRM Practices and Intellectual Capital in Educational Settings in Pakistan

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### ABSTRACT

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Human resource management practices are receiving increasing attention in both public and private institutions. Organizations must implement these practices to promote organizational citizenship behavior among staff. These practices create a culture that values and understands OCB, which is beneficial for the development of intellectual capital in schools. The present study examines the relationship between human resource management practices, organizational citizenship behavior, and intellectual capital in schools, using the resource-based view theory. This is a quantitative study, and data were collected through a closed-ended questionnaire consisting of 66 items. An online Google form was used for data collection due to the COVID-19 pandemic and school closures in targeted districts. 248 out of 410 respondents participated in the study. The data were analyzed using SPSS-22 and the results showed that all three variables (HRMP, OCB, and IC) are positively correlated with each other. However, OCB partially mediates the relationship between HRMP and IC. These findings provide valuable insights for educational managers, school principals, and policymakers to improve the education system in Pakistan.

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### 1. Introduction

Quality education plays a key role in changing a society. It is always considered as effective source to make people accountable for their deeds and causes eliminating poverty and helps to make progress in social and economic growth of a society (Waseem, Frooghi, & Afshan, 2013). Many schools in Pakistan claim to provide quality education, but there are indications that the quality of education is low. There are specific reasons for this low quality, and it can be improved by implementing proper selection and recruitment, training and development, and compensation and performance reward management systems for the teaching workforce (Waseem et al., 2013).

As time goes on, organizations are constantly undergoing changes that can have a significant impact on their stability (Teymournejad & Shahtaheri, 2019). To address these changes, organizations must implement various strategies to manage and adapt to those that threaten their survival. Additionally, the increasing competition among institutions has led to the need for new knowledge and awareness (Cegarra-Navarro, Soto-Acosta, & Wensley, 2016). Human resource management practices play a critical role in this competition by introducing new information into the organization and effectively managing it (Snell & Dean 1992). HRM practices are a key factor in organizational change, allowing organizations to stay competitive (Roos, Fernström, & Pike, 2004).

Another factor for quality education is intellectual capital which creates competition among organizations and improves performance of the employees. Intellectual capital is possessing skills, professional knowledge, experience, responsibility for, proficient information, great connections and innovative limits, when applied will raise organizations competitive advantage (Guthrie, Ricceri, & Dumay, 2012). Intellectual capital results in new intangible assets of the organization that stay behind even if individual leave the group or organization. The skills that a quality teacher are considered as the primary source of school effectiveness. Teachers as professionals in their field share their experiences and teaching skills among group and thus increasing the overall performance of the institution. It also explores for its outstanding support in developing social capital in a society (Niqab et al., 2020). Intellectual capital can be broken down into three dimensions: Human capital, Social capital, and Organizational capital (Awan & Saeed, 2014).

Human capital incorporates specialized information, abilities, the board characteristics of higher administrators, developments, inspiration both at monetary and non-money related viewpoints, coordination and versatility (Vaziri & Farhadi Mahalli, 2018). The most significant investment in human capital is education and training (Becker, 2009). Social capital is the social relationship, coordination, interaction and communication abilities of organization with outside stakeholders' including customer, partners, Government officials, private and public organization, and suppliers (Özan, Özdemir, & Yaraş, 2017). Organizational capital consists of all sources of information including databases, manual, charts, process maps, strategies and other routine work plan and procedures in institutions (Genç, 2018). Another aspect to raise the standard of education in schools is organizational citizenship behaviour (OCB).

Organizational citizenship behaviour in organization like school helps teachers, educators to share their experiences, knowledge and understanding with each other and consequently they learn new methods, techniques and procedures to instruct successfully (DiPaola, Tschannen-Moran, & Walther-Thomas, 2004). OCB means voluntary actions that go beyond the agreed responsibilities and hence, encourage the professionals and the effective operations of the organization are seen (Jain & Rizvi, 2020). HRM practice in the school empower teachers, which improve OCB and they perform actively in their responsibility for the school effectiveness (Runhaar, Konermann, & Sanders, 2013). Furthermore, Bolino and Turnley (2003) argue that organizations must implement a range of human resource management practices to promote organizational citizenship behavior among their employees. Subsequently, HRM Practices build up a domain, which advances OCB culture and understanding regarding organizational citizenship behavior is advantageous for intellectual capital development of schools and through this way teachers, administrators cooperate to make schools favorable for teaching (DiPaola et al., 2004). Hence, the motivation behind this research study is to look at the mediating effect of OCB on the relationship between HRM practices and Intellectual capital in educational settings (Higher secondary schools) in district Dir Upper and lower, Khyber Pakhtunkhwa, Pakistan.

Pakistan is considered a developing country, and its unstable government and poor financial conditions have led to limited funding for training and education, resulting in a weak and inadequate higher secondary education system (M. o. f. g. o. Pakistan, 2014). Only 4 % of GDP are allocated in the annual budget 2018-2019 (G. o. Pakistan, 2019). However, to achieve international standards of education and match the competition of world higher secondary education tiring efforts are obligatory. A large number of the educational institutions are still working without human resource management practices in Pakistan (Schuler & Jackson, 2005). Owing to this approach, HRM practices and styles are not made completely useful and operational in the public sector organizations like education offices and higher secondary schools (Jamil, Nizami, & Salam, 2007).

There is a lack of research on the relationship between human resource management practices, intellectual capital, and organizational citizenship behavior in higher secondary schools in the local context of Dir state, which existed in the early 1960s. The application and implementation of HRM practices in higher secondary schools in Dir have not yet been standardized. It is crucial to investigate the connections between HRM practices, intellectual capital, and OCB in order to enhance the performance of employees in the educational institutions of Dir upper and lower.

This study has brought some important ideas, that has added to the body of knowledge, that how HRM practices will improve performance of an organization and their employee. How organizations can develop their employees in the absence of enough budget. This study has also highlighted the importance of organizational citizenship behavior in educational settings. The Objectives of the study are to analyze the relationship between HRM, OCB and IC and to analyze the mediating effect of organizational citizenship Behavior (OCB) on the relationship between Human resource management practice (HRMP) and Intellectual Capital. Keeping in view the objectives framed for this study, following questions are formulated.

- Is there any significant relationship between human resource management practices (HRM), organizational citizenship behavior (OCB) and intellectual capital?
- Does OCB (Organizational Citizenship Behavior) mediate the relationship between HRM Practices and intellectual Capital?

This study is framed such that in next sections problem statement has given following by objectives and research questions. And then significant of the study is also highlighted. Then in next step a detailed updated literature has given highlighting important phenomena related with all the variables and its dimensions. Then theoretical frame work followed a conceptual frame has been added for understanding process of this research study. Then in methodology section there is a detailed description of the population, sample size and analytical procedures. After analysis tabulations regarding facts and figures given. Then a detailed discussion given on the obtained results and results are matched with previous studies, lastly recommendations framed for future research.

## **2. Literature Review**

This part of the study will cover previous studies conducted on HRM, Intellectual Capital and organizational citizenship behaviour and their sub-dimensions. Furthermore, past studies will be brought under discussion which have analyzed the relationship between these variables or among their sub-dimensions as well.

### **2.1 Human Resource Management Practices**

Human resource management (HRM) has been defined by various researchers. The researchers, Cesário and Magalhães (2017) and S. Snell and Bohlander (2013) expressed that HRM as a practice of managing human aptitudes to which allocate greatest utilization of people in organizations to accomplish the objectives of the organization. Additionally, that introducing Innovative human resource management (HRM) practices are essential in educational sector. Therefore, the Ministry of Education as a service provider organization should sponsor HRM plans by supportive attitude towards innovation in all sections of their departments (Kutieshat & Farmanesh, 2022). Furthermore, Mondy and Martocchio (2016) also endorsed that HRM (Human resource management) refers to the Utilization of individuals and employees to accomplish organizational objectives. They furthermore stated that HRM is actually the practice of various elements in organization which are, selecting and recruiting, training, apprising and compensation. Similarly, Donate, Peña, and Sanchez de Pablo (2016) has examined the development effect of prominent HRM practices, as like, specific staffing, training, performance appraisal, and compensation. A lot more HRM Practice discoursed by Huselid (1995); Teclmichael Tessema and Soeters (2006) as previously mentioned can be tested in relation to employee performance. This research study is focused on four specific HRM practices: recruitment and selection, training and development, performance appraisal, and compensation and rewards, and their relationship to intellectual capital and organizational citizenship behavior.

#### **2.1.1 Recruitment and Selection**

Recruitment and selection is the process of identifying and attracting qualified candidates for employment and encouraging them to apply for job opportunities within an organization (Bhoganadam & Rao, 2014). Recruitment and selection includes two associated forms; recruitment is the way toward making a collection of capable individuals to apply for work to an organization while selection is the process by which particular practices are utilized to choose the most reasonable applicant for work (Gold & Bratton, 2003). The impartial staffing and selection approach of an organization brings the better the results, fulfilled, dependable, committed and trustworthy workers (Rioux & Bernthal, 1999).

### **2.1.2 Training and Development**

Training and development is a vital aspect of human resource management, as it can enhance the performance of individuals, foster mutual respect, and improve organizational outcomes (Ahmad, Iqbal, Javed, & Hamad, 2014). Training and development offer something beyond expanded information yet it offers the extra benefit of interrelating and learning from others experiences, hence it is not occasional to hear justification regarding why someone has not received training (Ahmad et al., 2014; Imran & Tanveer, 2015). Beside this, they also highlighted that training is specific in scope and mostly arranging for current job while training is wider in scope and prepare employee possible for future jobs in the organization. Researchers further contended that the bull's eye of training and development is to help and the organization in achieving general objective. B. H. Khan (2001) added, that training and development clarify the formal and continuous efforts that are structure and design inside the organization to improve the performance and self-achievement of their workforces through an assortment of educational strategies, approaches and programs. Effective training and development raise the organizational performance; increase the level of motivation of workers, enhances the level of satisfaction of the employees, raises inspirations, fulfilment and commitment (Lashley & Best, 2002).

### **2.1.3 Performance Appraisal**

Evans and Tourish (2017) states that performance appraisal (PA) includes several key elements: ensuring employees achieve organizational goals and objectives set by upper management, providing employees with objective evaluations and ongoing feedback to improve learning, increasing employee motivation and commitment, identifying training and development needs for effective career management, providing legal documentation for resolving discrimination, grievances and wrongful dismissal, enhancing organizational performance in relation to pay by connecting appraisal to performance-related pay, and ultimately, promoting overall performance growth. Performance appraisal evaluates the effectiveness and level of an employee's job-related activities and tasks, and helps identify the most capable employees (Ishizaka & Pereira, 2016). Performance appraisal is gradually more considered as an instrument to manage and improve employees' performance effectively (Selvarajan, Singh, & Solansky, 2018). The primary goal of performance appraisal is to inspire employees to improve and develop their performance within the organization (DeNisi & Pritchard, 2006; Selvarajan et al., 2018).

### **2.1.4 Compensation / rewards**

Remunerating framework or reward system in organizations is two different ways process, where workers play out their obligation as an end-result of accepting prizes (Chaudhry, Sabir, Rafi, & Kalyar, 2011; Naeem, Ihsan, & Mahmood, 2014). They express that rewards system in organizations builds the performance and concentration of the labors and the organization improve the performance of worker which brings about expanded the adequacy and profitability of the organization. Compensation and rewards consist of all type of compensation, rewards, bonuses, commissions, leaves, appreciation programs, flexible work hours and medicinal protection (Wright & Snell, 1998).

## **2.2 Organizational Citizenship Behaviour**

According to Jain and Rizvi (2020) Organization citizenship behaviour (OCB) means voluntary actions that go beyond the agreed responsibilities. Employees who demonstrate a willingness to exceed their formal job responsibilities and engage in OCBs are often referred to as high-quality workers or "good soldiers"(Hart, Gilstrap, & Bolino, 2016). The foremost conceptualization of organization citizenship behaviour (OCB) was discovered by (Smith, Organ, & Near, 1983), recognizing that altruism as a behavioral intentional to facilitate a specific target individual and subsequently characteristic label as widespread fulfilment and accomplishment, or accepted with standard norms. Organ (1988) established OCB theory and expressed that a person's conduct (behavior) is unrestricted, not directly and open documented through a recognized reward system, but collective efforts, and promotes unique performance, function and effectiveness of the organization. The success and survival of an organization heavily relies on the positive actions of its employees, which ultimately affects the organization and its working environment (Ong, Mayer, Tost, & Wellman, 2018).

### **2.2.1 Altruism**

Altruism refers to a self-sacrificing behaviour and a generous conduct of individuals and thoroughly taking care of other individual prosperity and their privileges and more sympathy and obligation that will offer advantages to other people (H. Khan et al., 2017). Altruism is that cooperative actions that honestly aimed at helping, supporting a particular person and groups, motivating, and supporting their colleagues during their work or when they are having problems (Sharma & Jain, 2014).

### **2.2.2 Civic virtue**

Civic virtue means that, employee is sensibly engage and support the policy, willingly become working group or presence function planned by the institute (Sharma & Jain, 2014). Civic virtue displays the dynamic support of associates in capacity, gatherings and indicating enthusiasm for strategy related issues and limiting the issue of the organization its show the reliability, devotion, loyalty and faithfulness of employee with the organization (Polat, 2009).

### **2.2.3 Conscientiousness**

Sharma and Jain (2014) mentioned that conscientiousness is that sufficient quantity of time and attempt that goes beyond their formal job responsibilities for development, performance and efficiency of individual and group. Conscientiousness refers to that individual or group behaviour and plan voluntarily work for the sake of group or organization which is not the part of formal job responsibilities and duties (Kernodle & Noble, 2013). Along this Organ (1988) stated that conscientiousness is connected with that behaviour of employee including timekeeping, punctuality, uphold work attendance, adopting, and following the rules. Conscientiousness intends to the attention to an individual from staff concerning work/obligation for a more opportunity to close work with colleagues without requesting any instalment (Polat, 2009).

### **2.2.4 Courtesy**

Organizational citizenship behavior that prevents and avoids problems and takes necessary steps to minimize their impact in the future is known as "courtesy" (Muthuraman & Al-Hazi, 2017). Courtesy is a type of behavior in which employees inform their colleagues about any potential challenges that could affect their work, either directly or indirectly, and provide support and information to help prevent future harm (Shanker, 2016).

### **2.2.5 Sportsmanship**

Sportsmanship refer to that behaviour of the employee, that is dealing for unforeseen problems without having any grievance and up till now doing their best job (Romainha et al., 2019). Employee of this type mostly spend full to complete their work in the allocated time without criticism and complain (Sharma & Jain, 2014). Furthermore, Demerouti and Cropanzano (2017) views that, when the problem happens in the workplace the employee will not complain easily but will deal with issues and show more tolerance. Sportsmanship is the activity of conduct which prevent an individual staff for additional work that create anxiety or quarrel with coworker, protected the dishonor of organization against people who are not in favour (Polat, 2009).

## **2.3 Intellectual Capital**

According to Hwang, Lin, and Shin (2018) Intellectual capital is a knowledge base sets of resources that is committed to an institution and it is one of the characteristics of the organizations which lead to improve remarkable competitions in the organization or institutions by calculating more value to the topmost stakeholders of the organization. Atalay and Ozgunaltay (2018) describes that, Intellectual capital is the most significant source of competitions comprising the sum of resources that are not visible and seen in the balance page sheets of enterprises but it is the information which has the opportunity to be transformed to value. Intellectual capital is the knowledge, skills, organization's resources, business processes, shareholder's relationships and association which creates value for organization (Berezinets, Garanina, & Ilina, 2016). A number of research studies has found that the effectiveness of Intellectual Capital had a straight influence on firm performance (Yousaf, 2022).

### **2.3.1 Human Capital**

HCE initiates from the human capital theory. Human capital comprises of skills, knowledge, individual morals, education, attitudes, training, creativity, and workers' experiences, as well as their specializations (Dahiyat, Khasawneh, Bontis, & Al-Dahiyat, 2023). The individual's various qualities, for example, learning limit, learning capacity, aptitudes, experience, tacit, psychological multifaceted design, inferred, unequivocal information and ability gain in each time is allude human capital (Teymournejad & Shahtaheri, 2019). Moreover Vaziri and Farhadi Mahalli (2018) expressed that Human capital involve specialized information and knowledge, abilities, the executives' characteristics of higher administrators, developments, motivation, inspiration both monetary and non-money related viewpoints, coordination and versatility. Human capital is the sum of employee competences, knowledge, experience, dedication, wisdom, attitudes and commitments that show the organizations individual information and knowledge base to accomplish a goal (Wang & Wang, 2012). It has been found that increased levels of Human Capital discovery are closely related to firms' amended entree to exterior funds, accordingly improving organization value (Salvi, Raimo, Petruzzella, & Vitolla, 2022).

### **2.3.2 Social Capital**

Özan et al. (2017), defines social capital as "the social relationship, coordination, interaction and communication abilities of organization with outside stakeholders' including customer, partners, Government officials, private and public organization and suppliers" p.26. Yilmaz, Ari, and Gürbüz (2018) states that social capital comprise of the product, name, client relations, partnerships with provider, agreements, authorization and licenses, sale channels, bargaining capabilities, and system of connections. While Ordóñez de Pablos (2003) define social capital as the knowledge that develop relationships with employees, suppliers, customers, internal and external parties and group within organization or outside organizational environment are refer social capital.

### **2.3.3 Structural/ Organizational Capital**

Organizational capital consists of all sources of information including databases and manual in the organization, charts of organization, process maps, strategies and other routine work plan and procedures (Genç, 2018). Besides this, Sivalogathan and Wu (2015) presumed that organizational capital is the assortment of all information and knowledge in organization which comprises of organizational thoughtful knowledge, standard timetables, policies, strategies, techniques, calculation and databases. Structural or organizational capitals incorporate all the non-human asset store room of data; for instance, frameworks, databases, systems, process manuals, methodology, and schedules work plan, records and documents (Bontis, 1998).

## **2.4 Relationship between HRM Practices, Intellectual Capital and OCB**

HRM, IC and OCB have some association with each other. In this regards Begum, Zehou, and Sarker (2014) concluded that HRM practices namely recruitment & selection has a close relationship with OCB. Recruitment and selection affect organizational citizenship behaviour and their sub dimensions. Employee participation in good organizational practices reassures employees to show voluntary behaviors while serving in the department Ercantan and Eyupoglu (2022). During recruitment & selection of employee organizations do not support negative factors including discrimination as negative behaviour direct to less motivation in employee and dishearten employees to encourage and promote OCB. Similarly, S. A. Snell and Dean Jr (1992) suggested that HRM practices are viewed as investments in human capital, and that when employees engage in certain actions, they add value to the organization. They also argue that human capital is a result of the organization's intentional investment in specific individuals. Therefore, to recruit and select quality candidates, organizations use various assessments, such as personality tests, achievement tests, and interviews, to hire skilled individuals for program implementation.

Beside this, M. A. Khan and Ahmad (2011) expressed that through HRM practice training & development organization encourage and motivate employees to bring more organizational citizenship behaviour and training and development is the main practice to motivate employees for organizational citizenship behaviour. The five OCB measuring tool are the key strategy that produces high level compensation to human resource and organization.

HC theorist suggests that organization need to spend in employee to grow their exceptional and specific skills with the help of widespread training intervention and initiative and the most challenging task for organization is to hire a staff that possesses organizational citizenship behaviour naturally. Furthermore, impartial system of rewards encourages cooperation among employee instead of competition which increases organizational citizenship behaviour among employee. Furthermore, Organ (1990) expressed that performance appraisal (PA) play central contribution in enlightening organizational citizenship behaviour (OCB).

The benchmarks for performance appraisal (PA) improve staff behaviour and organization's value and it directly influence employees' attitude and manner. Similarly, Podsakoff, Whiting, Podsakoff, and Blume (2009) express that organization has the option to decide and incorporate organization citizenship Behaviour and improve organization effectiveness by setting clear performance appraisal mechanism for the evaluation of employee in the organization. They further shared that performance appraisal is the significant tool to measure and increase organization capital. The organization system, which provide feedback on the performance of employee and give pathway for improving competences like Self-development to achieve the need and target of the organization. Performance appraisal motivates workers behavior, which improved result in individual and group task achieving performances (Roos et al., 2004). Continuous performance appraisal is a good investment in organization, performance appraisal is an investment in organization specific human capital and a strong base for continued competitive benefits. Tufail, Muneer, and Manzoor (2017) highlighted that employee who is satisfied with rewards and compensation work with passion and cooperate with co-worker and more committed to the organization.

Sung, Choi, and Kang (2017) expresses that compensation and rewards have high drive of positive attitude and behaviour in working environment which increase organizational effectiveness. They further shared that compensation increase employee competence and commitment which results effective operational function of organization. While Ahmed, Ahmad, and Joarder (2016) conducted a study and the results show that HRM practices, recruitment and selection is significant relationship with OCB, training and development has a moderate relationship with OCB, compensation have low but positive association with OCB while performance appraisal has shown low significant association with OCB. Another study conducted by Y. Khan (2018) concluded that HRM practice, performance appraisal system in the organization has a significant association with OCB followed by recruitment and selection practice while training and development and compensation and rewards system has low effect and association with OCB. Harsasi and Muzammil (2017) conducted a study to investigate the impact of human resource management practices on organizational citizenship behavior, with organizational commitment as a mediating factor.

Additionally, another study of Nguyen, Rieu, Mariani, and van Dam (2016) highlighted that all HRM practices surely not contributed to develop organizational citizenship behaviour among school teachers but positive perception of teachers, proper placement and educational career more contributed to establish OCB among teachers as compared to communication and retentions and performance appraisal. Consequently, it was concluded that HRM practice performance appraisal has a high significant correlation with OCB as compared to other practices of HRM. According to Geiger and Cashen (2002) ,it is necessary for organization to keep strengthen human capital (HC) with equitable and competitive compensation. Similarly, Chang and Huang (2010) expound that, viable rewards and compensations is the key in creating long-term employee committed relationship and help to collect precious human capital.

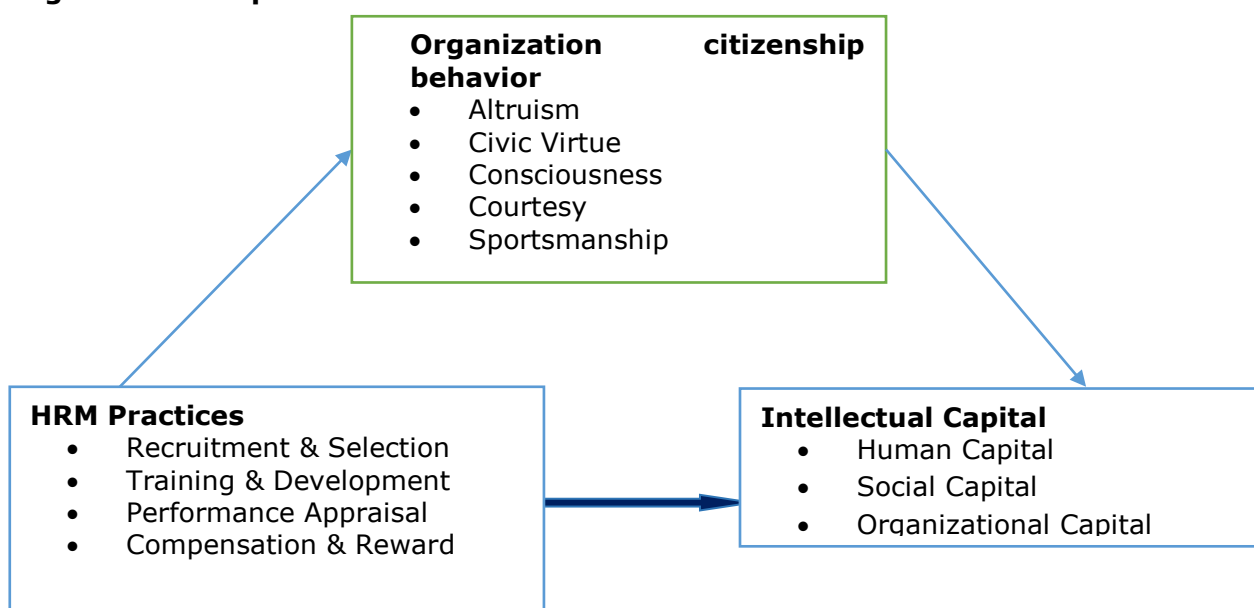
### **3. Theoretical framework**

This research study is based on two important theories namel: the resource base view(RBV) theory of Wernerfelt (1984). The second one is the organizational citizenship behaviour theory given by Organ (1988) resource base view theory extends that, organization enhances intellectual capital that consists of human, social and organizational capital (Hayton, Hornsby, & Bloodgood, 2013). The social and human capitals are the sources where competitive advantages can achieve through the effort and contribution of the employee with organization (Katou & Budhwar, 2014). (S. A. Snell & Dean Jr, 1992) stated that HRM practice is seen an investment in human capital when employee doing some things, they add value to the organization. Resource base theorist proposed that institutions have to put resources into

their worker to build up their exceptional and firm explicit abilities through broad preparing activities and training initiatives. HRM Practice adopted by educational leaders can improve schools' intellectual capital through organizational citizenship behaviour of school staff both principal and teachers. Engaging in organizational citizenship behavior can improve employee job performance and contribute to the overall effectiveness of the organization (Kernodle & Noble, 2013).

The researcher designed a theoretical model to investigate the relationship between human resource management practices, intellectual capital, and organizational citizenship behaviour in Pakistani educational institutions. The model suggests that human resource management practices can improve intellectual capital by introducing organizational citizenship behaviour. In this study, intellectual capital is the outcome variable while human resource management practices and organizational citizenship behaviour are the independent and mediating variables, respectively.

**Figure 1: Conceptual Framework**



#### **4. Methodology**

##### **4.1 Research design**

The current study is quantitative in nature. The design of this study is co-relational in which three variables namely: HRM practices, intellectual capital and organizational citizenship behavior are used. The reason for choosing quantitative approach for the present study to generalized the findings of the study for the whole population. Furthermore, Creswell and Creswell (2017) expresses that quantitative research is reasonably appropriate and fitting for the recognizable proof of elements that influence an outcome.

##### **4.2 Population and Sample Size**

The targeted population for this study is the school principals and subject specialists of higher secondary school Dir Lower and Upper. The total population for this research study is 410 (four hundred and ten) where 334 were subject specialists and 76 were the schools' principals. Stratified sampling procedure followed by random sampling techniques has been used for this study because variation exists in the numbers of principals and subject specialist in male and female schools. A total of 214 subject specialists and 69 schools' principals were approached for data collection, however, only 205 male and 43 female respondents through the survey carried out and submitted completely filled questionnaire.

##### **4.3 Instrumentation**

The data collection method used in this study is a closed-ended questionnaire. It includes two sections: one for demographic information of the participants, and the other for measuring HRM practices, IC, and OCB. The HRM practices section has 19 items, rated on a five-point Likert scale (strongly disagree to strongly agree), while OCB and IC have 20 and 27



items respectively, with the Likert scale ranging from "not true" to "very true". Part of the questionnaire related with OCB and IC has been adopted from Muhammad (2015) with permission while the part related with HRM practices is self-developed in light of available literature and validated through face validity and reliability has been checked through test-retest procedure.

### 5. Data Analysis

Table 1 shows that out of the 248 participants in the study, 205 (82.7%) were male and 43 (17.3%) were female. Looking towards the age of the respondents, it found that 1.2 % respondents were the age of 25-30 years and 6.5 % participants were having an age of 31-35 years. Similarly, there were 38.7% respondents who were in the age range of 36-40 years and the remaining respondents, that was 53.6% having age more than 40 years. Considering their professional qualification, nearly 9.3% respondents' holds bachelor of education and 83.9% possess master of education and lastly, approximately 6.9% respondents have earned other professional qualification such as diploma in education etc. Similarly, keeping in view their experience, a percentage of 3.2% respondents possess experience of 1-5 years, while 35.1% of the respondents having a teaching experience of 6-10 years. Majority of the respondents (35.5 %) keeps an experience of 11-15 years, furthermore, nearly 18.5% respondents own teaching experience of 16-20years, lastly the reaming 7.7% respondents possess more than 20 years teaching experience. Moreover, considering their academic qualification it has been noted that 92.3% respondents having a master degree, while 7.7 % having advance degree in Master of Philosophy (M.Phil.).

**Table 1: Demographic Profile of Respondents (N=248)**

Demographic characteristics	Frequency	Percentage
<b>Gender</b>	Male	205
	Female	43
<b>Age</b>	25-30 years	3
	31-35 years	16
	36-40years	96
	More than 40 years	133
<b>Professional qualification</b>	B.Ed.	23
	M.Ed.	208
	Others	17
<b>Experience</b>	1-5 years	8
	6-10 years	87
	11-15 years	88
	16-20years	46
	More than 20 years	19
<b>Academic Qualification</b>	Master	229
	M.Phil.	19

Reliability of the use construct checked and the measured indices tabulated in Table 2.

**Table 2: Reliability and Validity Measurement Index of HRM, OCB and IC.**

Variables	Sub-Dimensions	Cronbach Alpha
<b>Human Resource Management Practices</b>	Recruitment & selection(R&S)	0.72
	Training and development(T&D)	0.73
	Performance Appraisal (P&A)	0.87
	Compensation and Rewards(C&R)	0.90
<b>Organizational Citizenship Behaviour</b>	Altruism (ALT)	0.76
	Civic virtue (CV)	0.73
	Consciousness (CON)	0.74
	Curiosity (CSY)	0.76
	Sportsmanship (SMS)	0.76
<b>Intellectual Capital</b>	Education (Edu)	0.75
	Experience (Exp)	0.71
	Training (TRG)	0.75
	Skills and abilities (SAA)	0.78
	Social Capital	0.79
	Organizational capital	0.78

The results presented in Table 2 show that all the values of reliability fall within the acceptable range. After finding the nature of the data, it has been observed that the collected data is normal on the basis of the skewness and kurtosis tests, it is decided that the most appropriate test for analysis of correlation is the Pearson correlation test. Results of the correlation test are presented in Table 3.

**Table 3: Relationship between HRM, OCB and IC (N=248)**

	HRM	IC	OCB
HRM	1	.264 .000	.279 .000
IC	.264 .000	1	.604 .000
OCB	.279 .000	.604 .000	1

Hair, et al, (2009) stated that  $r=0.1$  to  $0.29$  show a low correlation and  $r=0.30$  to  $0.49$  show medium or moderate correlation and  $r=0.50$  to  $1.00$  show high correlations between the tested variables. Table 3 shows that there is high and significant correlation found between OCB and IC ( $r=.604^{**}$ ,  $p=.000$ ,  $n=248$ ) and low and significant correlation has found between HRM and IC ( $r=.264^{**}$ ,  $p=.000$ ,  $n=248$ ). Similarly, HRM and OCB has a low and significant correlation ( $r=.279^{**}$ ,  $p=.000$ ,  $n=248$ ).

**Table 4: Correlations between HRM Practices and IC (N=248)**

	IC	RS	TD	PA	CR
IC	1	<b>.099**</b> .122	<b>-.159**</b> .012	<b>.326**</b> .000	<b>.259**</b> .000
RS	.099 .122	1	.379 .000	.171 .007	.156 .014
TD	-.159 .012	.379 .000	1	-.150 .018	-.159 .012
PA	.326 .000	.171 .007	-.150 .018	1	.826 .000
CR	.259 .000	.156 .014	-.159 .012	.826 .000	1

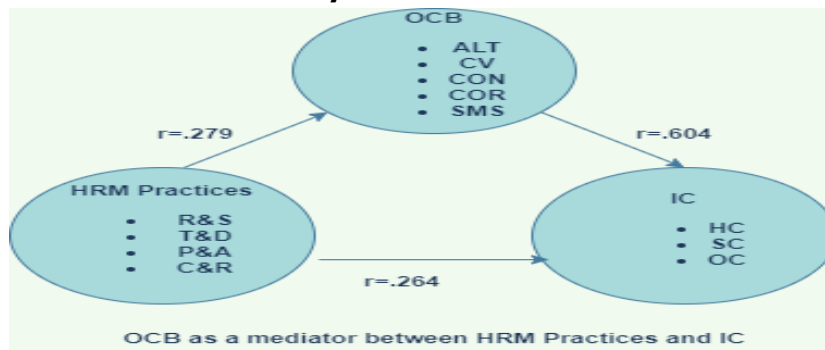
Table 4 highlights that there is a moderate and significant correlation exists between IC and PA ( $r=0.326^{**}$ ,  $p=.000$ ,  $n=248$ ), and a low and significant correlation exists between IC and C&R ( $r=0.259^{**}$ ,  $p=.000$ ,  $n=248$ ). Besides this, there is a low and insignificant correlation exists between IC and R&S ( $r=0.099^{**}$ ,  $p=.122$ ,  $n=248$ ). Similarly, there is low and negative and significant correlation exists between IC and T&D ( $r=0.159^{**}$ ,  $p=.012$ ,  $n=248$ ). Similarly, there is high correlation between TD and PA ( $r=0.326^{**}$ ,  $p=.000$ ,  $n=248$ ) and high correlation IC and C&R ( $r=0.259^{**}$ ,  $p=.000$ ,  $n=248$ ). Recruitment and selection have moderate and significant correlation with training and development (TD) ( $r=.379^{**}$ ,  $p=.000$ ,  $n=248$ ) and low and significant correlation with performance appraisal ( $r=.171^{**}$ ,  $p=.007$ ,  $n=248$ ) and low and significant correlation with compensation and reward ( $r=.156^{**}$ ,  $p=.015$ ,  $n=248$ ).

Similarly T&D has a moderate and significant correlation exists with R&S ( $r=.379^{**}$ ,  $p=.000$ ,  $n=248$ ), there negative and low correlation with P&A ( $r=-.15^{**}$ ,  $p=.018$ ,  $n=248$ ) and showing a negative and significant correlation with C&R ( $r=-.159^{**}$ ,  $p=.012$ ,  $n=248$ ). Furthermore, P&A has a high and significant correlation with C&R ( $r=.826^{**}$ ,  $p=.000$ ,  $n=248$ ), and Low and significant correlation with R&S ( $r=.171^{**}$ ,  $p=.007$ ,  $n=248$ ), and showing a low negative and significant correlation with T&D ( $r=-.150^{**}$ ,  $p=.018$ ,  $n=248$ ). Additionally, C&R has a high and significant correlation with P&A ( $r=.826^{**}$ ,  $p=.000$ ,  $n=248$ ), and low and significant correlation with R&S ( $r=.156^{**}$ ,  $p=.014$ ,  $n=248$ ) and negative and significant correlation with T&D ( $r=-.159^{**}$ ,  $p=.012$ ,  $n=248$ ).

The relationships between the three variables of HRM, OCB, and IC in this study have been found to be significant in bivariate analysis. This allows for a test of mediation to be conducted. For this reason, multiple regression and ANOVA tests used and checked direct

effect of human resource management practice (Independent variable) on Intellectual capital (Dependent variable) and the results found significant as shown in Table 5.

**Figure 2: Proposed model of the study**



**Table 5: The direct effect of Human Resource Management on Intellectual Capital**

HRM Practice	Intellectual Capital	Beta	P-Value	Result
HRM Practice →	Intellectual Capital	<b>.264</b>	.000	Significant

When the mediator, organizational citizenship behavior (OCB) intervened in proposed model as shown in Figure 2 then the results obtained are displaced in the Table 6.

**Table 6: Multiple Regression Weights**

HRM Practice	IC	Beta	P-value	Results
HRM →	IC	<b>.103</b>	<b>.052</b>	Significant
HRM →	OCB	.279	.000	Significant
OCB →	IC	.602	.000	Significant

The results shown in Table 6 indicate that OCB acts as a mediating factor between HRM practices and intellectual capital. The analysis in the table reveals that when OCB is included in the proposed model, the direct effect of HRM on IC becomes significant but its magnitude is reduced. Additionally, the indirect effect of HRM on IC through OCB is found to be significant, suggesting that OCB plays a role in the relationship between HRM and IC. For knowing the role of OCB as mediator the following three steps were utilized as suggested by (Baron & Kenny, 1986).

In the first step check the direct effect of HRM on IC using simple linear regressions and the result found significant ( $\beta=.264$ ,  $p=.000$ ), secondly checked the effect of HRM and OCB which was also found significant ( $\beta=.279$ ,  $p=.000$ ) and lastly checked the effect of OCB on IC and the results was found significant ( $\beta=.602$ ,  $p=.000$ ). In fourth step when the researchers inserted the OCB as a mediator with HRM and IC the beta value from (.264) reduced to (.103) with significant P-Value. As per Baron and Kenny (1986) when inserted the mediating variables and the independent or "X" variable become insignificant it shows full mediation and when independent variable "x": significant but reduce beta ( $\beta$ ) value its show partial mediation. So, in this analysis the independent variable (HRM) remains significant but beta value reduces by intervening OCB as a mediator in the proposed model. Thus, it can be inferred that OCB plays a role in mediating the relationship between HRM and IC, but not entirely.

## 6. Conclusion

The four practises of human resource management included in this study are recruiting and selection, training and development, performance evaluation, and remuneration and rewards. Human capital, social capital, and organisational capital are the three main components of intellectual capital in this study. In contrast to how human capital is further broken down into four sub-dimensions, including education, training, experience, and skills and abilities, social capital and organisational capital must be present as an unified component. Five sub-dimensions make up organisational citizenship behaviour: benevolence, civic virtue, consciousness, civility, and sportsmanship. Results showed that human resource management practises have an impact on intellectual capital, and performance assessment procedures in this study have a greater impact on the growth of intellectual capital than other

human resource management practises. (See Table 4.5, and Table 4.6). Correlation between these three variables has been analyzed by using correlation bivariate method. Results of the study show a moderate and significant correlation between human resource management practices and IC ( $r=.264^{**}$ ,  $p=.000$ ,  $n=248$ ) (see Table 4.3) and performance appraisal ( $r=.326$ ,  $p=.000$ ,  $n=248$ ) has also a significant and moderate correlation with IC as compared to other practices of HRM see Table (4.4). Furthermore a correlation between HRM and OCB has also been analyzed and concluded that performance appraisal of HRM practice have a moderate and significant correlation with OCB ( $r=.383^{**}$ ,  $p=.000$ ,  $n=248$ ) .A significant high correlation between IC and OCB was found ( $r=.604^{**}$ ,  $p=.000$ ,  $n=248$ ).

Furthermore, it is concluded that all the three variables (HRMP, OCB and IC) are considerably correlated with each other. Therefore, this considerably correlated structure allowed for a mediator test. For the mediation test ANOVA was used and it was found that there is a direct significant effect existing between the HRMP on IC and when OCB intervene as mediator, it is found that there is significant effect exists but beta value of independent variable reduced. In nutshell OCB acts as partial mediator between the relationship of HRMP and IC. These findings highlight that OCB not fully mediating but partially mediating the relationship between HRM and IC. These findings provide a hope that in case of the provision of less funds and limited in-service training opportunity in Pakistan, the organizational citizenship behavior (OCB) can help in professional development of educational staff in these schools. Naeem et al. (2014) recommended that Pakistani education system has to develop itself through its own available resources for which policy makers can introduce a new model endorsing this stance of (Rahman, Kwan, & Benjamin, 2014). Muhammad (2015) used the student body of Pakistani high schools to study the relationship between principal leadership abilities and intellectual capital with OCB as the mediator. The study made clear that principal leadership abilities and intellectual capital play a full mediation function. The results of the current study are relevant to Muhammad (2015) study on the role of the OCB as a mediator to enhance schools' intellectual capital. Another study was carried out at Alambana high schools by Dixon (2013) where the mediator role of OCB and the relationship between servant leadership, OCB, and school climate were examined. According to the study's findings, OCB can be employed as a mediator to enhance the climate in schools. As a result, these research demonstrated that OCB as a mediator is very successful and beneficial in enhancing organisational performance and employee intellectual capital.

This research aims to enlighten school leaders, principals, and policymakers on the significance of Organizational Citizenship Behavior (OCB) in schools, so they can actively promote OCB and foster the development of intellectual capital within schools. Through this way teachers will self-developed by sharing ideas, knowledge and support each other without getting in-service training. Organizational citizenship behavior in schools help teachers, educators to share their experiences, knowledge and understanding with each other and consequently they learn new methods, techniques and procedures to instruct successfully (DiPaola et al., 2004). HRM practices in the schools empower teachers, which improve OCB and they perform fast in their responsibility for the school performance and effectiveness (Runhaar et al., 2013). Besides this, Additionally, Bolino and Turnley (2003) argue that organizations must implement a range of human resource management practices to encourage Organizational Citizenship Behavior (OCB) among employees. These practices help establish a culture that promotes OCB, which is beneficial for the development of intellectual capital among teachers, administrators and making the school a more positive learning environment (Tschannen-Moran, 2014).

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