

Linkage Between Human Resources Practices and Organizational Citizenship Behavior through Mediation of Perceived Organizational Support

Dr. Muhammad Mudasar Ghafoor¹ Dr. Yasin Munir² Maria Javed³ Sajjad Ahmad⁴

1. Head and Assistant Professor, Department of Commerce, University of the Punjab Gujranwala Campus

2. Assistant Professor, Department of Commerce, University of the Punjab Gujranwala Campus

3. Research Scholar, Department of Commerce, University of the Punjab Gujranwala Campus

4. Visiting Lecturer, Department of Commerce, University of the Punjab Gujranwala Campus

Abstract

Human resource (HR) practices have imperative role in polishing the abilities of employees of every sector. Similarly, HR practices like training and development and performance management have mammoth significance to boost up the professional capabilities of teachers. Unfortunately, teachers have not been provided trainings in Pakistan especially in schools due to which standard of education is very low. They only work for the financial benefits and don't have any interest in welfare of schools. Thereby, this study aimed to investigate the role of training and development and performance management on organizational citizenship behaviors by considering the mediating role of perceived organizational support. Data were collected through questionnaires by adopting pretested and valid scales from prior study from 330 teachers of schools in Gujranwala division, Punjab, Pakistan. The data analysis was carried out with the help of AMOS and SPSS soft wares. The findings of current study were obtained with the help of structural equation modeling which indicated that performance management and training and development positively and significant associated with organizational citizenship behavior. Findings also demonstrated that perceived organizational support partially mediated the relationship among training and development, performance management and organizational citizenship behaviors. The recommendations for managers and scholars were outlined at the end. In addition to, limitations and future directions have also been discussed.

Keywords: Training and Development, Performance Management, Organizational Citizenship Behavior, Perceived Organizational Support

1. INTRODUCTION

The impact of human resource policies and its efficiency is a significant subject matter. Human resource management (HRM) is defined as conducting the job analysis, select the true people for the accurate job, orienting & training employees, managing the wages and salaries of employees. HRM is also defined as the group of activities, tasks and programs that are planned to maximize the employees and organizational efficiency and effectiveness. In this modern era, firms have to acquire and exploit men power efficiently. Firms require to be conscious of features more sensibly in the direction of maintaining their staff upto date with latest training techniques. To do so, top managers require to pay extraordinary concentration to every one with the main objective of managing human resource professionally because this plays a very crucial role in diverse managerial, communal and cost-effectively linked areas along with others who are powerful to the achievement of firm objectives and therefore firms winning continuance in marketplace. This investigation, consequently set out to argue one of the interior purposes of HRM that are training & development, performance management and organizational citizenship behavior (OCB) with the help of apparent firm support. Firm hold up theory is the main micro approach to study different HRM practices. This is considered as a micro view as researchers in this field study the influence of different HR practices on organizational employee outcomes. Based on somewhat restricted research carried out to date on various HRM practices and perceived organizational support (POS), this study recommends to examine the workers' evaluation of brilliance of HRM practices and their imminent of POS. In addition to all, this study examined that individuals who have a well-built swap ideology, work firm when they realized that they are treated particularly well by their organization. So, the present study proposed that those individual employees who are sensitive to social exchange will have a stronger pledge to the firm, putting further more attempts in the direction of in-role & extra-role performance, show superior client commitment, and possibly fewer chances to leave (Eisenberger, Fasolo, & Davis-LaMastro, 1990). POS is established on the swap over link between the individual employees and the firm this is an extremity that on the whole exchange excellence between an individual employee and organization. Middle to communal swap hypothesis is standard respond (Gouldner, 1960). Organizational support theory proposes that if a worker recognizes that the firm actually to be concerned regarding individual's performance and do good for their comfort and standards about individual's assistance, workers will experience wisdom of obligations to revisit optimistic action.

1.1. Problem Statement

Training improve expertise, awareness, traits, capabilities and eventually improve employee performance and organization output (Cole, 2002). Training is an organized procedure to improve employee's ability, talent and skills, essential to perform efficiently on job. Teachers training impact on private schools' revenue and performance. In Pakistani culture the researchers have considered training and development and performance management with other variables like employee performance, job satisfaction and organizational performance (Khan, Khan, & Khan, 2011). Unluckily, most private educational institutions are not paying suitable attention to training of teachers to increase teachers' productivity. There is strongly positive association between teachers training and their performance, because teachers training transports reimbursements for instructor as well as for school positively blowing teacher's performance along with the upgrading of teacher's capabilities & performance. Performance management also has positive link with organizational citizenship behavior. Teaching employee in private schools is not well trained. Mostly people who did not get right job in any other sector, they jumped into teaching. People who accidentally come in teaching department are not professionally well trained and are not able built a nation. In the endurance of firm, OCB plays a considerably important role. Identification of variables is essential that can optimistically support constructive performance within association. In Pakistan scenario the research about OCB in higher educational institutions was conducted the detriments of OCB (Swati et al., 2012). My research is an attempt towards investigation of impact of training and development and performance management on OCB in teaching zone of Punjab.

2. LITERATURE REVIEW

2.1. Training and development with perceived organizational support:

Training & development programs offer informal and formal training to workers. The firm's promise to offer training to its works is obviously evidence of a discretionary investment by the firm. Training and development opportunities are designed efforts by the firm to make sure that their workers are capable in existing situation. Organizational funds in training initiate to produce managerial results such as boost in organizational efficiency (Bartel, 1994). Training is crucial in developing optimistic impact among the worker and administration relationship (Kalleberg & Moody, 1994). Workers' training and development is helpful for the firm goals which gives the right direction (Wilson & Western, 2000). The process of retaining the qualified employees training is essential (Armstrong-Stassen & Templer, 2005). Development is dissimilar from training in that it set up its workers for the future. Various developmental opportunities train workers for other organizational positions which will be accessible in the prospect rather concentrating on competencies for the present job. For the purpose of maintaining spirited guide, training and development permits the association to maintain expansion of aptitudes of workforce through strategic objectives of firms, which may comprise, latest tools, innovative user pedestal, and ground-breaking yields. Researcher originate that larger contribution in developmental practices was connected to POS (Wanye et al., 1997).

2.2. Performance management with perceived organizational support:

Performance management is a series which firms follows to ensures that workforce is working in right direction to attain organizational goals. Performance evaluation procedure ensures that firm is eager to recompense good performance. Performance management is interest paying attention in improving worker's performance (Snell & Youndt, 1995). Performance supervision is vital for strategic plus incorporated process that conveys sustained achievement to firm by improving recital of workers who are working eagerly for firm by developing the capabilities of individual providers and working groups (Armstrong & Baron, 1998). Performance management is referred as channel which aids a firm to assess and develops its employee's skills, performance and individual employee recent performance to enhance firm performance in current competitive environment. Performance management is actually a procedure to assist a firm to set business objectives, set recital standards, assign and compute worker's attempt, give performance response to employees, wind up training and expansion necessities and hand out inducements to workers (Briscoe & Claus, 2008). Administrating worker behavior and locating aims which are associated to executive plan and objectives will guide towards organizational consequences. Contribution in aim setting feature of performance management procedure indicates to workers that business values their contribution as well as is interested in helping the employee achieve his/her performance. So, that there is a relationship between goal setting and POS (Hutchison & Garstka, 1996).

2.3. Training & Development with Organizational Citizenship Behavior

OCB commonly decides the workers' enthusiasm to complete different jobs and achieve set productivity goals. Customer satisfaction, quality of services, employees' contentment all are enhanced by OCB. Improved OCB indicates workers' expediency and keenness to practice modifies for winning conclusion of narrative methods of business (Jung & Hong, 2008). Organizations understand that for survival in current competitive world organizations need to spread out worker's job efforts. For effective performance of company worker attempts are

preferred that are required for official necessities of job (Garg & Rastogi, 2006). In view of teaching pacts with the organized approach that comprises a variety of applications of procedures, methods to an order of broad diversity of activities and abilities (Adamson & Caple, 1996). Researchers describe precious learning in any procession of job is called training, whereas expansion is a procedure that involve steady enlargement (Garavan, 1997). In 21st century it's become necessary to develop human capital as a result. Those employees who are well-informed & compliant and well experienced play vital role in achieving firm objects. Workers education and training intimidating to firms try to find out more brilliancy (Al-Khayyat, 1998). In a study of U.S. Navy employees, OCB analyzed and discover to boost contribution in training (Mathieu, Tannenbaum, & Salas, 1992). In formative training efficiency as a consequence, apprentice enthusiasm and constructive thoughts play a significant and vital role within their working conditions. With a high level of participation in job, apprentices are more expected to be inspired to study innovative skills. It is perceived by individuals that contribution in training programs and behaviors become a way to enhance proficiency levels, raise stance of self-worth and perk up work performance (Noe & Schmitt, 1986). A connection between job satisfaction and incentives was formed by researcher in the citizenship process. Therefore, it is initiated to form by OCB as soon as individual is encouraged (Mathieu & Zajac, 1990).

In concerning to the training environment, there have been done many works, work atmosphere is the set of characteristics that characterize and distinguish one organization from the other organization and they are comparatively long-lasting over time and have a great influence on the behaviors of people in the organizations. It is early discussed that employees are usually responsive towards relevant ecological and organizational constraints that may bounce the aptitude and proficiency to provide them with ideal rewards. whether an employee is going through training or working, the fast and immediate environment function plays a crucial role in distressing OCB (Moorman et al., 1998). There are several factors that influence the usefulness of employee training like performance of individual workers, training course duration, training surroundings plus guidance from apprentice's instant manager. Therefore, training location also plays a crucial role environment, to make sure that employees training goals are achieved (Montesino, 2002). Employees training is beneficial for both employers and employees for the ultimate success of business workers become more productive, confident, positive, creative, innovative and supportive for business (Donovan, Hannigan, & Crowe, 2001). Workers become eager to attain superior performance as a consequence of training given to them. Unlimited reimbursements of training are identified to influence contribution and dedication in training.

2.4. Performance management through organizational citizenship behavior

A major key factor in organizational greater performance management efficiency is the victorious management of transform and novelty. Rising international & domestic competitiveness plus the require for the organizations to react speedily to steady change in their atmosphere have strained renewed concentration in present years to the idea of learning organization. An important topic of the learning organizations is to facilitate learning as an essential element of organizational recital. It is so often linked with organization expansion (Van-Dooren, Bouckaert, & Halligan, 2015). Performance management is a complex term in present business environment, being entrenched in the case of knowledge of a range of disciplines and being utilized it at every organizational levels (Briscoe & Claus, 2008). Performance management is referred as channel which aids a firm to assess and develops its employee's skills, performance and individual employee recent performance to enhance firm performance in current competitive environment. Performance management is actually a procedure to assist a firm to set business objectives, set recital standards, assign and compute worker's attempt, give performance response to employees, wind up training and expansion necessities and hand out inducements to workers (Briscoe & Claus, 2008). Performance management is extremely significant for employers and as well as for employees. From the employers view point, this is significant to recognize how firm's workers contribute towards the aims achievement of firm. A first-class performance administration structure assists the business to comprehend how its staff members are at current performing jobs. This permits firms to suppose a full appraisal of training necessities of workers, decide development plans by giving the option of utilizing results of performance management course to influence comparison between individual compensation. OCB has described as the behavior of and personal which endorse the organizational aims as a consequence of adding to its societal and emotional situation (Organ, 1997). Organizational residency behavior OCB has been planned in dissimilar disciplines as financial side, human resource management (HRM) and advertising etc. This wide-ranging concentration on OCB mostly stems preliminary the fiction that OCB participates in significant role to enhanced managerial competence in future (Podsakoff et al., 1997).

2.5. Mediating Role of POS between Training & Development and OCB

As these studies persistently discovered that POS and OCB are linked, most have considered just one dimension of OCB. Self-sacrifice, and supportive behavior, which imprisons behavior directly proposed to assist a specific individual, has been the main focus point of studies on OCB & POS. Masterson et al. (2000) establish that the

public high merit feature of OCB is associated with POS. In any organizational set up where expansion of workers is critical to the success of business, I challenge that meticulousness and compliance is a vital dimension to analyze as well as to facilitate supportive behaviors. Compliance stands for behaviors describing a good employee such as timekeeping. Punctuality and compliance these two are considered significant to every member of a working group and reduces disruptions reasons by individual for being late or not performing up to work. In view of training pacts with the organized approach that comprises a variety of applications of procedures, methods to an order of broad diversity of activities and abilities (Adamson & Caple, 1996). According to researchers training is a valuable learning in all lines of work whereas expansion is a process of stable enlargement (Garavan, 1997). In 21st century it is the need of time to expand human capital since it is accepted that workers who are well knowledgeable & compliant are momentous strong-willed, guidance and tutoring of workers turn into alarming as business seek out brilliance (Al-Khayyat, 1998).

2.6. Mediating Role of POS between Performance Management and OCB

Performance management is a crucial tactical and incorporated process that brings nonstop victory to business by improving recital of workers and mounting the talent of individual workers and groups (Armstrong & Baron, 1998). PM is expressed as a channel following that business assesses and expands its worker's abilities, behavior and present performance of workers in order to enhance managerial performance in current competitive era. PM is actually an arrangement which business follows to decide job objectives, decide performance values, assign and analyze worker's effort, provide recital feedback to workers, conclude T&D requirements and distribute incentives to workers (Briscoe & Claus, 2008).

According to various organizational support reviewers, elevated POS guide to a future work attitudes and rouse efficient attempt behavior for mostly two reasons. At first, these obliging effected results from various processes of societal exchange. Another effective study by Eisenberger et al. (2001) found that workers looks forward at the different optional functions of ruling to be completed, after that workforce assume that firm is giving them importance and care by the organization and they also have great support of organization with them. Employees then seek out to pay back this helpful action. Such as, employees become more devoted, loyal and diligent (Eisenberger et al., 1990). Above all that, it is clear that if business is giving sufficient teaching, capital, and aid from supervision, it develops a sentiment in workers like that all the firm employees want their firm to do very well and achieve set business objectives. So at this point business distinguishes what it holds up is completely associated with the results of OCB titles towards organization victory (Eisenberger et al., 2001; Wayne, Shore, Bommer, & Tetrick, 2002).

2.7. Conceptual Framework

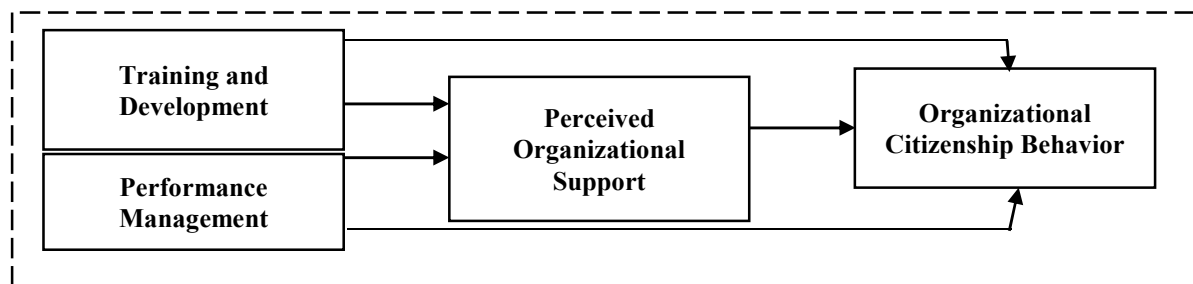


Figure 1: Proposed Model

2.8. Hypotheses

- H₁: There is significant positive relationship between training & development and POS
- H₂: There is significant positive relationship between performance management and POS
- H₃: There is significant positive relationship between training & development and OCB
- H₄: There is significant positive relationship between performance management and OCB
- H₅: POS mediates the relationship between training & development and OCB
- H₆: POS mediates the relationship between performance management and OCB

3. METHODOLOGY

3.1. Sample and Design

Data were collected from teachers of different schools located at Gujranwala division by using convenient sampling. A total of 330 questionnaires were distributed among teachers. 310 questionnaires, with 94% response rate, were received back and 300 questionnaires were used in analysis after subtracting 20 questionnaires which contain outliers and missing values.

Table 1: Demographic Information

2. Demographic	3. Demographic Features	4. Frequency	5. Percentage
6. Age	7. Less than 24	8. 150	9. 50.0
	10. 25-29	11. 102	12. 34.0
	13. 30-34	14. 35	15. 11.7
	16. 35 or greater	17. 13	18. 4.3
	19. Total	20. 300	21. 100.0
22. Gender	24. Male	25. 81	26. 27.0
	27. Female	28. 219	29. 73.0
	30. Total	31. 300	32. 100.0
33. Marital status	34. Married	35. 92	36. 30.7
	37. Unmarried	38. 208	39. 69.3
	40. Total	41. 300	42. 100
43. Qualification	44. FA	45. 2	46. 0.7
	47. BA	48. 93	49. 31.0
	50. Master	51. 173	52. 57.7
	53. M.Phil	54. 32	55. 10.7
	56. Total	57. 300	58. 100.0
59. Teaching Experience	60. Less than one years	61. 89	62. 29.7
	63. 2-5 years	64. 159	65. 53.0
	66. 6-10 years	67. 43	68. 14.3
	69. Above 10 years	70. 9	71. 3.0
	72. Total	73. 300	74. 100.0
75. Monthly salary	78. Less than 15,000	79. 113	80. 37.7
	81. 16,000-20,000	82. 34	83. 11.3
	84. 21,000-25,000	85. 82	86. 27.3
	87. 26,000 and above	88. 71	89. 23.7
	90. Total	91. 300	92. 100.0

3.2. Instruments

Valid and pretested scales were used to measure different variables of study. For instance, the scale of Vandenberg, Richardson and Eastman (1999) was used to training and development. Furthermore, to measure POS, the scale of Hutchinson and Garstka (1996) was adopted. Similarly, performance management was measured by using Rhoades, Eisenberger and Armeli's (2001) scale. Moreover, OCB was measured by adopting Lee and Allen's (2002).

4. DATA ANALYSIS AND FINDINGS

4.1. CFA of Instruments

Table 2: Fit Indices

93. Statistics	94. Fit Indices	95. TD	96. PM	97. POS	98. OCB
99. Absolute Fit	100. χ^2	101.45.809	102.19.087	103.31.047	104.39.234
105.	106.DF	107.11	108.6	109.10	110.13
111.	112.CMIN/DF	113.4.164	114.3.181	115.3.105	116.3.018
117.	118.GFI	119..958	120..980	121..975	122..965
123.	124.RMR	125..027	126..039	127..016	128..027
129.	130.RMSEA	131..103	132..085	133..084	134..082
135.Incremental Fit	136.NFI	137..966	138..967	139..976	140..956
141.	142.TLI	143.950	144..941	145..954	146.951
147.	148.CFI	149..974	150..977	151..984	152..970
153.Parsimony Fit	154.AGFI	155..892	156..930	157..911	158..924

TD= training and development; PM= performance management; POS= perceived organizational support; OCB= organizational citizenship behaviors

Table 3: Factor Loadings

159. Items	160. FL	161. AVE	162. CR	163. Items	164. FL	165. AVE	166. CR
167. Training and Development				168. PM6	169. .65	170.	171.
<i>172. TD1</i>	173. ----	174.	175.	176. PM7	177. .63	178.	179.
180. TD2	181. .84	182.	183.	184. PM8	185. ----	186.	187.
<i>188. TD3</i>	189. ----	190.	191.	192. Perceived Organizational Support			
193. TD4	194. .84	195.	196.	197. POS1	198. .47	199.	200.
<i>201. TD5</i>	202. ----	203.	204.	205. POS2	206. .69	207.	208.
209. TD6	210. .78	211.	212.	213. POS3	214. .44	215.	216.
217. TD7	218. .56	219.	220.	221. POS4	222. .44	223.	224.
225. TD8	226. .82	227.	228.	229. POS5	230. .92	231. .87	232. .99
233. TD9	234. .86	235. .87	236. .95	237. POS6	238. .67	239.	240.
241. TD10	242. .82	243.	244.	245. POS7	246. .84	247.	248.
249. TD11	250. .84	251.	252.	253. POS8	254. .62	255.	256.
257. TD12	258. .71	259.	260.	261. POS9	262. ----	263.	264.
265. TD13	266. .75	267.	268.	269. Organizational Citizenship Behavior			
270. TD14	271. .63	272.	273.	274. OCB1	275. .59	276.	277.
278. TD15	279. .76	280.	281.	282. OCB2	283. .61	284.	285.
286. TD16	287. .74	288.	289.	290. OCB3	291. .73	292.	293.
294. TD17	295. .94	296.	297.	298. OCB4	299. .71	300.	301.
302. TD18	303. .78	304.	305.	306. OCB5	307. .76	308.	309.
310. Performance Management				311. OCB6	312. .80	313. .79	314. .90
<i>315. PM1</i>	316. ----	317.	318.	319. OCB7	320. .65	321.	322.
323. PM2	324. .63	325.	326.	327. OCB8	328. .45	329.	330.
331. PM3	332. .58	333.	334.	335. OCB9	336. ----	337.	338.
339. PM4	340. .46	341. .81	342. .89	343. OCB10	344. .56	345.	346.
347. PM5	348. .95	349.	350.	351.	352.	353.	354.

355. FL= factor loading; AVE= average variance extracted; CR= construct reliability;

356. *Italic and bold items are excluded in confirmatory factor analysis*

Asingle factor model of training & development was tested by loading 18 items. After model specification all the items having factor loading less than .30 were eliminated and few residuals were correlated as modification indices guided. The results of single factor model of training and development were extremely good and Chi square value was also in good range as given in table 2. After comparing fit indices in all models, in the current study a single factor model was selected to examine the further analysis of impact of training & development based on Chi square difference test. Range of factor loading in single factor model between .56 to .94 which is unacceptable range and above the set standard for retaining the items. Furthermore, the results of the single factor model of performance management were extremely good and Chi square values were also in good range. The values of goodness of model fit are $\chi^2/df= 19.087(6)$, GFI= .980, CFI= .977, RMR= .039 and RMSEA .085 as given in table 2. The range of standardized factor loadings in a single factor model is .46 to .95 which is in quite acceptable range as shown in table 3. The results of the single factor model of POS were extremely good and Chi square value was also in good range. The values of goodness of model fit are $\chi^2/df= 31.047(10)$, GFI= .975, CFI= .984, RMR= .016 and RMSEA .084. After comparing the robust indices in all models, in the current study a single factor model was selected to inspect the further analysis. The range of standardized factor loadings in a single factor model is .44 to .92 which is in quite acceptable range. The results of the single factor model of were extremely good and Chi square value was also in good range. The values of goodness of model fit are $\chi^2/df= 39.234(13)$, GFI= .965, CFI= .970, RMR= .027 and RMSEA .082. Range of standardized factor loading in a single factor model is .59 to .80 which is in quite acceptable range.

4.2. Correlation

Table 4: Correlation

Variable	Mean	SD	TD	PM	POS	OCB
TD	4.00	.351	1			
PM	4.22	.396	.066	1		
POS	4.24	.418	.436**	.017	1	
OCB	4.12	.505	.534**	.061	.653**	1

SD= standard deviation; TD= training and development; PM= performance management; POS= perceived organizational support; OCB= organizational citizenship behavior

Table 4 represents the correlation values of impact of training & development, performance management, POS and OCB. Mean value of training & development is 4.003 close to 4 it means the majority of the respondents were agreed and .351 is the standard deviation of training & development which shows 35.1% variation among responses. Moreover, impact of training & development positively and significantly correlated ($r= .436^{**}$, $.534^{**}$)

with POS and OCB at $P < .01$ respectively. The mean value of performance management is 4.22 above to 4 it means the majority of the respondents were agree and .396 is the standard deviation of performance management which shows 39.6% variation among responses. Moreover, performance management is not significantly correlated ($r = .017, .061$ at $P < .01$ and $P < .05$) with OCB and POS. further, the mean value of POS is 4.24 above to 4 it means the majority of the respondents were agreed and .418 is the standard deviation of POS which shows 41.8% variation among responses. Moreover, POS optimistically and considerably associated ($r = .653^{**}$) with OCB at $P < .01$. The mean value of OCB is 4.12 above to 4 it means the majority of the respondents were agree and .505 is the standard deviation of OCB which shows 50.5% variation among responses.

4.3. Structural Equation Modeling

4.3.1. Direct Effects

Table 5: Standardized Estimates of Direct Effects

Indications of relationship of variables			Standardized Estimate	S.E.	C.R.	P	Results
OCB	<--	TD	.440	.065	6.731	***	Significant
OCB	<--	POS	.629	.055	11.490	***	Significant
OCB	<--	PM	.040	.052	.777	.437	Insignificant

TD= training and development; PM= performance management; POS= perceived organizational support; OCB= organizational citizenship behaviors

Table 5 presents the standardized direct effects among the training & development, performance management, perceived organizational support (POS) along with organizational citizenship behavior between schools' teachers. Table 4.11 shows the significant direct impact of training & development on organizational citizenship behavior ($\beta = .31; P < .05$), performance management on organizational citizenship behavior ($\beta = .03; P < .05$), perceived organizational support on organizational citizenship behavior ($\beta = .52; P < .05$). In the current study all hypothetical direct effects are computed to test whether the 1st assumption of mediation fulfills or not. According to Barron and Kenny (1986), the 1st assumption of mediation analysis is, there must be a significant direct relationship among all exogenous and endogenous variables to proceed to the analysis of mediation.

4.3.2. Indirect Effect

Table 6: Standard Estimates of Path Analysis

Indications of relationship of variables			Standardized Estimate	S.E.	C.R.	P	Results
POS	<---	PM	-.012	.055	-.222	.824	Insignificant
POS	<---	TD	.521	.062	8.370	***	Significant
OCB	<---	POS	.629	.055	11.490	***	Significant
OCB	<---	PM	.040	.052	.777	.437	Insignificant
OCB	<---	TD	.440	.065	.6731	***	Significant

TD= training and development; PM= performance management; POS= perceived organizational support; OCB= organizational citizenship behaviors

In present study, all direct effects were investigated by using structural equation modeling then POS was incorporated between association of training & development and OCB. Mediation between performance management along with OCB and the mediation of POS among the relationships of training & development and performance management with OCB have also been investigated. Direct relationship of training & development along with POS ($\beta = .44; P < .05$). Table 6 shows the POS ($\beta = .52; P < .05$) on OCB. Results indicated partial mediation which shows that there is the strong mediating effect of POS between training & development and OCB in teaching sector.

5. CONCLUSION AND DISCUSSION

Former to the overview and discussion of hypothesis a related summary describes the psychometric attributes of the scales applied in this research. The study examined the impact of training & development and performance management on OCB through mediation POS. With regard to antecedents of OCB, training & development as well as performance management are used as independent variable. POS is used as a mediating between training and development and performance management. Four extremely trustworthy and extensively applied scales were used in this research. The primary purpose of our study was to conduct a descriptive analysis of OCB at private schools with six purpose. The first object to examine the affiliation of training & development with POS. Second objective examined relationship of performance management through POS. Third objective to investigate impact of training & development on OCB. Fourth objective examine the impact of performance management on OCB. Fifth objective is to investigate role of POS as mediating among training & development and OCB. Sixth objective is to examine the mediating effect of POS on the relation of performance management and OCB. Convenience

sampling technique is used under probability sampling techniques. 330 questionnaires were dispersed among teachers of private schools in Gujranwala division. Questionnaire received at the response rate of 93.9%. For data analysis SPSS 21, AMOS 21 are used for this study. Correlation shows the strength of relationship between independent variables training and development and performance management on dependent variable OCB and mediated variable POS. By using AMOS 21, Confirmatory factor analyses (CFA) was carried out for all variables. 1-factor model analysis is conducted through CAF. CFA was tested and the criteria for eliminating the items were set on the basis of factor loadings and residual values of each item. Factor loading $>.30$ or above was selected to retain the item while ± 2.80 was selected the standard value of each residual to delete the items (Brown, 2006).

5.1. Managerial Implications:

The findings of this study let practitioners to differentiate the collision of training & development and performance management practices both on the outcomes of POS & employee which could also impact organizational performance too (OCB). The decision of training is a most effective element which takes by top managers and process of goal setting is also searched through this way through including offering feedback and the appraisal of work itself. In this transitional and challenging world training and development is very significant for an organization to compete and to sustain. Eventual effect goes to organization by giving training to employees that is directly related to employee because the organization is end user of it. In order to get best goal, it is important to note that employees need to be skilled in the areas they are expected to participate in. It was initiated that training and development are considerably positively connected with the OCB. This recommend that if businesses are eager for raising the height of organizational citizenship behavior of firm workforce, firm ought to invest further in training and development of workers. This is done by offering workers satisfactory chances to build up themselves via training. Spending in training employees will perk up workers' meticulousness level, which means they are committed to go job before time if obligatory and will follow organization set of laws & policies, even at the time while they are not observed or examined. The finding of this study contributes to the corpse of research on training and development in Gujranwala region. Already a lot of researches have been done in this field but mainly done in western countries not in our region. This study pointed out that workers functioning in private schools in Gujranwala think about that training and development as a key factor of workers' performance. The findings shown that adoption of training and development is only one best option for schools' administrations those are interested in enhancing output and effectiveness.

Organizations should recognize role of performance management practices including appraisal system. The result of this research shows that performance appraisal system in district Gujranwala private schools does not actually exist. The school teachers are not motivated ultimately they are not able to produce helpful learning and the learning of pupils is the main objective of school. Teachers are found of performance appraisal when they not get any sort of appraisal from management for their better performance their motivation level gets down. Performance appraisal does not support POS as teachers whose performance is better than their other colleagues not get performance appraisal from school top management. In this study performance management does not have any significant impact on POS as private school teachers' performance is not observed through employee's performance appraisal. Placing focus on efficiency of performance management process to facilitate managerial conclusion. POS gave their experiments by assuring that employees those who have willingness about their support to work of organization and to accomplish their arousing desires in turn and also workforce is devoted toward their work for organization best interest. In achieving the best organizational goal perceived organizational treatment motivate workers to boost their hard work. These observations of organizational support have been connected with several important workers results together with job contentment, job dedication, firm performance and turnover intention.

5.2. Recommendations

In this study lot of materials related to the variables were used research purpose and hypothesis moreover have been approved at the end. This study came to the conclusion that workers required training and development after investigating research findings and all variables which were being used to conduct research. The conclusion of study indicates that researcher gives suggestions for policy planner, organization and instructors etc. Findings suggests that training and development is vital for overall firms' success. Training program is an effective way to improve workers' qualifications plus company should also encourage workers for giving latest training curriculums. Education sectors should keep in mind the importance of training that does not influence on just workers' performance but moreover effect firm's performance. In order to attain benefit from the investment on employees training, there should be willingness of all employees. For the development of fastidious teachers' expertise, competencies, sympathetic, profession expedition, and effectiveness at the work recognize by teachers training curriculums have become necessary. As compared to the unqualified, trained employees are more proficient and successful on their job.

5.3. Future directions

It is suggested for prospect study that similar study can be directed on many additional regions of Pakistan like banking sector, telecommunication Sector, services sector and next to with these variables used in this study several supplementary variables like obligations of employee, employee motivation, endorsement, employee preservation, employee impetus, organization effectiveness should be investigated. It is furthermore recommended that in relation to employees training satisfactory working conditions to create more substantial results that may increase the importance of employee training can be used in future study. Different departments of the organizations can be targeted in future study for enhancing firms' outcomes. By focusing on gender in future study can also provide a variety of different results and findings. Different human resources practices like discretionary and non-discretionary practices for future investigation. Perceived organizational support can also use as dependent variable for measuring different HR practices like training & development, selection & staffing, performance management etc. prospect Research must additional investigate the affiliation between OCB motive and OCB type performed. A bigger sample may provide more educational consequences and provide more influence to the analyses. The present study indicates to facilitate participants are more possible to perform OCBO behavior, as precise by Lee and Allen's (2002) OCB scale. The prospect research can moreover test mediating and moderating mechanisms of additional variables in association between POS and organizational citizenship behavior. After conducting this study my suggestions for prospect research hard work investigating the relationship between perceived organizational support and longitudinal research ought to be use for organizational citizenship behavior. It might be favorable to scrutinize over time in a longitudinal study if the support of perceived organizational taken at one location is positively correlated to thoughts of organizational assurance and at other point work outcomes. In order to resolve the fundamental series this research will plan to construct its prospective to positively associated among perceived organizational commitment and work outcomes. For validity and generalizability of the results mediations findings could be tested by the upcoming researchers.

REFERENCES

- Adamson, P., & Caple, J. (1996). The training and development audit evolves: is your training and development budget wasted?. *Journal of European Industrial Training*, 20(5), 3-12.
- Al-Khayyat, R. (1998). Training and development needs assessment: a practical model for partner institutes. *Journal of European Industrial Training*, 22(1), 18-27.
- Armstrong, M., & Baron, A. (1998). *Performance management: The new realities*. State Mutual Book & Periodical Service.
- Armstrong-Stassen, M., & Templer, A. (2005). Adapting training for older employees: The Canadian response to an aging workforce. *Journal of management development*, 24(1), 57-67.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Bartel, A. P. (1994). Productivity gains from the implementation of employee training programs. *Industrial relations: a journal of economy and society*, 33(4), 411-425.
- Briscoe, D. R., & Claus, L. M. (2008). Employee performance management: policies and practices in multinational enterprises. *Performance management systems: A global perspective*.
- Brown, G. T. (2006). Teachers' conceptions of assessment: Validation of an abridged version. *Psychological Reports*, 99(1), 166-170.
- Cole, G. A. (2002). *Personnel and human resource management*. Cengage Learning EMEA.
- Donovan, P., Hannigan, K., & Crowe, D. (2001). The learning transfer system approach to estimating the benefits of training: Empirical evidence. *Journal of European Industrial Training*, 25(2/3/4), 221-228.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of applied psychology*, 86(1), 42.
- Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of applied psychology*, 75(1), 51.
- Garg, P., & Rastogi, R. (2006). Climate profile and OCBs of teachers in public and private schools of India. *International Journal of Educational Management*, 20(7), 529-541.
- Garavan, T. N. (1997). Training, development, education and learning: different or the same?. *Journal of European Industrial Training*, 21(2), 39-50.
- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American sociological review*, 161-178.H
- Hutchison, S., & Garstka, M. L. (1996). Sources of perceived organizational support: goal setting and feedback1. *Journal of Applied Social Psychology*, 26(15), 1351-1366.
- Jung, J. Y., & Hong, S. (2008). Organizational citizenship behaviour (OCB), TQM and performance at the maquiladora. *International Journal of Quality & Reliability Management*, 25(8), 793-808.

- Kalleberg, A. L., & Moody, J. W. (1994). Human resource management and organizational performance. *American Behavioral Scientist*, 37(7), 948-962.
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7).
- Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: the role of affect and cognitions. *Journal of applied psychology*, 87(1), 131-141.
- Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. *Academy of Management journal*, 43(4), 738-748.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological bulletin*, 108(2), 171.
- Mathieu, J. E., Tannenbaum, S. I., & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy of management journal*, 35(4), 828-847.
- Montesino, M. U. (2002). Strategic alignment of training, transfer - enhancing behaviors, and training usage: A posttraining study. *Human Resource Development Quarterly*, 13(1), 89-108.
- Moorman, R. H., Blakely, G. L., & Niehoff, B. P. (1998). Does perceived organizational support mediate the relationship between procedural justice and organizational citizenship behavior?. *Academy of Management journal*, 41(3), 351-357.
- Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel psychology*, 39(3), 497-523.
- Podsakoff, P. M., Ahearne, M., & MacKenzie, S. B. (1997). Organizational citizenship behavior and the quantity and quality of work group performance. *Journal of applied psychology*, 82(2), 262.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: the contribution of perceived organizational support. *Journal of applied psychology*, 86(5), 825.
- Snell, S. A., & Youndt, M. A. (1995). Human resource management and firm performance: Testing a contingency model of executive controls. *Journal of Management*, 21(4), 711-737.
- Swati, A., Bashir, N., Sardar, A., Zaman, K., & Fakhr, S. (2012). Determinants of organizational citizenship behavior: A case study of higher education institutes in Pakistan. *Management Science Letters*, 2(1), 329-338.
- Vandenberg, R. J., Richardson, H. A., & Eastman, L. J. (1999). The impact of high involvement work processes on organizational effectiveness a second-order latent variable approach. *Group & Organization Management*, 24(3), 300-339.
- Van Dooren, W., Bouckaert, G., & Halligan, J. (2015). *Performance management in the public sector*. Routledge.
- Wayne, S. J., Shore, L. M., Bommer, W. H., & Tetrick, L. E. (2002). The role of fair treatment and rewards in perceptions of organizational support and leader-member exchange. *Journal of applied psychology*, 87(3), 590.
- Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management journal*, 40(1), 82-111.
- Wilson, J. P., & Western, S. (2000). Performance appraisal: an obstacle to training and development?. *Journal of European Industrial Training*, 24(7), 384-391.