



DO STUDENTS IN ENGINEERING UNIVERSITIES BEHAVE LIKE EMPLOYEES/CO-WORKERS? EXPLORING RELATIONSHIP OF ISLAMIC WORK ETHICS AND ORGANIZATIONAL BEHAVIORS AMONG ENGINEERING STUDENTS.

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A b s t r a c t

This study explores the relationships between Islamic Work Ethics (IWE), workaholism (WA) and positive and negative Organizational Behaviors (OBs) amongst Engineering Students. Most of the researchers have studied OBs and ethics among faculty or administrative staff in universities. Study of these behaviors among students is a novel area of research. This study proposes an integrated framework of Islamic Work Ethics (IWE), Organizational Citizenship Behavior (OCB), Constructive and Destructive Deviant Behaviors, and workaholism (WA) with the productivity (CGPA) of engineering students and empirically investigates the relationship between productivity, behaviors and ethics and moderating effect of IWE on the relationship of OCB and productivity of engineering students using Preacher and Hayes Technique. This research makes a number of significant contributions: (1) organizational behaviors are explored among engineering students which were previously studied among faculty members/employees only (2) a model of behaviors, ethics, WA and productivity is prepared using hierarchical regression which was not available in literature. The findings and implications are discussed along with future research guidelines. The findings here are important for practitioners and scholars for better understanding of relationship of OBs, WA and ethics with the productivity of engineering students in order to enhance their productivity through promotion of desired behaviors amongst them.

R e s e a r c h H i g h l i g h t s

1. Organizational behaviors are generally studied among employees; this study explores a novel insight of these behaviors among Engineering Students and effects of these behaviors on their productivity.
2. Various positive and negative organizational behaviors can complement or neutralize the effects of each other, hence this study made an effort to prepare a novel comprehensive effect model of OCB, CDB (ICDB, OCDB), DDB (IDDB, ODDB), Workaholism and IWE on the productivity of engineering students.
3. The moderating effect of Islamic Work Ethics on the relationship of OCB and productivity of engineering students was explored.
4. The results of this study will be helpful for practitioners as well as university administrations and faculty in enhancing their understanding of the relationships of behaviors, ethics and productivity of students and how productivity can be enhanced by inculcating desired behaviors.



Graphical Abstract

The hypotheses tested in this study are:-

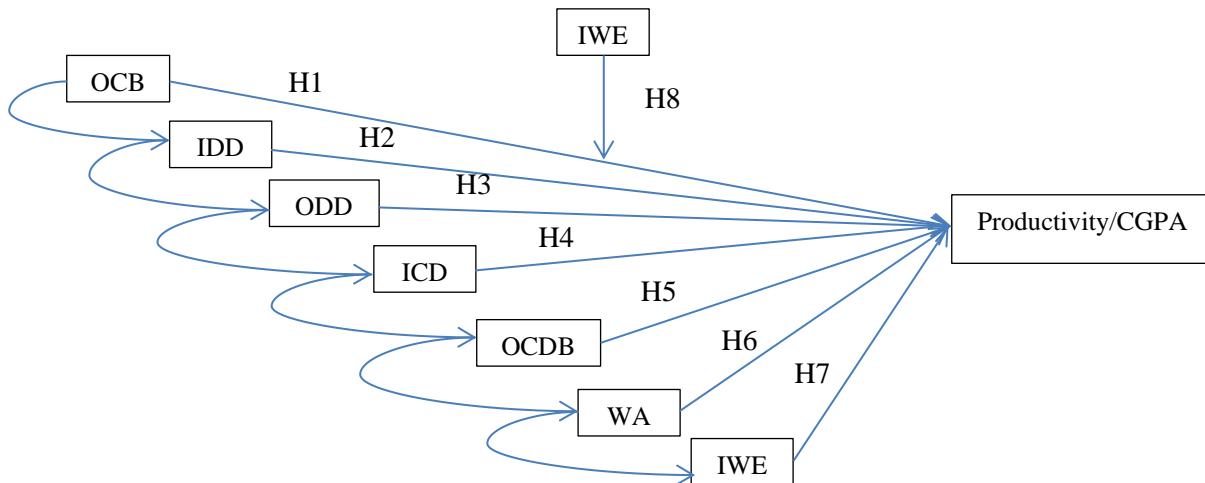


Fig. 1. Conceptual Framework

Research Objectives

1. To explore effects of positive and negative organizational behaviors [organizational citizenship behavior (OCB), destructive deviant behaviors (DDB), constructive deviant behaviors (CDB), workaholism (WA) and Islamic work ethics (IWE)] on the productivity of engineering students. [a novel area where research is lacking].
2. To adapt and refine the instruments for measurement of organizational behaviors among students, which were previously used only for employees.
3. To explore moderating effects of IWE on the relationship of OCB and productivity.
4. To develop a comprehensive model of 7 different complementary and neutralizing behaviors with the productivity of engineering students. [a novel area as contemporary research focuses on fewer behaviors].

Methodology

This exploratory research finds relationship between seven organizational behaviors and productivity as well as the moderating effect of Islamic Work Ethics on the relationship between OCB and productivity, using **hierarchical multiple regression and Preacher and Hayes (2004) technique**. Impact of these variables has been explored by stepwise inclusion of the variables after one another. Research is a cross-sectional, exploratory analysis, based on survey design. Population of this exploratory quantitative study consists of the undergraduate



students of Pakistani engineering universities. Random sampling technique was used in this research. Students were free to drop the survey at any stage or do not take part if they don't want to, eventually 420 questionnaires were received back out of 700 questionnaires. However, only 400 responses were considered as 20 of the responses were incomplete. Self-administered questionnaire which was based on 5 point Likert scale and adapted instrument to align with the study framework for seven major constructs were based on:- First instrument i.e. OCB is given by Podsakoff et al. (1990). According to Pillai et al. (1999) these dimensions can be combined together to form one dimensional measure. Instrument for interpersonal and organizational destructive deviant behaviors (I&ODDB) is adapted from Aquino et al. (1999). Interpersonal and organizational constructive deviant behaviors (I&OCDB) questionnaire is based on the work of Galperin (2012). Workaholism scale is modified from the work of the Spence & Robbins (1992) and IWE was based on the scale used by Ali (1992). Hysenbegasi et al. (2005) have noted CGPA as an objective, observer generated measure of academic productivity.

Results

Cronbach's alpha values of all instruments range from 0.8 to 0.9. Correlation matrix established that OCB has highest score of significant relationship with CGPA i.e. productivity of students as compared to other variables. Correlation of IDDB and ODDB is negative with OCB, concluding that students with higher OCB have lower interpersonal and organizational destructive deviant behavior. In addition to that IDDB and ODDB also show negative relationship with all other variables of the study, supporting the hypotheses that highly productive students show low destructive and deviant behavior. OCB ICDB, OCDB, WA and IWE have moderate to high significant relationship with one another and CGPA i.e. productivity of students having r value 0.3 to 0.7 at $p < 0.01$.

OCB creates 29% variance in CGPA/productivity which is almost similar to previous findings (Gomez 2016). The study also finds that IDDB and ODDB do not have significant contribution in explaining the variance in CGPA. ICDB significantly increases variance to 3% with $p < 0.01$ hence H_4 is accepted.

Islamic Work Ethics (IWE) moderates the relationship between OCB and CGPA as highest order of unconditional interactions is 0.0114 (1.14%) at $p < 0.05$ which shows that moderator (IWE) has significant impact on the CGPA scores but its impact is very small.

Findings

This research revealed that OCB, ICDB, OCDB, WA, IWE have positive relationship with productivity of students while IDDB and ODDB are negatively related with CGPA/productivity of engineering students. Collective impact of these variables shows that effectiveness of variables keep on decreasing once they come after negatively associated





variables. Although many variables significantly effect the productivity of students but OCB has most significant effect.

It is pertinent to state that some part of productivity/CGPA can be predicted with the help of OCB. The students who exhibit OCB in universities, feel more confident and their mentors/teachers also give them more respect. In order to maintain their stature in this community, students put extra efforts hence their productivity increases. It is also observed that negative and positive destructive behavior does not create major effect on the students while they are observing OCB.

This research haven't included many other variables like colleague support, organizational support etc. which could also be relevant to the productivity. OCB and other variable can be used as a tool to increase productivity of the students in the universities.

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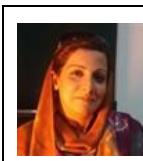


Humayun Sattar is a veteran with over 30 years of meritorious service in Pakistan Army and award of highest honor "The Star of Excellence". Basically a telecommunication engineer, he did his MS in Engineering Management and is now pursuing his PhD Engineering Management. His area of interest is Organizational Behaviors, Ethics and Productivity in the field of Education, especially in the field of Engineering Education sector. He is serving as Director Academic Development Unit in world's largest Education Foundation PEF (providing free and quality education to 2.6 Million Students).





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