

Sustainable Campus Cultures: The Interplay between the role of OCB and Workplace Participation among Academic Staff in Indian Higher Education Institutions

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ABSTRACT

Purpose: This qualitative study investigates how workplace involvement and Organizational Citizenship Behavior (OCB) interact to promote sustainable campus cultures in Indian Higher Education Institutions (HEIs). It aims to comprehend academic staff members lived experiences as they negotiate their responsibilities as possible sustainable change agents.

Design/Methodology/Approach: Two public and two private Indian institutions were included in a multiple case study design. 32 semi-structured interviews, four focus groups (one for each institution), non-participant observations, and document analysis were used to gather data. A methodical approach to theme analysis was used to examine the data.

Findings: Three main themes emerged from the analysis: (1) The Architecture of Participation, which describes the formal and informal structures that facilitate or obstruct faculty voice; (2) The Spectrum of Green OCB, which describes how faculty voluntary actions range from passive advocacy to active championing; and (3) The Synergistic Engine, which explains how meaningful participation acts as a catalyst for sustained OCB, which in turn becomes the lifeblood of a pervasive sustainable campus culture. A conceptual model demonstrating this dynamic interaction is presented in the study.

Practical Implications: In order to establish genuine, empowered places for faculty participation, HEI leaders must go beyond tokenistic committee forms. It is essential to value and acknowledge "Green OCB" through both official and informal incentives. Instead than being viewed as top-down compliance jobs, sustainability activities should be portrayed as group, value-driven endeavors.

Originality/Value: The human and cultural aspects of sustainability in Indian HEIs are deeply and contextually richly understood thanks to this study. It provides a sophisticated conceptual model of the relationship between OCB and participation, laying the groundwork for further study and calculated action.

Keywords: Organizational Citizenship Behaviour, OCB, Workplace Participation, Sustainable Campus, Qualitative Research, Case Study, Thematic Analysis, Indian Higher Education.

INTRODUCTION

Higher Education Institutions (HEIs) increasingly play an active role in designing sustainable futures, rather than only disseminating knowledge, as a result of the worldwide push for sustainability (Filho et al., 2018). Universities and colleges have a duty to model the values of social justice, economic responsibility, and environmental stewardship that they frequently promote in their curricula since they are microcosms of society and are increasingly seen as vital levers for systemic change. Global frameworks like the UN Sustainable Development Goals (SDGs), especially SDG 4 on quality education and SDG 11 on sustainable cities and communities, which emphasize education as a key component of a more sustainable future, reflect this evolution.

National policy tools like the National Education Policy (NEP) 2020, which clearly stresses the integration of environmental education and sustainable practices across all learning levels, are increasingly guiding this transition in India. At the same time, HEIs are encouraged by guidelines from the University Grants Commission (UGC) to implement green practices, lower their carbon footprint, and integrate sustainability into their academic and operational framework. But the current method of carrying out these directives is still primarily technocratic and top-down. In addition to policy compliance through reporting and audits, the emphasis is frequently on observable, quantifiable infrastructure improvements, such as installing solar panels, putting waste management systems in place, and developing green buildings (Sharma & Kelly, 2022). Although these components are

unquestionably essential, they simply provide the framework for a sustainable organization.

This technical-rational paradigm, while logistically important, often overlooks a critical success factor: the human and cultural element. Lasting cultural change is not engineered solely through policy blueprints or physical infrastructure but is cultivated organically through shared values, voluntary actions, and a deeply felt sense of collective ownership (Leal Filho et al., 2015). A sustainable campus culture is one where recycling is not just a bin system but an ingrained habit; where energy conservation is not just a sensor light but a collective conscience; and where social equity is not just a policy statement but a lived practice in classrooms and committees.

At the center of the organization, academic personnel play a crucial role in bridging the gap between infrastructure and culture, as well as between policy and practice. They have the ability to co-create the institutional ethos rather than just carrying out top-down orders. Their voluntary, unrewarded efforts—known in management literature as Organizational Citizenship Behavior (OCB) (Organ, 1988)—are a potent, frequently invisible undercurrent of cultural transformation. These behaviors include volunteering to include sustainability topics into coursework, mentoring student eco-clubs beyond prescribed responsibilities, informally campaigning for resource conservation among colleagues, or leading grassroots green initiatives.

With its mix of public and private institutions, differing degrees of autonomy, and ingrained hierarchical traditions, the Indian higher education landscape offers a unique setting where these ideas show up differently than in Western contexts. Important questions are yet unresolved: How does a faculty member's decision to participate in "Green OCB" directly relate to the experience of meaningful participation—or the annoyance of tokenistic consultation? How do these voluntary, individual actions come together to form and maintain the campus culture as a whole? What kind of feedback loop exists across cultures?

What kind of feedback loop exists between citizenship behavior, participation, and culture?

Using a thorough qualitative approach, this study tackles these intriguing topics in an effort to reveal the underlying "how" and "why" of this intricate relationship. This research aims to go beyond theoretical presumptions and create a nuanced, context-sensitive understanding of the socio-cultural processes that support the development of really sustainable campus cultures by giving priority to the voices, experiences, and lived realities of academic staff themselves. The results are intended to give Indian HEI leaders and politicians a solid, empirical basis on which to proactively cultivate the people ecosystems necessary to turn sustainability from a mandated project into a deeply ingrained, long-lasting institutional identity.

2. LITERATURE REVIEW

2.1 From Sustainable Infrastructure to Sustainable Culture

The idea of a "sustainable campus" has evolved significantly, reflecting the general understanding of sustainability. The emphasis on eco-efficiency was a major feature of the early paradigm, which was popular in the 2000s (Velazquez et al., 2006). This method presented sustainability mainly as an operational and technical problem. The focus was on using managerial and infrastructural strategies to lessen the university's adverse environmental impact. These strategies included managing solid waste through recycling programs, cutting energy use with LED lighting, minimizing water waste with efficient fixtures, and obtaining green building certifications.

Although these programs are fundamental and vitally important, this viewpoint frequently treated sustainability as a set of discrete, measurable projects a problem of resource management and pollution control that could be managed by facilities departments with little involvement from the larger academic community.

But this technocentric model's shortcoming became more and more obvious. Modern green infrastructure may be present on a campus, but there may not be a widespread sense of environmental responsibility, such as when solar-powered lights are left on in vacant rooms or when recycling bins are present but a culture of waste and consumption endures. The sustainable campus culture—a more comprehensive and transformative ideal—was the result of this realization (Tilbury, 2011; Sterling, 2004).

A campus culture that is sustainable signifies a significant strengthening of the dedication. It goes beyond sustainability's "hardware" to include its "heartware" and "software." This culture incorporates sustainability into the institution's core values and identity. Its curriculum (what is taught), research (what is prioritized and explored), outreach (how it interacts with the community), and, most importantly, the everyday behaviors, shared presumptions, and unwritten rules of its community the students, faculty, staff, and administrators all reflect this core value in addition to its physical operations (Leal Filho et al., 2019).

Sustainability is an inherent, guiding principle rather than an add-on or a distinct "initiative" in such a culture. It can be found in the research agenda of an economist studying circular business models, the pedagogical decisions made by a literature professor discussing climate fiction, the procurement office's choice to give preference to ethical and local suppliers, and the resource-use norms of the student body.

People feel empowered to act sustainably and to oppose unsustainable practices in this culture, which is defined by a shared sense of agency and responsibility. In the end, a sustainable campus culture is one in which sustainability stops being a specialized term and just becomes "the way we do things here"—a smooth, self-reinforcing part of the institutional fabric that lasts beyond particular funding cycles or leaders, guaranteeing long-term resilience and a sincere contribution to a sustainable society.

2.2 Organizational Citizenship Behaviour (OCB) in HEIs

Organizational Citizenship Behavior (OCB) is defined as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p. 4). OCB is a key concept in organizational psychology and management literature. This paradigm extends beyond the transactional "job description" to include employees' voluntary prosocial actions. These are the "good soldier" behaviors that lubricate an organization's social machinery without being necessary, encouraging cooperation, reducing conflict, and boosting overall effectiveness.

Organ (1988) and Podsakoff et al. (2000) state that civic virtue (participating responsibly in the organization's political life), sportsmanship (accepting inconveniences without complaining), conscientiousness (going above and beyond minimum role requirements), and altruism (assisting particular individuals) are the essential elements of OCB.

Even though it can take many different forms, the transfer of this powerful concept from the for-profit business sector to the unique social ecosystem of a university clearly demonstrates its value. Higher Education Institutions (HEIs) rely heavily on intellectual community, shared governance, and goodwill, all of which encourage discretionary conduct. Operations at HEIs are inherently knowledge-based and collaborative.

In academia, OCB can manifest as a senior professor instructing junior faculty members outside of their official duties, a department member voluntarily organizing a seminar series, employees staying late to ensure the success of a student event, or faculty members serving on demanding committees without receiving compensation. Despite their infrequent inclusion in performance assessments, these activities are crucial to a vibrant, encouraging, and resilient academic institution.

In the context of institutional sustainability, the implementation of OCB becomes especially effective. Here, it becomes the more focused notion of "Green OCB" or "Eco-Citizenship" (Boiral & Paço, 2012). The term "Green OCB" describes the collection of voluntary, unpaid tasks employees complete to support social and environmental sustainability inside their company. This is a crucial bottom-up element for altering university academic staff culture. It operates in tandem with, and frequently before, official top-down environmental initiatives.

The many varieties of Faculty Green OCB are all closely related to the academic role. With a distinct focus on sustainability, they might be categorized using the conventional OCB criteria:

Altruism for Sustainability: This refers to academic staff members who voluntarily help their colleagues integrate sustainability into their teaching and research. For instance, a humanities colleague who wants to employ sustainability subjects may receive research techniques or instructional materials from an experienced environmental scientist. It can also involve mentoring students in unofficial eco-clubs, offering guidance on

sustainability-focused projects, or informally advising the administration on green initiatives based on their expertise.

Eco-conscious Behaviors: This component includes a faculty member's personal dedication to sustainable behaviors that go beyond compliance. This can mean using less water, shutting down equipment, and rigorously sorting waste in order to reduce the number of resources utilized in their lab or office. It includes adopting eco-friendly conference travel options, opting for virtual participation where feasible, and promoting the use of digital resources over paper handouts even when institutional policy does not strictly require it.

Sportsmanship in the Face of Sustainability Challenges: Putting sustainability into practice frequently entails trial and error, failure, and institutional inertia. When faculty members exhibit sportsmanship, they put up with these annoyances and frustrations without becoming cynical or complaining to the public. They carefully overcome bureaucratic obstacles to get a sustainability project approved, or they persevere with a new waste-segregation system despite initial misunderstanding, keeping a positive and constructive attitude that keeps morale from dropping.

Courtesy through Collaborative Sustainability: This refers to actions that shield others from sustainability-related issues. In order to preserve water, a professor may report a leaky tap to facilities management and make sure it is fixed right away. In order to show respect and foresight, they might work with coworkers to arrange shared transportation for commuting or confer with administrative staff prior to initiating a student sustainability campaign to make sure it fits in with other campus events.

Civic Virtue for the Green Campus: In the context of HEIs, this is arguably the most important aspect. In terms of sustainability, it represents a faculty member's conscientious involvement in the institution's "political" and governance life. This entails actively participating in and making contributions to sustainability task forces, voluntarily examining drafts of green policies, advocating for sustainability investments in faculty senate meetings, and standing up for the institution's sustainability objectives in the face of internal or external criticism. It is the conduct of an academic who considers themselves to be a co-steward of the long-term viability of the institution.

Faculty participation in such Green OCB is motivated by a variety of intricate and diverse factors. It is frequently motivated by a combination of social norms, where a growing culture of sustainability among peers fosters a sense of shared responsibility; intrinsic motivation, such as strong personal environmental values and a deep-seated ethical commitment; and perceived organizational support, where faculty are more likely to exert discretionary effort if they believe the institution truly values and supports their sustainability goals (Boiral & Pañ, 2012).

Green OCB becomes even more important in the context of Indian HEIs, where formal systems of reward and performance appraisal may be slow to adapt. It is an

organic, flexible, and economical force for change. By their voluntary acts, faculty members who are "eco-champions" can test new concepts, shape students' perspectives through casual conversations, and generate a wave of support that increases the legitimacy and efficacy of top-down sustainability measures. Therefore, any Indian institution hoping to create a really sustainable campus culture that lasts must comprehend, support, and eventually acknowledge this "invisible workforce" of academic staff involved in Green OCB.

2.3 Workplace Participation and Faculty Agency

A crucial structural and philosophical element of successful higher education governance is workplace participation, which is widely described as the procedures and methods by which workers are given a significant voice and exercise influence in corporate decision-making (Rao, 2016). This idea goes beyond crude ideas of consultation in the academic setting to include genuine collaboration in determining the institution's operational guidelines, cultural norms, and strategic direction. According to Bess and Dee (2008), faculty members' professional identities are intricately linked to concepts of academic freedom, intellectual autonomy, and shared governance. As such, the opportunity for genuine participation is not just a procedural formality but rather a fundamental expectation and a crucial factor in determining their organizational commitment and professional engagement.

In Higher Education Institutions (HEIs), workplace involvement that is pertinent to sustainability takes many different shapes and functions at different levels of the institutional hierarchy. Participation at the operational level could include faculty involvement on the execution of certain green initiatives, like creating a new waste segregation policy or offering suggestions for energy-saving methods in their departments. At the tactical level, it takes the form of active participation and membership in important committees where sustainability issues can be methodically incorporated into academic and administrative planning, such as those for campus development, curriculum revision, and research ethics.

In order to ensure that the institution's overarching sustainability vision, goals, and master plans are not only ambitious but also pedagogically sound and contextually relevant to the academic mission, faculty participation at the strategic level is at its highest level.

Participation's capacity to promote psychological ownership provides the theoretical foundation for its potency (Pierce, Kostova, & Dirks, 2001). Faculty members experience a psychological change from viewing sustainability as "the administration's project" to viewing it as "our initiative" when they are genuinely involved in the decision-making processes surrounding sustainability. Their relationship with sustainability goals changes from one of passive compliance to one of active stewardship as a result of this strong incentive.

The concepts of procedural justice, which hold that workers are more likely to support and adhere to organizational decisions—even negative ones—if they believe the decision-making process was equitable, open, and inclusive, further support this (Tyler & Blader, 2003).

A cooperatively created sustainability plan is more likely to be accepted and supported in the frequently decentralized and values-driven setting of a university, while a top-down sustainability decree may encounter opposition or indifference.

But there are differences in the participation landscape, and it's important to distinguish between tokenistic and true engagement.

Tokenism has serious repercussions. The very voluntary spirit and "citizenship behavior" that are crucial for cultural transformation can be effectively extinguished by faculty cynicism, disengagement, and alienation. It is far more difficult to motivate the community for upcoming projects when faculty members view participation as a meaningless ritual, which undermines confidence in leadership and diminishes the idea of shared governance in general.

The dynamics of worker engagement are further compounded by particular institutional features within the particular context of Indian HEIs. A cultural barrier to true, flat involvement might be created by the strongly ingrained hierarchical systems found in many Indian businesses. Junior faculty members are frequently reluctant to express divergent viewpoints in front of senior administrators. Additionally, while some well-funded, forward-thinking universities may have strong participatory mechanisms, others—especially smaller or more traditional colleges—may lack the administrative infrastructure, funding, or leadership will to enable meaningful involvement due to the stark differences in institutional capacity and autonomy across the sector.

Participatory models must be modified to meet a variety of settings, from big, decentralized public universities to smaller, more centrally governed private institutions, due to the sheer size and diversity of the Indian higher education system.

Therefore, deliberately creating and institutionalizing strong, context-appropriate participatory frameworks is a challenge for Indian HEIs hoping to create a sustainable campus culture. This entails establishing official, powerful, and representational avenues for faculty voice in place of ad hoc discussions. It calls for leadership that is really willing to share authority and power with the academic community in addition to having a strong commitment to sustainability in theory. Faculty are the most reliable and successful agents for integrating sustainability into the core of the institution's identity and operations when they are turned from bystanders to co-creators through genuine workplace engagement.

2.4 The Research Gap

The majority of the literature currently available on sustainability in HEIs is focused on technical, policy, and infrastructure analyses. Few studies have thoroughly examined faculty members' actual experiences negotiating their responsibilities as sustainability change agents, despite the fact that an increasing amount of research recognizes the significance of human factors. In the Indian HEI setting, the precise, qualitative interaction between the participation frameworks and the agency of

OCB is yet largely unexplored. By thoroughly examining this interaction, this work seeks to close this gap.

Examining the dynamic interaction between structure and agency—more especially, between the formal frameworks of workplace participation and the informal agency of Organizational Citizenship Behavior (OCB)—makes this disparity very noticeable and crucial. These ideas are often isolated in the literature. Research on participatory governance sometimes concentrates on formal committee structures and decision-making rights, sometimes ignoring how these institutions—or their absence—incite or inhibit the extra-role, discretionary actions that are essential to cultural transformation. On the other hand, research on OCB, even in its "green" version, often looks at antecedents at the human level, such as work satisfaction or personal values, without adequately placing these behaviors within the enabling or limiting architectures of institutional involvement.

Thus, the purpose of this work is to fill this specific and important gap. It undertakes a thorough, qualitative investigation of the socio-cultural dynamics at work, going beyond mapping formal policy or cataloguing infrastructure improvements. It aims to shed light on the complex ways that participatory structures can either promote a positive cycle of empowered citizenship and cultural embedding or, on the other hand, set off a negative cycle of tokenism and disengagement by concentrating on the lived experiences of faculty. The goal of this study is to offer a contextually rich, empirically based knowledge of how, in the Indian setting, sustainable campus cultures are genuinely co-created from the convergence of institutional opportunity and human action.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study used a multiple case study design (Yin, 2018), which was chosen for its effectiveness in analyzing intricate, modern phenomena in their actual settings. Since the lines between the phenomenon of interest and its institutional setting are intrinsically hazy, this method is especially suitable for investigating the growth of sustainable campus cultures. A more complex and transportable understanding of the research problem was produced by the cross-case comparative analysis made possible by the examination of four different Higher Education Institutions (HEIs). This allowed for the identification of convergent patterns and contextual differences.

3.2 Case and Participant Selection

Four HEIs in Eastern India were chosen using a purposeful sampling technique to ensure variability across important institutional attributes:

Case A: A sizable public university with a clear, official sustainability mandate.

Case B: A mid-sized private institution with a focus on professional and technical education.

Case C: A small, private liberal arts college.

Case D: A public university with limited resources.

A maximum variation sampling technique was used to find participants in each institutional scenario (N=32). This strategy ensured representation from a wide range of academic positions (from early-career lecturers to full professors), disciplines (including the natural sciences, social sciences, humanities, and professional fields), and degrees of documented involvement with sustainability initiatives. This methodological decision was made in order to gather a wide variety of academic viewpoints and experiences.

3.3 Data Collection Methods

Data was collected over a six-month period through a triangulation of methods:

A multi-method approach to data collecting was used to guarantee thorough comprehension and methodological triangulation. 32 semi-structured interviews, each lasting 45 to 60 minutes, served as the main source of data. These interviews were carried out using a procedure created especially to investigate faculty experiences with organizational citizenship behavior and workplace involvement. To guarantee data integrity, every interview was audio recorded and then verbatim transcribed. In addition to these individual ideas, each school held Focus Group Discussions (FGDs) with six to eight faculty members to record group perspectives and produce interactive data through group dynamics.

A comprehensive document analysis was carried out, looking at pertinent policy documents, internal committee minutes, and public sustainability reports in order to contextualize and triangulate the interview data. In order to gather rich contextual data, about 20 hours of non-participant observations were carried out at each location, with a particular focus on campus operations, committee meetings, and sustainability-related activities. Detailed field notes were kept throughout. The convergence of several data sources was made possible by this all-encompassing strategy, which improved the validity and breadth of the study's conclusions.

3.4 Data Analysis

Following Braun and Clarke's established six-phase framework, a comprehensive thematic analysis of the data was conducted (2006). In order to obtain a thorough, nuanced grasp of the scope and depth of the dataset, the method began with an immersive familiarization phase that involved reviewing all interview transcripts, field notes, and documentary materials repeatedly and actively. The creation of the first codes was started after this immersion. In order to find and categorize noteworthy characteristics pertinent to the research topics, the whole qualitative dataset was methodically coded line by line using NVivo software. Finding themes was the main goal of the next stage, which involved compiling and synthesizing the codes that were found into possible overarching themes.

In order to evaluate each potential theme's coherence and viability, all pertinent coded data had to be gathered. These possible themes were then put through a rigorous review process that worked on two levels: first, the coded data extracts were examined to make sure they formed a coherent pattern within each theme; second, the entire

dataset was examined to confirm the accuracy of the thematic map and make sure it provided a convincing explanation of the data that had been gathered.

The identifying and naming of themes, which required precisely defining the core and scope of each subject and articulating the complex tale each one told in respect to the research objectives, was the result of this iterative process of refining. The analytical process came to a close with the production of the report. This required placing the findings within the larger framework of the body of research on sustainability, OCB, and workplace involvement in higher education, as well as integrating the analytical narrative with vivid, captivating data excerpts as evidence.

Several validation techniques were methodically applied in accordance with accepted qualitative research criteria to guarantee the reliability and rigor of the study findings. Long-term interaction with participants, methodological triangulation of data sources, and member checking—in which important informants checked preliminary interpretations for accuracy—all contributed to increased credibility. Thick, detailed descriptions of participant characteristics and institutional contexts are provided to promote transferability, allowing readers to evaluate the findings' possible relevance in different circumstances. By keeping an extensive audit trail that records all research choices, data gathering procedures, and analysis techniques, reliability was attained. Consistent reflexivity techniques were used to address confirmability, including a researcher journal that documented new discoveries, methodological difficulties, and continuous critical self-reflection to buffer any biases and preconceptions throughout the research process.

4. FINDINGS AND ANALYSIS

The analysis yielded three interconnected core themes that illuminate the research problem.

4.1 Theme 1: The Spectrum of Green OCB – From Stealth to Champion

Faculty participation in OCB that focused on sustainability was not uniform; rather, it varied in terms of commitment and visibility.

Sub-theme-Quiet Integration: A lot of instructors participated in "stealth" OCB, gently incorporating sustainability into their current mentoring and teaching. "I don't run a 'green' course, but we constantly critique consumerism in my cultural studies class," said one humanities professor. It's how I quietly sow consciousness." (Case C).

Sub-theme -Collegial Advocacy: This entailed using unofficial avenues to influence peers. "I don't wait for meetings," a senior professor from Case A clarified. In the cafeteria, I confront my coworkers, show them the electricity bill, and recommend basic switches. It is more effective than any circular.

Sub-theme-Vocal Championing: A smaller group led initiatives and advocated on an institutional level, serving as formal champions. "I founded the green audit cell," said a young faculty member from Case B. Its unpaid extra

labor, but who will push if I don't? Here, it has become a part of who I am.

4.2 Theme 2: The Architecture of Participation – Structures, Symbols, and Barriers

Faculty agency was greatly impacted by the involvement frameworks.

Sub-theme - Empowering Structures: Participation was a strong incentive when sustainability committees had budgetary authority and their suggestions were implemented. "When the administration implemented our water harvesting plan within a year, it showed they valued our input," said a committee member from Case A. We had the impression of being true partners.

Sub-theme - Tokenistic Involvement: Participating in committees that were only symbolic was a typical experience. "We are called for a meeting once a year, asked for ideas that are neatly recorded and then forgotten," bemoaned a professor from Case D. It's a checkbox exercise. It feels dishonest, which is worse than not having a committee.

Sub-theme - The Obstacle of Bureaucracy Rigid protocols and hierarchical governance were often mentioned as obstacles. "You need signatures from five offices to obtain a basic composting bin," an associate professor from Case B clarified. The voluntary spirit is killed by the system.

4.3 Theme 3: The Synergistic Engine – How Participation Fuels OCB and Builds Culture

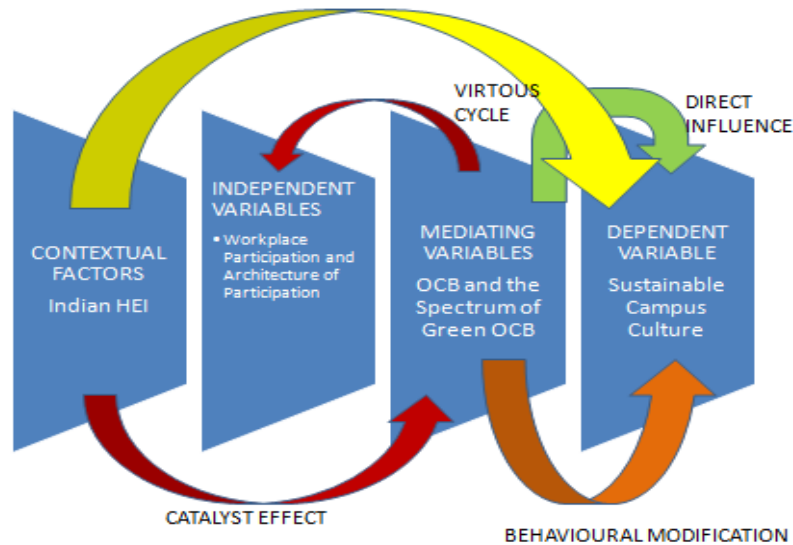
The dynamic interaction between the structures is encapsulated in this main theme.

Sub Theme -The Catalyst Effect: OCB was directly sparked by meaningful participation. Faculty members were much more inclined to put in extra work when they thought their opinions mattered. "I feel personally responsible for making the new waste policy work because I was part of the group that designed it," stated a participant from Case A. I would never have stayed back to instruct the sanitation personnel otherwise.

Sub Theme- The Virtuous Cycle: OCB supported the culture and provided justification for continued involvement. Faculty-led projects that were successful established a track record of credibility, which increased trust and allowed for more significant participation in decision-making. As a result, a positive cycle of involvement and empowerment was established.

Sub Theme-The Cultural Payoff: It was believed that the sum of these empowered voluntary acts constituted the core of the campus culture. "You can't mandate passion," noted a senior administrator from Case C.

5. CONCEPTUAL MODEL DIAGRAM



The Conceptual model examining the creation of a sustainable campus culture in Indian Higher Education Institutions (HEIs) is presented in this conceptual diagram. Fundamentally, the model asserts that the main objective of cultivating a Sustainable Campus Culture is directly impacted by two distinct factors: Workplace Participation and the Architecture of Participation (the formal and informal institutions that permit involvement). The suggested indirect approach, however, is the model's key finding. It implies that rather than acting independently, these participatory components initially serve as a catalyst for a shift in employee behavior.

Organizational Citizenship Behavior (OCB) and, more importantly, its ecologically focused variation, the Spectrum of Green OCB, are the precise manifestations of this behavioral change. Examples of this green OCB include volunteer energy conservation, waste reduction, and encouraging sustainability projects among peers. According to the paradigm, worker engagement most successfully changes the institutional culture through this mediating mechanism—the promotion of voluntary, pro-environmental actions. Employees' voluntary green actions are activated by participation, which essentially provides the platform and empowerment. This collective behavioral shift ultimately acts as the fundamental catalyst for integrating sustainability into the campus's values, norms, and every day practices.

6. DISCUSSION

This study offers a sophisticated, empirically supported explanation of how human agency (OCB) and structural opportunities (workplace engagement) interact dynamically to co-create sustainable campus cultures. Our results confirm that sustainability in HEIs is not only a technical or policy-based accomplishment, but also a socio-cultural one. The theoretical understanding of OCB in non-Western academic environments is expanded by the recognized Spectrum of Green OCB. It demonstrates that OCB is a variety of behaviors rather than a binary state, all of which are essential for cultural penetration. While "vocal championing" is necessary to generate visible momentum,

"quiet integration" shows how cultural change can be gradual and diffuse.

The Architecture of Participation theme critically emphasizes that having participatory structures alone is not enough. The results substantially support Rao's (2016) assertion that the quality of participation—its influence, authenticity, and institutional follow-through—determines its effect on teacher motivation. A major demotivator that could undermine current OCB is tokenistic involvement. Most importantly, a process model explaining the shift from policy to culture is provided by the Synergistic Engine theme. It demonstrates how participatory structures serve as a catalyst that unlocks faculty agency through OCB rather than acting as a direct switch for cultural change. The argument for and application of participatory government are therefore strengthened by this OCB, which becomes the material manifestation of the culture. . This result is consistent with the idea of psychological ownership (Bess & Dee, 2008), which holds that involvement creates a feeling of "mine-ness," which results in stewardship behaviors (OCB) toward the institution's sustainability objectives.

7. LIMITATIONS AND FUTURE RESEARCH

In summary, creating a community of practice and shared beliefs is at the heart of the process of creating a sustainable campus. It calls for a paradigm change from considering sustainability as a technical issue that can be resolved by infrastructure to seeing it as a sociocultural challenge that requires human involvement and group action. This study shows that Organizational Citizenship Behavior is a strong, voluntary force that is essential to this cultural shift, but it does not happen by accident. An enabling architecture of genuine workplace engagement is necessary to initiate and maintain it.

Therefore, it is the responsibility of institutional leaders to take on the role of cultural architects instead of just facilities administrators. This calls for the adoption of mechanisms that acknowledge and validate faculty-driven "Green OCB," the thoughtful design of inclusive governance structures, and the development of trust via

open and responsive decision-making. Leaders can enable academic staff to shift from being passive policy implementers to active co-creators of a durable institutional legacy by carefully cultivating the synergistic engine identified in this study. In the end, a truly sustainable campus is characterized not just by its solar panels but also by the empowered community that stands up for the principles they stand for.

8. CONCLUSION

This study concludes that developing truly sustainable campus cultures in Indian higher education institutions requires a fundamental paradigm shift from a top-down, infrastructure-centric model to a profoundly human-centric approach that strategically takes advantage of the dynamic interaction between Organizational Citizenship Behavior (OCB) and workplace participation. The results show that sustainable change is a socio-cultural process rather than just an operational difficulty, where genuine, empowered participation structures—like faculty-led councils with actual financial control and decision-making authority—act as a crucial catalyst.

In order to ignite and maintain "Green OCB," the range of voluntary, discretionary behaviors through which faculty members willingly promote sustainability in their teaching, research, and community participation, these structures promote the psychological ownership and procedural fairness required. Institutional leaders must go beyond tokenistic consultation to systematically legitimize Green OCB by including it into formal performance appraisal systems and promotion criteria in order to capitalize on this synergy. At the same time, they must remove bureaucratic obstacles that impede grassroots initiative.

A robust and ubiquitous ecology of involvement is also ensured by honoring the full range of engagement, from the quiet integrator incorporating sustainability into teaching to the vociferous champion spearheading campus-wide movements. In the end, Indian HEIs can transform their academic staff from passive policy implementers into empowered co-creators by purposefully designing environments where participatory governance and citizen-led behaviors reinforce each other in a positive cycle. This will embed sustainability as an enduring institutional ethos deeply woven into the shared values, every day practices, and collective identity of the university community.

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